Tutor Professional Development Handbook: B.Ed. in Initial Teacher Education – Language & Literacy Year 2 Semester 1

HANDBOOK FOR **TUTORS**

GHANA TERTIARY EDUCATION COMMISSION

NATIONAL TEACHING COUNCIL
NTC
Building Confidence, Raising Teaching Standards

The Government of Ghana

mastercard
foundation

T-TEL
Transforming Teaching, Education & Learning

Foreword

I am grateful that you are reading and using this Professional Development Handbook for the Bachelor of Education (B.Ed.) in Initial Teacher Education Year 2 Semester 1 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.

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, are the first set of Handbooks which include specific cross cutting sessions in Gender, Equality and Social Inclusion (GESI) and Information and Communications Technology (ICT).

The introduction of GESI in these Handbooks is an important step forward in ensuring that our teacher education system is responsive and genuinely promotes equality and inclusion whilst the inclusion of ICT represents Ghana's aim of ensuring that all teachers and learners are digitally literate.

As with previous Handbooks I would like to take this opportunity to thank both the Ghana Tertiary Education Commission and Mastercard Foundation for their assistance and support in making this work possible.

Robin Todd
Executive Director, T-TEL

TABLE OF CONTENTS

CROSS-CUTTING GENDER, EQUALITY AND SOCIAL INCLUSION (GESI)

Tutor PD Session for Lesson 001 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to GESI	1.1 Read and discuss the introduction to (to GESI) and the learning outcomes below and provide your opinion on same. **Introduction to GESI:** a. **Purpose of GESI in the specialisms** Communities all over the world consist of diverse individuals and social groupings that have different needs, strengths, opportunities, and concerns as a result of differences in culture, gender, abilities, economic and social status. As teacher educator, it is important that you understand the uniqueness of the diverse groups in the classroom and ensure that every individual is supported to attain quality education. Towards promoting equal opportunity for females and males as well as all other disadvantaged groups in the classroom, GESI in schools is being championed. You need to have a clear understanding of GESI issues to be able to integrate these in the teaching and learning process and other aspects of college life and to encourage student teacher to do same during STS.	**20 mins**

	b. **Overview of GESI and related concepts** This session seeks to expose you to the concept GESI and related issues such as Gender, Equality, Equity etc to enable you appreciate issues of stereotypes and work towards challenging traditional gender roles as well as dealing with your own unconscious biases so you can attend to the diverse needs of all learners in the classroom and in the College. c. **Session learning outcomes** By the end of this session, you will be able to i. demonstrate understanding of the concept GESI and related issues. ii. apply these concepts in your teaching and general practices. iii. support student teachers to understand GESI issues and how to apply them during STS. 1.2 Identify what the acronym GESI stands for and explain what it means. 1.3 In your subject groups, explain any <u>two concepts</u> related to GESI. (you may use your phones/laptops to search for how each concept is related to education from www.google.com Adapt differentiated approaches to explain concepts (sketches, role play, story etc). 1.2 Reflect on your understanding of GESI and justify its importance in education.	
2. Identification and discussion of new learning • Potential barriers to learning for student teachers	2.1 Identify and discuss how the new GESI concepts you have acquired could be useful in your teaching and general school life. 2.2 Reflect individually, share with a colleague and then the entire group possible barriers to learning GESI for student teachers and how to address them. **Examples may include:** **Misconceptions:** *those certain roles are for specific gender; boys are brave and can dissect a rabbit and girls are good cooks than boys. This*	**15 mins**

	can be addressed by citing instances where girls demonstrate bravery and boys have been better cooks. ***Negative attitudes****: the perception that persons with SEN are low achievers. Address this by giving examples of persons with SEN who have excelled in various aspects of life (Hellen Keller, Professor Danaah)* (Tutors may share their experience of unfair treatment/unconscious biases that constitute barriers to GESI).	
3. Planning for teaching, learning and assessment activities for the lesson/s • Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills • GESI responsive assessment • Resources: ○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability	3.1 Identify and discuss GESI responsive practices that support in creating GESI friendly school and classroom environments. (Reference to college context). *Eg. a) Involving men and women equally in decision making* 3.2 Brainstorm aspects of the basic school curriculum that need improvement in the area of GESI. *E.g. a) Play activities: girls and boys could play soccer and ampe.* 3.3 Identify strategies on how GESI, ICT, and 21st Century skills can be integrated in their specific subject areas. 3.4 identify and discuss possible strategies to make subjects projects and subject portfolios GESI responsive. *Eg. a) Equitable distribution of relevant resources for the subject projects* **Note:** Make conscious efforts to ensure GESI responsiveness in conducting continuous assessment for student teachers (eg subject project) 3.5 Identify and discuss the links to existing GESI resources such as the Gender Handbook for CoEs,	**30 mins**

	3.6 Read GESI resources for new ideas to improve your lesson preparation and classroom practice.	
4. Evaluation and review of session: • Tutors need to identify critical friends to observe lessons and report at next session. • Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.1 Invite critical friend (male/female) to observe a lesson using the observation checklist and give feedback on next PD session. *Example: equal involvement of both males, females and SEN learners* 4.2 Pick and explain GESI concepts learnt giving examples in classroom and out of class situations. **Advance Preparation for lessons** 4.3 Read GESI related resources for new ideas to improve their lesson preparation and classroom practices.	**15 mins**

GESI Appendix 1 – UNDERSTANDING GENDER - TERMS AND CONCEPTS

Sex is aspect of one's biological makeup that depends on whether one is born with distinct male or female genitals and a genetic programme that releases either male or female hormones to stimulate the development of one's reproductive system. Sex is biologically defined. It is determined by birth. It is universal and unchanging.

Gender is simply the relationship between men and women and the roles and responsibilities they have in the society in which they live. It refers to the socially constructed differentiated roles assigned to both sexes, whereby both men and women are expected to conform to and perpetuate the roles and behaviors that have been assigned to them. Gender is socially constructed and differs between and within cultures. It is about the differences in roles, responsibilities, opportunities, needs and constraints of men and women.

Some Distinctive Features of Gender:
- Deals with the relationship between men and women
- Deals with the roles and responsibilities men and women are assigned by their society
- Both men and women are expected to conform to and perpetuate the roles and behaviors that have been assigned them
- It involves the ranking of traits and activities so that those associated with men are normally given greater value
- It is historical
- It is learned, and therefore can be unlearned
- It takes place within different macro and micro spheres such as the state, the labour market,
- schools, the media, the law, the family, household and interpersonal relations
- It interacts with race/ethnicity, age, disability, status, economic factors, etc. Meaning these factors may present different gender dynamics and expectations.

Gender Roles define what is considered appropriate for men and women within a given society. It also means socially assigned roles of men and women and informs the division of labour. It involves the relation to power (how it is used, by whom and how it is shared). It varies greatly from one culture to another and change over time. Gender roles may vary from one social group to another within the same culture.

Gender Relation refers to how men and women relate to each other, resulting in manifestations of gender based power. This arises from the roles men and women are expected to play and the impact of their interactions. The family is a good example, as men assume the earner and leader roles, women assume the domestic and care giving roles. These power relations are uneven because the male has more power in making decisions than females. If we do not conform to roles prescribed to us by society, we are seen to be deviant by society. Power relations always result in one party being worse off than the other

and create social imbalances. This means inequality between men and women that is acquired in the process of socialisation.

Gender Responsiveness refers to outcomes that reflect an understanding of gender roles and inequalities and which make an effort to encourage equal participation and equal and fair distribution of benefits.

Gender responsiveness is accomplished through gender analysis and gender inclusiveness. It means creating an environment that reflects an understanding of the realities of women and men's lives and address the issues accordingly. Being gender responsive means having the capacity to analyse a specific context from a gender perspective, to develop gender sensitive course outline, lesson notes, teaching learning materials and to allocate budgets in a gender-responsive way.

Gender Stereotyping refers to the practice of ascribing to an individual woman or man specific attributes, characteristics, or roles by reason only of her or his membership in the social group of women or men.

Gender Stereotype simply means the constant portrayal, such as in the media, conversation, jokes or books, of women and men occupying social roles according to a traditional gender role or division of labour. Gender stereotyping is wrongful when it results in a violation or violations of human rights and fundamental freedoms.

Equality refers to the equal rights, responsibilities and opportunities of men, women and persons with special education needs and disabilities. It pertains to equal distribution of resources and benefits and participation of women and men in all areas of society. It also means giving equal weight to the knowledge, experience and values of both women and men in society. Equality between men and women is a human rights issue and a pre-condition for sustainable development. It is based on the principle that, though men and women are not the same biologically, they are equal as human beings.

Equity is based on principle of fair share. It is a stage in the process of achieving equality. Equity refers to a fair sharing of resources, opportunities and benefits according to a given framework. It is one of the measures of equality, but not the only one. Equity is measurable and manifested in parity. Experience illustrates that equity is used instead of equality within institutions.

Equality vs Equity. Equality refers to similarity of treatment as it is legally, constitutionally and divinely given. It is a fundamental right. And it is often the goal. Equity is often viewed as a favour, whereas equality is a fundamental right.

Empowerment is a process through which women, men and persons with disability in disadvantaged positions increase their access to knowledge, resources, and decision-making power, and raise their awareness of participation in their communities, in order to reach a level of control over their own environment.

Gender Mainstreaming is the concept of bringing gender issues into the mainstream of society. It was established as a global strategy for promoting gender equality in the Platform

for Action adopted at the United Nations Fourth World Conference on Women held in Beijing in 1995. The conference highlighted the necessity to ensure that gender equality is a primary goal in all areas of societal development. In July 1997, the United Nations Economic and Social Council (ECOSOC) defined the concept of gender mainstreaming as follows: "Mainstreaming a gender perspective is the process of assessing the implications for women and men and persons with special education needs and disability of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making the concerns and experiences of women as well as of men an integral part of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres, so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal of mainstreaming is to achieve gender equality".

Mainstreaming in education involves placing learners with special education needs and disability in a general education classroom with a special education teacher as a co-teacher giving them the same opportunities as other learners to access instruction, gain knowledge, and to participate in the academic and socializing environments that a school offer.

Inclusion is the process of valuing all individuals and leveraging their diverse talent, not despite their differences, but because of their differences. Inclusion requires a conscious effort to involve all human resources in the fabric and mission of the institution or school as a critical value addition.

Disempowerment is any action, policy development and/or relief program or process through which women's, men's and persons with disabilities priorities, needs and interests are further ignored, reducing their participation in decision- making and representing an obstacle to their economic, political and social improvement, or to their academic progress and growth attainment.

Patriarchy is an ideology and social system that propagates male supremacy or male power and superiority over women as natural. The operating premise is that men are biologically, intellectually and emotionally superior to women. Conversely, women are considered to be weak and dependent on men for protection, guidance, upkeep and general survival. The ideology is institutionalised through active formal and informal systems, backed up by ideas, beliefs, religion, practices and culture – and sometimes by force. A patriarchal ideology is the key factor in the structural gender inequality in most of our societies.

Gender Neutrality is the claim some people make when they want to present themselves as not practising gender-based discrimination. What it often masks, however, is the failure to take gender issues into consideration, and this can translate into discrimination against girls as it fails to pay attention to the distinct and special needs of girls and boys.

Gender blindness is the failure to recognise the differences between males and females and therefore leading to failure to provide for the differences.

Other concepts/ terminologies:
Marginalisation - exclusion in processes such as decision-making. This results in women's inability to articulate their needs and interests.

Discrimination - differential treatment based on factors over which an individual has no control, e.g. sex, disability, socio-economic status, tribe, nationality, race, etc.

Objectification - assignment of less than human status and treatment to women. Infantilisation - categorising women with children, i.e. having no legal decision making powers, voting rights or capacity to enter into contracts.

Dispossession - through patriarchal systems of property inheritance, where is some cultures women are not allowed to inherit wealth.
Segregation occurs when students with disabilities are educated in separate environments (classes or schools) designed for students with impairments or with a particular impairment.

Exclusion occurs when an individual or group is denied the right to access (facilities, education) or participate in educational or social activity on the bases of ability, gender, health or social status.

Value Assignment - determining a woman's value by the sex and number of children she bears.

Violence - physical, mental and emotional abuse, which is culturally accepted as correcting a wife or harmful practices such as female genital mutilation to subdue female sexual urge

Poor refers to households or persons who consume an average of less than 2,220 calories of food per person per day. (according to Nepal Living Standard Survey, 2010/11)

Vulnerable Groups refer to groups that experience a higher risk of poverty and social exclusion than the general population. Ethnic minorities, migrants, person with disabilities, the homeless, those struggling with substance abuse, isolated elderly people and children all often face difficulties that can lead to further social exclusion, such as low levels of education and unemployment or underemployment.

Gender Impact Analysis/Assessment examines policies and practices to ensure they have beneficial effects on women and men. It identifies the existence and extent of differences between women and men and the implications of these differences for specific policy areas.

Social Exclusion describes the experience of groups that are systematically and historically disadvantaged because of discrimination based on gender, ethnicity or religion.

Gender Responsive Budget refers to government planning, programming and budgeting that contributes to the advancement of gender equality and the fulfillment of women's rights. It entails identifying and reflecting interventions to address gender gaps in sector and local government policies, plans and budgets.

Disaggregated Data refers to distinguishing men and women, ethnic minorities, people with disability, people with HIV and other excluded people in the data to reveal quantitative differences between them.

Why the need for GESI in education?

The need to deliberately address gender and inclusion in the classroom arises because, over time, the classroom and school environment have been skewed in ways that condone gender bias and promote exclusion. Below are examples of practices in the classroom that reinforce traditional gender roles and stereotypes:
   a. Male characters are often represented than females in TLMs
   b. Textbooks have more males than females in illustrations
   c. Illustrations in TLMs often portray gender stereotypes (male CEO and decision makers, females in domestic roles etc.)
   d. Persons with disability are underrepresented
   e. When persons with disability are featured, they are portrayed with negative stereotypes
   f. (Cursed, beggars or burden on society)
   g. Use of male pronouns to represent everyone (ignoring the existence of females)
   h. Persons with disability are identified by their disability. Often their disability is put before them – for example, deaf man, "handicapped" child, blind girl etc

Some misconceptions of GESI in Schools and out of Schools and how to address them
   a. GESI seeks to favour women
   b. GESI affects the learning outcomes of the "normal" learner
   c. Society thinks education is for men
   d. Concerns only persons with disabilities
   e. Quality inclusion is expensive
   f. Only schools are responsible for the implementation of GESI
   g. Persons with disability cannot cope in mainstream school.
   h. Disability is contagious

Ways the misconceptions can be addressed
These can be addressed through:
   • Behavior change communication approaches
   • Continued sensitization and advocacy of GESI
   • Mainstreaming GESI responsiveness in school and community practices and activities

Barriers that hinder GESI and how to address them in and out of schools
   a. Infrastructural barriers such as inaccessible school facilities
   b. Curriculum barriers such as deficient resources and learning materials for learners
   c. attitudinal barriers such as insensitivity and discrimination by teachers, parents, peers and the society at large
   d. Pedagogical barriers such as teachers not having necessary knowledge and skills on GESI responsive pedagogy.
   e. Public misconception of what GESI seeks to achieve
   f. Large class size especially in the basic schools

g. Unavailability of relevant teaching and learning resources
h. Lack of expert support for the regular class teacher

Ways the barriers can be addressed
These can be addressed through:
- GESI responsive infrastructure
- GESI responsive teacher education curriculum (include basic braille and sign language)
- Continuous advocacy
- Training teachers on GESI responsive pedagogies
- Train and deploy more special education teachers to the regular schools
- Provide relevant TLR for use in schools

Appendix 2 – GESI Observation Tool

A. Silent Tears

Silent Tears in the Classroom
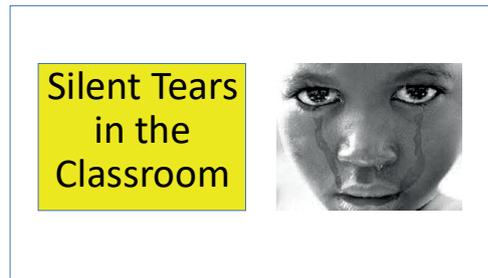
- Tears always fill me, but I can't pour them because no one understands me
- My parents can't even understand me because my teachers make them believe I am good for nothing
- I thought my parents will tell them that I repair all the electrical appliances in the house without any training
- Who will hear me now because myself and many who are like me are being destroyed?
- Who will help tell them that even though we might not be able to get the certificate we have great talents?
- Who will help tell teachers that they should not force their dreams on us but guide us nurture our God given talents?
- Who will hear our cry? I am one of the voices of the many silent voices in the class
- I wish I can be bold to tell my teachers that I must be understood and not compared
- My maths teachers say I'm good for nothing because I'm not good in calculations
- My science teachers say am useless because I can't express myself fluently in the white man's language
- They seem to have forgotten that I'm the one who led the school soccer team to win that trophy
- I am the same person who plays the drums to the admiration of all
- Sometimes when I ask why they consider what I do as important, they tell me WAEC doesn't ask those in examinations
- My teachers always say I don't do well even though they teach me well but how can I tell them that the teaching method doesn't favour me even though it favours the majority
- How can I tell my teacher that I just need motivation not condemnation?

B. Integrating GESI in Teaching and Learning

Introduction: The need to deliberately address gender and inclusion in the classroom arises because, overtime, the classroom and school environment have been made to overlook gender biases and continue to promote exclusion. GESI responsive pedagogy involve teaching and learning processes that pay attention to the specific learning needs of girls, boys and members of marginalised groups.

Overview of GESI Responsive Pedagogy:

Classroom practices often reinforce traditional gender roles, gender and inclusion stereotypes that may disadvantage some learners resulting in poor quality learning outcomes. There is therefore the need to challenge these practices to ensure equal learning

outcomes of all learners. This require teachers to be GESI responsive in lesson planning, selection and use of teaching and learning materials, methodologies, learning activities, classroom setup and interaction, management of gender stereotypes in the classroom and feedback and assessment.

Components of a GESI Responsive Lesson

  1. GESI Responsive Lesson Planning

- Lesson planning involves a wide range of decisions:
- Content
- Choice of learning materials to use
- Methodologies
- Learning activities
- Language use
- Classroom setup
- Classroom interaction
- Assessment of the learning/ learner
- Fair knowledge of the background of learners to inform all the above
- For a lesson plan to take into account gender and inclusion considerations, the lesson planning process should involve the following:

  2. Choice of Learning Materials

- Review the TLMs and identify if the material contains stereotypes?
- If so, what strategies can be used to address such stereotypes?
- If faced with a history textbook that portrays only heroes, it will be vital to draw up a list of "sheroes" (female heroes).
- If a chemistry textbook portrays only male scientists as inventors or abled bodied scientists, include discussing female scientists and scientists with disability.
- Carefully review the language used in the TLMs for gender responsiveness and inclusion.

  3. Teaching Methodologies

- Select teaching methodologies that will ensure equal participation of girls, boys and students with special needs.
- Ensure that dominant individuals do not sideline less assertive ones. – Employ differentiated teaching approaches suitable for all learners.
- Protect students with disability from abuse or bully by other students.

  4. Learning Activities

The lesson plan should make allowance for all students to participate in the learning activity.

- When doing science experiments, ensure that girls, boys and students with disability have a chance to use the equipment and chemicals.
- There should also be equal participation in such activities as making presentations.
- When assigning projects, ensure that both females and males are given leadership positions and roles.
- Take into account how the learning materials will be distributed equally to both girls and boys, especially in case of shortage or limited supply.

5. **Classroom Setup and Interaction**

The lesson plan should consider the classroom setup.
- Consider how to arrange the classroom and interact with the students to promote equal participation of all students.
- Plan in advance to ask substantive questions to all students.
- Where do you stand or sit during the lesson? Ensure that your position or posture does not exclude or intimidate students.

Management of other gender and inclusive constraints to learning inside the classroom
- In the planning process, make provision for time to deal with gender-specific problems, if any, such as girls who have missed class due to menstruation, household chores or family responsibilities. Or support to students with learning disabilities.
- Watch for indications of bullying, sexual harassment, adolescent hormonal upheavals, the impact of HIV/ AIDS, Pregnancy, Peer pressure, among others.

Feedback and Assessment
Make time for adequate feedback from girls, boys and students with special needs to ensure that lesson is well understood. Ensure that assessment methods do not disadvantage any marginalised group or individual in the class.

GESI Responsive Teaching & Learning Resources (TLRs)
TLRs are fundamental to the pedagogical process and are critical for shaping young minds. However, TLRs and textbooks often communicate traditional and limited gender roles. They also reinforce stereotypes about disabilities. Usually, the message in some materials is that women and girls are weak and passive and that persons with disabilities are a burden or are cursed. Consequently, male and female students continue to follow the status quo and reinforce negative stereotypes about women. In effect, men are challenged to take up leadership roles, whereas women continue to occupy the backbench. To ensure equality and inclusion, TLRs and other learning resources must empower both female and male students and students with disabilities.

Choose materials that depict persons of minority groups in a positive light. For example, a child with a physical disability playing with other children; an albino student in class with other children, a female statistician etc

GESI Responsive TLRs:

GESI Responsive Language Use in the Classroom
Language is a tool of communication. Inappropriate language use can transmit negative messages and inhibit learning. A boy or girl whose teacher constantly tells them "you are stupid" may believe this to be true. A teacher's constant use of harsh, abusive and threatening language may instil fear in the students. Language can also reinforce gender differences and inequalities
- Gender biases are expressed through language that reveals the belief that girls cannot perform as well as boys or that boys should not allow themselves to be outperformed by girls academically – or in any other way.
- Teachers sometimes discourage girls from taking science-based subjects or courses by telling them that such subjects are for boys or are too difficult for girls.
- When a girl is assertive, she is told to stop behaving like a boy, and when a boy cries, he is cautioned to stop acting like a girl.

- Spoken language is only part of the equation. Much offensive communication is not verbal. – An indifferent shrug of the shoulders or rolling of the eyes suggests that the student is too foolish or bothersome to warrant attention.
- Other gestures and body language, such as winking, touching, brushing, grabbing, and other moves, may be overtly sexual.
- It is also difficult for the victim to take steps to stop the abuse because there is often no tangible evidence. Most sexual harassment occurs and escalates in this way.

GESI Responsive Classroom Setup

How the classroom is arranged can contribute positively or negatively to teaching and learning processes. This includes the layout of the furniture in the classroom or laboratory, the quality of chairs and desks, and the overall physical infrastructure of the school. The height of shelves in the classroom can contribute to an interactive classroom setup or exclude student of a certain height.

To ensure GESI responsiveness in the way a classroom is set up, the following needs to be considered:

- A classroom setup that mixes girls and boys and also considers disabilities – Classroom setup that enhances the participation of all students
- Arrangement of the desks that allow students with disabilities to be comfortable – Appropriate shelf heights in the libraries and laboratories.
- Stools in laboratories that are appropriate in size and shape thus enabling effective participation of both girls and boys.
- Fixtures and visual aids on the walls that send gender-responsive messages
- Appropriate size, shape and weight of desks and chairs.

GESI Responsive Classroom Interaction: Students are boys and girls with gender-specific needs. Especially as they mature, their gender roles can have an increasing impact on classroom interactions. An existing disability introduces different classroom dynamics. Sexual experimentation, sexual harassment, male domination, female passivity, and bullying come into play in the classroom. The following are essential steps towards building good classroom rapport:

Look for characteristics such as shyness, arrogance, distraction and low confidence.

- Take into account that some students are slow learners, some are gifted, and most are better in some areas than others.
- It is important to go beyond academic ability. Bear in mind that some learners come from disadvantaged situations.
- Orphans, displaced, the very poor or may have hidden disabilities
- Watch out for the gender-specific needs of students: girls who are having problems because they are going through their menstrual cycle.

Appendix 3 – GESI Observation Tool

Name of Tutor		Sex	
Course Title		Level	
Subject/Topic			

Gender and Inclusion Responsive competency	Some Strategies and Actions to observe:	Not achieved	Partially achieved	Half achieved	Fully achieved
		0	1	2	3
1. The Tutor uses Gender and Inclusion responsive pedagogy in class (aim for a score of 19-21)	**The Tutor:** 1) gives equal chance to females and males to ask and answer questions in class (and provides extra encouragement to girls who may lack confidence)				
	2) uses participatory methods such as group work, debates and role play; and ensures equal participation of females & males (giving extra encouragement where needed)				
	3) pays attention to the composition of females and males during group work and assigns females leadership roles				
	4) ensures that females have equal access to teaching and learning resources (TLMs, books, desks, etc.), particularly if males are more assertive and take resources first				
	5) is patient with females and males who may be shy or afraid to speak				
	6) checks to see if both females and males understand the lesson				
	7) provides constructive/positive verbal feedback to both females and males in class				
Total score					
2. The Tutor uses Gender and Inclusion responsive language and interaction	**The Tutor:** 1) does not use negative expressions or language that demeans, excludes, or gives females the impression that are not as intelligent or do not need to perform as well as males				
	2) does not use harsh/threatening language or actions that instil fear in both females and males				

(aim for a score of 19-21)	3) does not say things that reinforce false assumptions about females and males (e.g., girls are bad at maths/science, girls are always shy, boys are the first to answer)				
	4) does not use body language that excludes girls or shows preferential treatment to boys (such as speaking mostly to boys or turning your back to girls)				
	5) sets ground rules that prohibit teasing or bullying, particularly from males towards females				
	6) builds students' (especially females') skills for self-confidence, speaking out and leadership				
	7) knows the difference between 'being friendly' with girls and being flirtatious. Jokes and conversations should not have sexual undertones, and Tutors should not use terms like 'girlfriend' or 'sweetie'.				
Total score					
3. The Tutor uses Gender and Inclusion responsive TLMs (aim for a score of 10-12)	**The Tutor:** 1) reviews all textbooks, pictures, posters, and materials before using them to see if they reinforce traditional Gender and Inclusion roles (e.g., women cooking/cleaning, men in professional roles)				
	2) identifies traditional Gender and Inclusion roles that appear in books/materials and makes a point to alert students to these portrayals when using the materials in class				
	3) discusses with students how portrayals of traditional Gender and Inclusion roles limit what female students think they can do and achieve				
	4) ensures that books, materials, or equipment are equally distributed amongst females/males				
Total score					
4. The Tutor challenges	**The Tutor:** 1) empowers males to be critical of and challenge traditional views of masculinity				

traditional Gender and Inclusion roles (aim for a score of 10-12)		(e.g. men should be 'powerful', should not be 'weak', should never cook/clean)			
	2)	empowers females to be critical of and challenge traditional views of femininity (e.g., women should be dependent on men, should only be mothers/carers, should not be assertive)			
	3)	actively uses examples (e.g., exercises, activities, role play, pictures) that *challenge or reverse* traditional Gender and Inclusion roles (such as having men cook)			
	4)	supports and encourages females to achieve in maths and science and aspire to professions traditionally taken by men (such as engineering, police, medicine)			
Total score					
5. The Tutor uses Gender and Inclusion responsive planning (aim for a score of 15-18)	**The Tutor:** 1)	plans classroom seating so that males and females are mixed, and so that pupils who need more support sit at the front			
	2)	reviews student attendance every 2-3 months (particularly for females) - if there are problems with attendance, the Tutor should follow up with the head Tutor and parents			
	3)	reviews student assessments every 2-3 months - if there are large gaps between females and males, the Tutor should develop strategies to close the gaps			
	4)	plans to use teaching strategies that ensure equal participation of both females and males			
	5)	reviews TLMs for traditional Gender and Inclusion roles and ensures that materials are distributed and used equally between female and males			
	6)	plans to use exercises/activities that do not reinforce traditional Gender and Inclusion roles and in some cases, actively *challenges* or *reverses* traditional Gender and Inclusion roles			
Total score					
Overall score					

Class size	
Number of Females	
Number of Males	

Name of Peer Tutor (Observer)

……….

Signature

……….

Thank you for completing this observation tool.

ICT AS CROSS-CUTTING TOOL FOR TEACHING AND LEARNING

Purpose
This manual is prepared to
1. help tutors plan and teach learner-centred lessons using ICT
2. provide tutors access to and use of ICT tools for assessment *of, for* and *as* learning
3. introduce tutors to the use ICT for the development of 21st century skills
4. guide tutor in their use of ICT software and hardware for teaching and learning.

Preamble
Teachers in the 21st century are facing new challenges because of the expanding possibilities of ICT integration in every aspect of the school curriculum. Research works have shown the potential of Tutor Professional Development (TPD) that is tailored to local conditions as well as global components and takes advantage of mutual support among tutors, as well as modelling of effective practices.

Welliver's Instructional Transformation Model sets goals and expectations for all teachers at whatever stage they are starting at. The five hierarchical stages start with familiarization, then utilization, integration, reorientation, and finally revolution.

1. **Familiarization:** is when teachers become aware of technology and its potential uses.
2. **Utilization:** teachers use technology, but minor problems will cause them to discontinue its use.
3. **Integration:** technology becomes essential for the educational process and teachers are constantly thinking of new ways to use technology in their classrooms
4. **Reorientation:** teachers begin to rethink the educational goals of the classroom with the use of technology.
5. **Revolution:** is the evolving classroom that becomes completely integrated with technology in all subject areas. Technology becomes an invisible tool that is seamlessly woven into the teaching and learning process.

ICTs have the capabilities to bring several benefits to teachers and students such as shared learning resources, shared learning spaces and promotion of cooperative and collaborative learning they also provide a base for autonomous learning. ICTs have enabled us to communicate one to one, one to many and many to many through communication channels and networking. They provide a means to organize institutions differently and lead to new ways of working together with virtualization. With implementation and integration of ICTs in teacher education, the society has been transformed into a knowledge society. During the International Conference on ICT and Post-2015 Education, the 2015 Qingdao Declaration stated the importance of the professional development of teachers to effectively integrate ICT into their work.

Successful integration of ICT into teaching and learning requires rethinking the role of teachers and reforming their preparation and professional development. It calls for promoting a culture of quality in all its aspects: staff support, student support, curricula design, course design, course delivery, strategic planning, and development. We will therefore ensure that teacher-training institutions are equipped and prepared to use ICT adequately to expand the benefits of

training and professional development programmes to all teachers, and to act as the vanguard for technology-supported innovations in education. We also commit to providing teachers with system-wide support for the pedagogical use of ICT, to incentivize teacher innovation, and to develop networks and platforms that allow teachers to share experiences and approaches that may be of use to peers and other stakeholders. (UNESCO, 2015)

Mishra and Koehler (2006) expressed the fact that technology has changed the way we teach (pedagogy), what we teach (content), and the context in which teaching/learning happens. Thus, to say that technology gives us new opportunities to connect with the content and use new pedagogical strategies to pass the content to our students.

In the field of teacher education ICT-based applications and their integration with content, method and pedagogy are potential catalysts for meaningful learning of students. Professionals associated with teacher education institutions should equip them to design their educational system and prepare teachers for the future of the society (Singh, 2014).

With implementation of ICTs and its effective integration with teaching and learning process, the approaches to learning and teaching has changed to reflect global competencies of the 21st century teacher. The basic approaches are as follows:

- Learner Centric: Explore the best in every student.
- Learning Centric: Learner learn by designing and preparing meaningful learning experience with the help of a teacher.
- Promoting Inquisitiveness: Develop questioning ability in learner. Teacher encourages learner to ask questions. It leads to critical thinking.
- Innovation Centric: Teacher promotes innovation, creativity, and team spirit in learner.
- Develop cooperative and collaborative learning environment: Learning occurs through discussion, interaction and debate called learning for development.

Teacher is expected to perform the role of a facilitator and moderator with different responsibilities in different situations in a technology-mediated learning environment, called networked society. There is the need for specialized training and orientation of teachers to enable the teacher to develop the classroom, school and society with new skills and competencies. For this reason, the expectation of the National Teacher Curriculum Framework (NTECF) is that student teachers should be equipped a set of competencies and skills so that they can in turn inculcate in their learners the competencies and skills. The set of skills and competencies provided by the NTECF, subsequently captured by the Pre-Tertiary Education Curriculum Framework are:

- critical thinking and problem-solving skills,
- creative and innovative skills,
- life-long learning/personal Life skills,
- collaborative/social skills,
- communication skills,
- literacy and numeracy skills,
- leadership skills,
- entrepreneurial skills,
- digital literacy/information, communication & technology (ICT) skills and,
- civic literacy.

ICT can be used to leverage the development of these skills and competencies if teachers are intentional about the ICTs use for skills and competencies development.

Learning Outcomes	Indicators
1. Demonstrate knowledge and understanding of the basic ICT tools and their impact on 21st century skills	1.1 Mention and describe some basic ICT tools and how to use them, including: Computers, and other hardware, software. 1.2 21st century skills and ICT tools that can be used to integrate them in lessons. 1.3 Analyse and evaluate the changes brought about by the introduction of ICT.
2. Demonstrate use of basic ICT tools for planning lessons	2.1 Perform basic lesson planning tasks using an ICT tool, e.g., using Google calendar. 2.2 Create, edit, format, save and print documents using various productivity tools. 2.3 Use the internet to search for information
3. Demonstrate use of basic ICT tools for teaching, learning and assessment	3.1 Perform basic teaching tasks using an ICT tool, e.g., using PowerPoint, Google classroom, zoom, Google meet. 3.2 Perform basic lesson assessment tasks using an ICT tool, e.g., using Google forms. 3.3 Use the internet to search for activities for teaching, learning and assessment
4.Demonstrate use of basic ICT tools for research	4.1 Perform basic research tasks using an ICT tool, e.g., using survey monkey, Google forms. 4.2 Use the internet for literature search including theoretical and conceptual frameworks

ICT TOOLS

ICT tools – both software and hardware – can be used for planning, teaching, learning, assessment, data management and for research, with some of them able to perform multiple functions. Some of these tools are stated below with a brief note on their usage.

ICT TOOLS FOR PLANNING LESSONS

AnswerGarden is a tool for online brainstorming and collaboration.

BrainPOP Lets you use pre-recorded videos on countless topics to shape your lesson plan, then use quizzes to see what stuck.

Buncee Helps students and teachers visualize, communicate, and engage with classroom concepts.

Class Dojo: This is a fun tool to gamify the classroom. Students make their own avatars, gain and lose points based on classroom behavior, discussion approaches, and other soft skills agreed upon by the teacher and the class. Teachers can also use Class Dojo to take attendance and create graphs that breakdown the information for teachers. Not only will this tool encourage students to uphold class values, but it will also provide key metrics to help teachers adjust their teaching tactics accordingly.

Coggle A mind-mapping tool designed to help you understand student thinking.

Conceptboard is a software that facilitates team collaboration in a visual format, similar to mind mapping but using visual and text inputs.

Dotstorming A whiteboard app that allows digital sticky notes to be posted and voted on. This tool is best for generating class discussion and brainstorming on different topics and questions.

Flipgrid: Flipgrid is the video discussion tool from Microsoft that opens-up the classroom. It is designed to allow students to speak to the group but without the same fear that might constrict responses in a real-world situation. Students can re-record responses, removing the pressure of answering in class, on the spot. Of course, it's also a great tool for use when learning remotely.

Google Calendar: With Google Calendar, you can quickly schedule meetings and events and get reminders about upcoming activities, so you always know what's next. Calendar is designed for teams, so it's easy to share your schedule with others — students and colleagues for example — and create multiple calendars that you and your team can use together.

Google Classroom: Google Classroom is a free web service, developed by Google for schools, that aims to simplify creating, distributing, and grading assignments in a paperless way. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students. Google Classroom combines *Google Drive* for assignment creation, storage and distribution, Google Docs (equivalent of Microsoft Word), Sheets (equivalent of Microsoft Excel) and Slides (equivalent of Microsoft PowerPoint) for writing/word processing, calculation and graphing, and presentation respectively Gmail for communication, and Google Calendar for scheduling.

Google Meet: Google Meet is a google enterprise-grade video conferencing app. Now, anyone with a Google Account can create an online meeting with up to 100 participants and meet for up to 60 minutes per meeting.

PowerPoint Presentation: PowerPoint is a presentation programme developed by Microsoft. PowerPoint is often used to create business presentations but can also be used for educational or informal purposes. The presentations are comprised of slides, which may contain text, images, and other media, such as audio clips and movies. A good PowerPoint presentation enables teachers to make their lessons engaging, interactive and real.

Voov Meeting: VooV Meeting allows attendees to join meetings quickly on mobile phones, PCs, tablets, and webpages for a seamless conferencing experience across platforms

Zoom: Zoom Cloud Meetings is a proprietary video teleconferencing software program developed by Zoom Video Communications. It enables you to virtually interact with your students when in-person meetings are not possible, and it has been hugely successful for teaching and learning.

(Zoom, VooV Meeting and Google Meet are good for collaborative lesson planning with colleagues).

ICT TOOLS/APPS FOR TEACHING

AudioNote A combination of a voice recorder and notepad, it captures both audio and notes for student collaboration.

Edmodo is a free learning management platform that merges classroom content, safe communication, and assessment with social media savvy. Students and parents can get quick answers to questions as well as stay current on class assignments and happenings via the student planner and discussion threads. It provides a simple way for teachers to create and manage an online classroom community as well as enables students to connect and work with their classmates and teachers anywhere and anytime. The Ghana Library Authority as subscribed to this platform and available for teachers, students, and their parents to use.
Edpuzzle helps you use video (your own, or one from Khan Academy, YouTube, and more) to track student understanding.

GeoGebra for Teaching and Learning Math. It is a free digital tool for class activities, graphing, geometry, collaborative whiteboard and more

Google Classroom: Google Classroom is a free web service, developed by Google for schools, that aims to simplify creating, distributing, and grading assignments in a paperless way. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students. Google Classroom combines Google Drive for assignment creation and distribution, Google Docs, Sheets and Slides for writing, Gmail for communication, and Google Calendar for scheduling.

Jamboard is a digital interactive whiteboard in a collaborative whiteboard space with options to draw, add pictures, shapes, sticky notes, and text boxes. Jamboard is one smart display. Quickly pull in images from a Google search, save work to the cloud automatically, use the easy-to-read handwriting and shape recognition tool, and draw with a stylus but erase with your finger – just like a whiteboard.

Kasahorow is a vocabulary-enriching platform that helps to learn the English language and modernize African languages like a child. Kasahorow Keyboards for Android lets you type in Akan, English, Gbe, Ga-Dangme, Hausa and Yoruba conveniently. It is used as a normal keyboard by simply installing and selecting when you want to type an African language on any Android devices you have.

Kahoot is an online game-based learning platform. It allows teachers, organizations, and parents to set up fun web-based learning for others. Kahoot can be used as a fun trivia activity to do with students or teachers to have a series of fun questions at the same time learn.

Math Kids is a free learning game designed to teach young children numbers and mathematics. It features several mini games that toddlers and pre-K kids will love to play, and

the more they do the better their math skills will become. Adding Quiz will put your child's math and addition skills to the test.
Other mathematics applications are, inMaths, Geomaths

Moodle: Moodle stands for Modular Object-Oriented Dynamic Learning Environment. Moodle was designed to provide educators, administrators, and learners with an open, robust, secure, and free platform to create and deliver personalised learning environments. Moodle is a user-friendly Learning Management System (LMS) that supports learning and training needs for a wide range of institutions and organisations across the globe.

Photomath is a mobile application that utilizes a smartphone's camera to scan and recognize mathematical equations; the app then displays step-by-step explanations onscreen. It is available for free on both Android and iOS. It uses the camera on a user's smartphone or tablet to scan and recognize a math problem. Once the problem is recognized, the app will display solving steps, sometimes in a variety of methods or multiple approaches, to explain the scanned problem step-by-step and teach users the correct process.

Piazza Lets you upload lectures, assignments, and homework; pose and respond to student questions; and poll students about class content. This tool is better suited for older students as it mimics post-secondary class instructional formats.

QuickVoice Recorder Allows you to record classes, discussions, or audio for projects. Sync your recordings to your computer easily for use in presentations.

StudyGe: This is a geography for children. This learning game will help you to remember location of countries, their capitals and flags. You can train your memory and memorize information about countries. This offline platform will allow students to improve your knowledge of geography. Other geography platforms are LearnGeography, AP Human Geography

Telegram is a mobile application that allows users to communicate with them using mobile gadget and computer. Telegram can be used for teaching and learning for the following reasons:
Multiple platforms: smartphones (Operating system, Android), PC, Laptop, iPad, Tab, and Web., Compatible file format, large files transfer, Grouping facilities, better storage capacity and management, better memory system and management, better security with the encryption. Telegram can be used for teaching and learning in the following ways: announcement, forum i.e., whole class discussion, Quizzes, open ended question, group project report, listening practice, pronunciation practice, speaking practice, writing practice, problem solving, Content/materials sharing, PowerPoint presentation.

Vocaroo Is a quick and easy way to record and share voice massages over the interwebs. Vocaroo creates audio recordings without the need for additional software. The recordings are easy to be embedded into PowerPoint presentations and websites.

Whiteboard is an instant formative assessment tool for your classroom, providing you with live feedback and immediate overview over your students. Engage your whole class, include every student and let everybody answer - including the shy students or students who normally wouldn't bother to answer.

DIGITAL ASSESSMENT TOOLS FOR TEACHERS

Classmarker: Classmarker is an online testing software that offers a free version that is very complete providing teachers with interesting possibilities for formative and summative evaluations. A professional web-based Quiz maker is an easy-to-use, customizable online testing solution for business, training & educational assessments with Tests & Quizzes graded instantly, saving hours of paperwork

Edulastic Allows you to make standards-aligned assessments and get instant feedback.

Gimkit Lets you write real-time quizzes.

Google Forms: Google Forms is a tool that allows collecting information from users through a personalized survey or exam. Google Forms is a free tool from Google that allows you to do the following: Create forms, surveys, quizzes, and such. Share the forms with others. Allow others to complete the forms online.

Kahoot - game-based assessment tool.

Mentimeter - pre-built education templates.

Naiku Lets you write quizzes students can answer using their mobile devices.

Poll Everywhere - used by 300,000 teachers.

Quiz Bot - Create a quiz with several multiple-choice questions and test on telegram

Socrative - quizzes and questions with real-time grading.

World Geography – Quiz Games for Geography

World Map Quiz – quizzes and questions for Geography

ICT TOOLS/APPS FOR RESEARCH

Academia.edu: is a platform for academics to share research papers. The company's mission is to accelerate the world's research.

ai.google: Google periodically releases data of interest to researchers in a wide range of computer science disciplines.

Biohunter: A Portal with literature search, data statistics, reading, sorting, storing, field expert identification and journal finder.

Code Ocean is a Cloud-based computational platform which provides a way to share, discover and run published code.

DataBank: Is an analysis and visualization tool that contains collections of time series data on a variety of topics.

Datacatalogs.org offers open government data from US, EU, Canada, CKAN, and more.

Data.gov: The USA government's official data portal offers access to tens of thousands of data sets

Data.gov.in: An Open Government Data (OGD) Platform India - is a platform for supporting Open Data initiative of Government of India. The portal is intended to be used by Government of India Ministries/ Departments their organizations to publish datasets, documents, services, tools and applications collected by them for public use. It intends to increase transparency in the functioning of Government and also open avenues for many more innovative uses of Government Data to give different perspective.

Data.gov.uk: The British government's official data portal offers access to tens of thousands of data sets on topics such as crime, education, transportation, and health

DeepDyve: provides simple and affordable access to millions of articles across thousands of peer-reviewed journals. Content from the world's leading publishers including Reed Elsevier, Springer, Wiley-Blackwell, and more.

GitHub: An Online software project hosting using the Git revision control system.
Open Science Framework: This gathers a network of research documents, a version control system, and a collaboration software.

Google Finance: it provides stock market data and give updates in real time.

Google Scholar is a freely accessible web search engine that indexes the full text or metadata of scholarly literature across an array of publishing formats and disciplines.

Microsoft Academic Search: Find information about academic papers, authors, conferences, journals, and organizations from multiple sources.

Peer Evaluation: is an Open repository for data, papers, media coupled with an open review and discussion platform.

QuillBot is a paraphrasing and summarizing tool that helps millions of students and professionals cut their writing time by more than half using state-of-the-art AI to rewrite any sentence, paragraph, or article.

ResearchGate is the professional network for scientists and researchers. Over 15 million members from all over the world use it to share, discover, and discuss research.

Sciencescape: An Innovation in the exploration of papers and authors.

SlideShare: Community for sharing presentations and other professional content

SSRN: Is Multi-disciplinary online repository of scholarly research and related materials in social sciences.

Turnitin is an originality checking and plagiarism prevention service that checks your writing for citation mistakes or inappropriate copying.   When you submit your paper, Turnitin compares it to text in its massive database of student work, websites, books, articles, etc.

Age Levels/s: EG,UP,JHS   **Name of Subject/s: ICT Integration**

Tutor PD Session on ICT Integration & 21ˢᵗ Century Skills

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. **Introduction to the session**	1.1 Kindly introduce yourself to the group. 1.2 Tutors share any successes and issues they had when using ICT tools in a previous semester *employing talk for learning strategies.* 1.3 Tutors who are conversant with and have utilized ICT tool(s) in Lessons in the previous semester(s) to share their practices and how these ICT tools and its integration has impacted on their teaching in any of the semester(s). It is important to identify the topic as well as the ICT tool(s) used in the discussion. 1.4 Read the purpose, the learning outcomes and learning indicators of the manual and use the think-pair-share approach to share your views about how the manual can help you to integrate ICT into their lessons. **Distinctive aspects** Tutors to discuss ICT tool(s) they are familiar with and any unique qualities of these ICT tool(s) as learning tools that they can identify.	**20 mins**

	Note:
	The following are the distinctive aspects that this manual has considered:
	Reading literacy, writing literacy, numeracy, information literacy, ICT [information and communications technologies] digital literacy, communication and can be described broadly as learning domains.
	
	1.5 Pair with a colleague and share your views about the ICT tools that you have used in your everyday life and how the unique qualities of these tool(s) can be incorporated into your classroom teaching.
	
	1.6 In groups, write on a flip chart using Concept Cartoons:
	
	    a. The distinctive features of ICT tool(s) you are familiar with
	
	    b. CT tools you use and integrate in your teaching at the College of Education.
	
	1.7 Present your findings via *radio reporting.*	

2. Concept Development (New learning likely to arise in lesson/s): • Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	**Concept Development** 2.1 Discuss the sub-topic, assigned to you with your partner and share your views with the larger group 2.2 In pairs, discuss misconceptions in teaching and learning with ICT tool (s) and share possible ways of addressing them. E.g. computers can do everything a teacher can do 2.3 Outline possible challenging areas in teaching with ICT tool(s) taking into consideration GESI (e. g. identifying areas in the curriculum where stereotypes are reinforced and addressing these).	**25 mins**

3. Planning for teaching, learning and assessment activities for the lesson/s	Teaching and learning activities:	40 mins

• Reading and discussion of the teaching and learning activities
• Noting and addressing areas where tutors may require clarification
• Noting opportunities for making links to the Basic School Curriculum
• Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills
• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning
• Resources:
   o links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability
	3.1 Discuss general ICT tools for teaching and learning
	
	Desktop and laptops computers, Projector, Digital cameras, Printer, Photocopier, tablets, Popplet, Pen Drive, Ipods, Ipads, Webboards, Scanners, Microphones, interactive white board, DVDs and CDs Flash discs, video Games
	
	**E.g.,
	Geomaths
	Maths kits
	Microsoft maths solver
	Photomaths
	Scratch
	kasahorow**
	
	• **Software**
	• **Office Professional** – E.g. XP.
	• **Good photo software** e.g. <u>Microsoft Digital Photo Suite</u>
	• **"Photostory 2** -- comes with service pack 2.
	• **Inspiration**
	• **Smart Notebook**
	   o **United Streaming** subscription -
	• **Hardware**
	• **Flat Screen monitor** Good quality printer preferably a laser black and color photo. E.g. HP
	• **CD/DVD RW drive(s)**
	• **USB ports**
	• **Scanner** – e.g. Epson brand
	• **Digital camera – e.g.** of Canon
	• **External storage** - an <u>external hard drive</u> to back up data
	• **Portable storage** - USB flash drive, 2 GB minimum.
	• <u>Palm</u> or other **handheld device** to keep schedules, dates, reminders, and store pictures and music. E.g. Tungsten Palm
	• **Smart board** or **Smart Airliner**, with projection unit for classroom use.
	• **CPS** (<u>classroom performance system</u>) also for classroom use.	

	o guidance on any power point presentations, TLM or other resources which need to be developed to support learning • Tutors should be expected to have a plan for the next lesson for student teachers	**Teaching 21st Century Skills with ICT** **Collaborative Problem Solving** https://youtu.be/cnkKHL_dyGE **Creativity** https://www.youtube.com/watch?v=qV7DiTFdtvw **Hands-On Learning** https://youtu.be/vYUNfJ9lKzs **Effective Written and Oral Communication** https://www.youtube.com/watch?v=D5hMN_XkPQA **Ethical Decision Making** https://youtu.be/Iwk8dGFn1tY **Information and Media Literacy** https://youtu.be/bjYhmTC3lrc **Critical Thinking** https://youtu.be/y7iMEH7jGFk https://youtu.be/88DoGrqEuJk **Leadership** https://youtu.be/-NF10F6bX_g **Personal Responsibility and Initiative** https://youtu.be/nRE131ErclM 3.2 Discuss Special Education Needs (SEN) ICT tools for teaching, learning and assessment. **E.g.,** Teachers dealing with the SEN will require special ICT tools like; text magnifier, head wands, keyboard for cerebral Palsy, braille, typing aids, large prints, audio books. 3.3 Discuss some useful Education Technology Resources for teaching, learning and assessment. **E.g.** Office 365 vs G-Suite for Education Google Meet for Online Teaching Google Classroom for Online Assignment submissions Plagiarism checking Softwares. Tools for Checking Grammar errors Online	

	Assessment tools include: grading rubrics, Canvas Assignments, plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. Quiz bot Digital Assessment Tools for Teachers: Socrative - quizzes and questions with real-time grading. Classmarker- quizzes and questions with real-time grading Google Forms - easy to use. Mentimeter - pre-built education templates. Poll Everywhere - used by 300,000 teachers. Kahoot - game-based assessment tool. • Further links to videos for further application of ICT tools in the teaching and learning process https://www.youtube.com/watch?v=k8nMh71ky4Y 3.4 Suggest ICT-mediated teaching, learning and assessment activities in your respective subjects. Taking into account GESI. E.g., Making reasonable adjustments for physically challenged learners. Both male and female learners playing leading roles in a group task. 3.5 Present your findings to the larger group	
4. Evaluation and review of session: • Tutors need to identify critical friends to observe lessons and report at next session • Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.1 Identifying any outstanding issues relating to the lesson/s for clarification. 4.2 Identify a critical friend who will observe your first lesson and give you feedback on how you integrated ICT in the lesson.	**5 mins**

ENGLISH LANGUAGE

Tutor PD Session

1. **English Language**

This PD Session document consists of the following English courses:
Early Grade
  Introduction to English

Upper Primary
  Introduction to English
  Introduction to English Literature

Junior High School Specialism
  Introduction to English
  Advanced English Grammar
  English Semantics

How to use this PD Manual
This Professional Development (PD) manual comprises several courses in English. In this manual, there are some generic statements and instructions in the various lessons, which can be adapted to suit the respective courses. Tutors should, therefore, refer to the individual course manuals during the PD sessions.

Age Levels/s:
Early Grade
Upper Primary
Junior High School

Name of Subject/s:
English
- Introduction to English (EG)
- Introduction to English (UP)
- Introduction to English Literature (UP)
- Introduction to English (JHS)
- Advanced English Grammar (JHS)
- English Semantics (JHS)

Tutor PD Session for Lesson 1 in the Course Manual

Lesson Title:
English:
Introduction to English (EG, UP and JHS)
English vowels: autography verses sound, phonetics verses phonology, pure vowels, short vowels, long vowels, diphthongs and triphthongs.
Introduction to English Literature (UP)
Introduction to Literature: Definition of Literature, Forms of Literature, Genres of Literature I, Genres of Literature II
Advanced English Grammar (JHS)
Noun phrases, forms of noun phrases, noun phrases functioning as subjects, objects, objects of prepositions, complements.
English Semantics (JHS)
What is semantics? Semantics and semiotics, semantics as part of grammar, semantics verses pragmatics.

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1(a) Introduction to the semester – in session one • Introduction to the purpose of the	1A 1.1 Recount how you were trained in the college as generalist teachers (jack of all trades but master of none). How did it benefit you as person and as	**20 mins**

<table>
<tr>
<td>
specialisms: EG, UP and JHS

- Overview of subject/s age level/s to be covered in the PD sessions and guidance on grouping tutors according to the subject/s, age levels/s.
- Introduction to the course manual/s
- Overview of course learning outcomes
- 2) NB in subjects where there are no assessment components in the course manuals examples will need to be provided for SL/HoD.
</td>
<td>
person and what was the effects on your work as you taught in the basic school?

1.2 Refer to your manuals and talk to your elbow partner about the age phases covered in the manual and the number of courses that each phase has.

1.3 Refer to your respective course manuals for Year 2 Semester 1 of the English language manual and discuss the structure and content of the course manuals.

1.4 Write one expectation you have for the PD session on a post-it-note and paste it on the flip chart.

1.5 Listen to each expectation and share how you understand the concept to be treated in the lesson with the class.

1.6 Talk to your elbow partner about the main purpose of the current PD Session and how you understand the concepts to be treated in the lesson.

1.7 In your course groups, read the course Learning Outcomes (CLOs) and your indicators (LIs) in your respective course manuals. Discuss, and write down two relationships each course has between the CLOs and the LIs. Share it with the larger group.

1.8 Find a partner (an opposite sex if possible).

Refer to appendix 2 in the PD manual.
Read the information in appendix 2 on assessment and talk to the larger group about your understanding of the two continuous assessment components to be undertaken in each subject/course during the semester.

1.9 Compare the current procedure of assessment with the previous one. Identify what has changed.
</td>
<td></td>
</tr>
</table>

	NOTE:
	Subject Project:
	Overall weighting of project = 30%
	Weighting of individual parts of the subject project out of 100
	    • *Introduction – 10*
	    • *Methodology – 20*
	    • *Substantive section – 40*
	    • *Conclusion – 30*
	
	Subject Portfolio:
	Overall weighting of project = 30%
	Weighting of individual parts of portfolio out of 100
	    i(a). Each of the three (3) items selected by the student teacher is 30 % (90%).
	    i(b) Presentation and organisation of portfolio 10%.
	OR
	    ii(a). Each of the two (2) items selected by the student teacher is 30 % (60%).
	    ii(b) Mid semester assessment 30%
	    ii(c) Presentation and organisation of portfolio 10%
	
	NOTE: Refer tutors to appendix 2 in the PD manual and ask them to read on assessment in the appendix for a few minutes and ask each pair to take turns to talk to the larger group about their understanding of the two continuous assessment components (subject project and subject portfolio).
	
	1B
	1.10 Get up from your tables and move to other tables to find someone who will tell you what they can recall from the previous lesson.
	
	1.11 Discuss the main purpose of the current PD Session and that of the current lesson and share your views.
	
	1.12 In pairs, refer to the main learning Outcomes and the Learning Indicators of your respective course manuals. Identify how the Learning Indicators are linked to the CLOs and share your views with the group.
	
	1.13 Refer to the lesson descriptions in the manuals and identify the distinctive features of the lesson	

	1.14 Tell your elbow partner the controversial questions that are likely to arise from the introduction to your lesson (*An example of a question which might arise: What is Semantics?* *What is the difference between* Semantics and pragmatics? *Why study Grammar?*) *Solution:* *Semantics is the study of meaning, or more precisely, the study of the relation between linguistic expressions and their meanings. ... Pragmatics is the study of context, or more precisely, a study of the way context can influence our understanding of linguistic utterances.*	
2. Concept Development (New learning likely to arise in lesson/s): • Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	2.1 Using Think-Pair-Share strategy, come out with what you think is the main content to be covered in lesson 1 for your respective courses. 2.1.1 Open to *lesson 1 and its sub-topics in the respective course manuals and examine the aspects that link to student-teachers' previous knowledge.* 2.2 In your course groups discuss the challenges you might encounter when presenting topics of your lessons. 2.1.2 Share your challenges with the whole group 2.3 Still in your course groups, refer to the strategies *section of your* respective course manuals and consider the suggested strategies in the manual. Choose the most appropriate ones for teaching the topics. 2.4 Use 'the radio presenter strategy' to show how the selected activities will be used in the lessons to promote learning at the New 4-Year B.Ed. and Basic school levels.	**15 mins**
3. Planning for teaching, learning and assessment activities for the lesson/s	3.1 Discuss through questions and answers on the various suggested teaching and learning activities to be used in the lesson delivery;	

- Reading and discussion of the teaching and learning activities - Noting and addressing areas where tutors may require clarification - Noting opportunities for making links to the Basic School Curriculum - Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills - Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning - Resources: - Tutors should be expected to have a plan for the next lesson for student teachers	*Examples:* *(i)* ***Advanced English Grammar****: Teaching and learning activities is guiding student teachers to identify pre-modifiers - headword - post-modifiers in noun phrases.* *(ii)* ***English Semantics****: Teaching and learning activities is brainstorming lexical, implied, inferred and textual meanings of semantics.* *(iii)* ***Introduction to English****: Teaching and learning activities include engaging student teachers in activities that will lead to differentiating between sounds of the English language and letters of the alphabet; between orthography and pronunciation; between phonetics and phonology.* *(iv)* ***Introduction to Literature in English****: Teaching and learning activities on the difference between oral and written literature; the characteristics of oral and written literature; the genre of literature (prose, drama and poetry).* 3.2 Discuss how you will promote the delivery of English lessons in both the B.Ed. and Basic School Curricula, as well as GESI and 21st century skills. *(Refer tutors to the teaching and learning activities sections of the course manuals)* 3.3 Discuss the appropriateness of the activities and strategies and how they will be used to enhance the core and transferable skills (e.g., critical thinking, communication, collaboration, digital literacy) and GESI (e.g., diversity issues, equal opportunities, non-sexist language) in the lessons in both the College of Education (B.ED) and the Basic School Curricula. 3.4 Model a selected activity in a teaching situation. *For example, modeling the teaching of different types of meanings (English Semantics); difference between phonetics and phonology (Introduction to English); components of the noun phrase (Advanced English Grammar).* 3.5 Refer to the assessment section of your respective manuals. Read on Subject project and Subject portfolio. Share your understanding of each concept.	

	3.6 Examine the mode of assessment outlined in the various manuals and find out how they are aligned with the NTEAP in terms of subject project, subject portfolio including those gathered from School Visit (STS) and end of semester examination. For example, identify and discuss some areas for your Subject projects for the semester. Explain the structure of the subject project in terms of the introduction, methodology, substantive section and the conclusion. *Note: Be mindful of GESI issues such as the use of braille, the use of audio machines for orals, etc.* 3.7 Discuss the assessment instruments in your respective manuals and procedures used in assessing student teachers with whole group, for example, presentation, project, debate, quizzes, assignment and tests.	
4. Evaluation and review of session: • Tutors need to identify critical friends to observe lessons and report at next session. • Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.1 Reflect on what you have learnt in the session which you will be using in your lesson. Share your ideas with the class. 4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on his/her observation during the next PD session. 4.3 Read lesson 2 to prepare for next week's PD session.	**15 mins**

Tutor PD Session for Lesson 2 in the Course Manual

Introduction to English (EG, UP and JHS)
    Consonant and vowel sounds, place of articulation, manner of articulation, state of the glottis, consonant clusters

Introduction to English Literature (UP)
    Introduction to poetry: What is poetry? Narrative poems, lyrical poems, didactic poems, descriptive poems.

Advanced English Grammar (JHS)
    Forms and functions of phrases in English: verb phrases (meaning and identification), functions of verb phrases.

English Semantics (JHS)
    Basic concepts in semantics: sentences, utterances and propositions, sense and reference, denotation and connotation, literal and non-literal meanings

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session • Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	1.1 Discuss the main issues raised in the previous PD session. 1.2 Discuss the main purpose of the current PD Session and that of the current lesson and share your views. 1.3 In pairs, refer to the main learning Outcomes and the Learning Indicators of your respective course manuals. Identify how the Learning Indicators are to the CLOs and share your views with the group. *For example,* *(i) **Advanced English Grammar**: (Analyse various advanced uses of English Grammar as used in authentic discourses (NTS 2c, p.13);* *(ii) **English Semantics**: Demonstrate understanding*	**20 mins**

	and knowledge of the basic/key concepts in semantics (NTS 2c, 3i) *(iii)* **Introduction to English**: *Demonstrate knowledge of English speech sounds. (NTS 2c, 13)* *(Refer to the learning outcomes and indicators sections of the lessons).* 1.4 Refer to the lesson descriptions in the manuals and identify the distinctive features of the lesson 1.5 Tell your elbow partner the controversial questions that are likely to arise from the introduction to your lesson. *Example of questions which might arise: (i)* **English Semantics***:* *What is connotation of a word?* *Suggested answer: The meaning of a word based on the context in which the word is found.* *(ii)* **Advanced English Grammar***: What is the structure of a verb phrase?* *Suggested answer: auxiliary verb + lexical verb (…is going); auxiliary verb + auxiliary verb + lexical verb (…has been eating); modal verb + auxiliary verb + auxiliary verb + lexical verb (…may have been eaten)* *(iii)* **Introduction to English:** *What is a consonant cluster?* *Suggested answer: a group of consonants pronounced in immediate succession, as str in strong* *(iv)* **Introduction to English Literature***: What is a didactic poetry?* *Suggested answer: Poetry that instructs, either in terms of morals or by providing knowledge of philosophy, religion, arts, science, or skills.*	
2. Concept Development (New learning likely to arise in lesson/s): • Identification and discussion of new learning, potential barriers to learning for	2.1 Using Think-Pair-Share strategy, come out with what you think is the main content to be covered in lesson 1 for your respective courses. 2.1.1 Open to lesson 2 and its subtopics in the respective course manuals and examine the aspects that link to student-teachers' previous knowledge.	**15 mins**

student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	*Examples of topics and subtopics:* *(i)* **Advanced Grammar**: *Verbs phrases and their functions* *(ii)* **English Semantics**: *Literal and non-literal meaning of words.* *(iii)* **Introduction to Literature**: *Narrative, didactive, lyrical and descriptive poems.* *(iv)* **Introduction to English**: *place and manner of articulations.* 2.2 In your course groups discuss the challenges you might encounter when presenting topics of your lessons. *Example of challenges with concepts:* *Differentiating between literal and non-literal meaning (English Semantics); differentiating place and manner of articulation (Introduction to English); functions of verb phrases (Advanced English Grammar)* 2.2.1 Share your challenges with the whole group *Examples of barriers:* *Coping with mixed abilities of student teachers, differentiated activities in the teaching and learning of student teachers.* 2.3 Refer to the strategies *section of your* respective course manuals and consider the suggested strategies in the manual. Choose the most appropriate ones for teaching the topics. E*xamples of suggested strategies:* *Group work, Think-pair-share, School visits, Discussion, Concept mapping, Individual work and presentation, Teacher modelling, Brainstorming, Questioning.* 2.4 Show how the selected strategies and activities will be used in the lessons to promote learning at the New 4-Year B.Ed. and Basic school levels.	
3. Planning for teaching, learning and assessment activities for the lesson/s • Reading and discussion of the teaching and learning activities	3.1 Discuss through questions and answers on the various suggested teaching and learning activities to be used in the lesson delivery; *Examples:* *(i)* **Advanced English Grammar**: *teaching and learning activities of guiding student teachers to examine the functions of verb phrases.*	

• Noting and addressing areas where tutors may require clarification • Noting opportunities for making links to the Basic School Curriculum • Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills • Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning • Tutors should be expected to have a plan for the next lesson for student teachers	*(ii) **English Semantics**: teaching and learning activities of brainstorming on denotation and connotation of words.* *(iii) **Introduction to English**: teaching and learning activities include engaging student teachers in activities that will lead to explain the place and manner of articulation.* *(i) **Introduction to Literature in English**: teaching and learning activities on the difference between narrative and lyrical poetry.* 3.2 Discuss how you will promote the delivery of English lessons in both the B.Ed. and Basic School Curricula, as well as GESI and 21st century skills. *(Refer tutors to the teaching and learning activities sections of the course manuals)* 3.3 Discuss the appropriateness of the activities and strategies and how they will be used to enhance the core and transferable skills (e.g. critical thinking, communication, collaboration, digital literacy) and GESI (e.g. diversity issues, equal opportunities, non-sexist language) in the lessons in both the College of Education (B.ED) and the Basic School Curricula. 3.4 Model a selected activity in a teaching situation. *For example:* *modeling the teaching of sense and reference (English Semantics); the state of the glottis (Introduction to English); meaning and identification of verb phrases (Advanced English Grammar).* 4.1 Reflect on what you have learnt in the session which you will be using in your lesson. Share your ideas with the class. 3.5 Refer to the assessment section of your respective manuals. Read on Subject project and Subject portfolio. Share your understanding of each concept. 3.6 Examine the mode of assessment outlined in the various manuals and find out how they are	

	aligned with the NTEAP in terms of subject project, subject portfolio including those gathered from School Visit (STS) and end of semester examination. *For example:* *Identify and discuss some areas for your Subject projects for the semester.* *Explain the structure of the subject project in terms of the introduction, methodology, substantive section and the conclusion.* *Note: Be mindful of GESI issues such as the use of braille, the use of audio machines for orals, etc.* 3.7 Discuss the assessment instruments in your respective manuals and procedures used in assessing student teachers with whole group. *For example:* *presentation, project, debate, quizzes, assignment and tests.*	
4. Evaluation and review of session: • Tutors need to identify critical friends to observe lessons and report at next session. • Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.1 Reflect on what you have learnt in the session which you will be using in your lesson. Share your ideas with the class. 4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on his/her observation during the next PD session. 4.3 Read lesson 3 to prepare for next week's PD session.	**15 mins**

Tutor PD Session for Lesson 3 in the Course Manual

Introduction to English (EG, UP and JHS)

Morphology: Introduction to morphology**,** Types of morphemes - lexical vs grammatical**,** - free vs bound morpheme, - affixes**,** Word formation processes - affixation – conversion

Introduction to English Literature (UP)

Elements of Poetry: Imagery, Sound devices in Poetry, Figurative Language

Advanced English Grammar (JHS)

Adjective and adverb phrases, Adjective and adverb phrases, Adjective phrase, Features and functions adjective phrases**,** Adverb phrases**,** Features and functions of adverb phrases

English Semantics (JHS)

Types of meaning: Denotational meaning and Connotational/Associative meaning, reflected meaning and Collocative meaning, Lexical meaning and Grammatical meaning

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session • Review prior learning • A critical friend to share findings for a short discussion and lessons learned • Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators • Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD	1.1 Tell your friend the main issues raised in the previous PD session in English. 1.2 Share your observations with the whole group. 1.3 Read and discuss the introductory sections of lesson 3 up to and including learning outcomes and indicators in the respective course manuals and indicate how related the lesson descriptions are to student teachers' relevant previous knowledge. Share your views with the whole group. For example: *(i) EG: Introduction to English* *Topic: Morphology* *Lesson Description: This lesson is intended to*	**20 mins**

should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	*introduce student teachers to word formation processes in the English language.* *Student teachers' RPK: Student teachers can read and write.* 1.4 Refer to the various course manuals, read through the content to be taught, and identify the distinctive features of lesson 3 for the various levels. Discuss your findings with the whole group. 1.5 tell your elbow partner the controversial questions that are likely to arise from the introduction to your lesson. *Examples of questions may include*: *What is a morpheme? What is the difference between the functions of an adverb phrase? etc. (answers may include: morpheme is a meaningful morphological unit of a language that cannot be further divided; an adjective phrase modifies a noun while the adverb phrase modifies verb, adjective or an adverb.*	
2. Concept Development (New learning likely to arise in lesson/s): NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	2.1 In your course groups, refer to the course manuals and come out with the main contents to be covered in lesson 3 and their distinct parts. *Example:* *Advanced Grammar: Adjective and adverb phrases: Adjective and adverb phrases,* *Semantics: Types of meaning: Denotational meaning and Connotational/Associative meaning* *Introduction to Literature: Elements of Poetry: Imagery,* *Introduction to English: Morphology: Introduction to morphology* 2.2 In your course groups discuss the challenges you might encounter when presenting some specific topics of the lessons. *Examples of misconceptions: Grammar is difficult; Challenge: How does the adverb phrase function?* 2.3 Discuss possible ways of dealing with the challenges e.g use games to teach grammar lessons	**15 mins**

3. Planning for teaching, learning and assessment activities for the lesson/s • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors may require clarification • Noting opportunities for making links to the Basic School Curriculum • Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills • Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning Tutors should be expected to have a plan for the next lesson for student teachers	3.1 Read the section on suggested teaching and learning activities in the manual and identify activities suggested for the delivery of lesson 3 to the various age levels. Examples of various suggested teaching and learning activities for the delivery of lesson 3. (i) ***Advanced English Grammar*** *leading student teachers identify the position of adjective phrases in sentences.* (ii) ***English Semantics:*** *discussion on the differences between lexical and bond morphemes* (iii) ***Introduction to English:*** *brainstorming to arrive at the definition of morphology.* (iv) ***Introduction to Literature in English:*** *making student teachers listen to the narrative and each mention what the narrative makes them see, feel, hear, smell or taste in their mind.* 3.2 Discuss the appropriateness of the activities and strategies for the delivery of lesson 3 in both the College of Education (B.ED) and the Basic School Curricula and how they will be used to enhance the core and transferable skills (e.g. critical thinking, communication, collaboration, digital literacy) and diversity issues, equal opportunities, non-sexist language) in the classroom 3.3 Identify areas that need clarification. 3.4 Discuss in your various course groups how the different activities would be carried out in both CoE and basic school classroom to achieve the LOs and the LIs of the course manual for lesson 3. 3.5 Model a selected activity in a teaching situation. For example model the teaching of: Denotational meaning and Connotational/Associative meaning in English Semantics); Introduction to morphology (Introduction to English); Adjective and adverb phrases (Advanced English Grammar); Imagery, (Introduction to literature). 3.6 Discuss how GESI issues related to the teaching and learning activities of the lesson would be addressed. Examples: *(i) Equal representation of males and females and*	**40 mins**

	mix ability grouping as appropriate. *(ii) Assign leadership roles to females as well as to males.* 3.7 Identify where, and which, 21st century skills that can be developed or applied in the lesson and how they can help student teachers to support basic school leaners to develop these skills through STS activities. *Examples:* *(i) The use of appropriate videos to prepare and present lessons.* *(ii) Development of collaborative and communicative skills through group works and presentations.* 3.8 Discuss the kind of continuous assessment appropriate for the various lesson in relation to enriching student teachers' subject portfolio. For instance, research assignments, class exercises or assignments could be given in class. *Note: Be mindful of GESI issues such as the use of braille, the use of audio machines for orals, etc.* 3.9 Give report on how far you have gone regarding the subject projects. Keep on educating student teachers on the need to keep working on their projects in order to avoid late submission.	
4. Evaluation and review of session: • Tutors should Identifying critical friends to observe lessons and report at next session. • Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.1 Reflect on what you have learnt in the session which you will be using in your lesson. Share your ideas with the class. 4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on his/her observation during the next PD session. 4.3 Read lesson 4 to prepare for next week's PD session.	**15 mins**

Tutor PD Session for Lesson 4 in the Course Manual

Introduction to English (EG, UP and JHS)

Semantics: definition of semantics, types of meaning, semantic vrs pragmatic, sense relations.

Introduction to English Literature (UP)

Interpretation and analysis of Poetry: Interpreting the selected text, (literal meaning), Sound devices in the poem, Figurative language.

Advanced English Grammar (JHS)

Forms and functions of phrases in English (prepositional phrases): prepositional phrases, Meaning and identification, Functions of prepositional phrases.

English Semantics (JHS)

Sense relations among words1: Lexical Fields: Kinship, Synonyms & Antonyms.

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session • Review prior learning • Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators • Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through	1.1 Listen and respond to an icebreaker, and volunteer one if necessary. 1.2 Move from your tables to other tables to find someone who will tell you what they can recall from the previous lesson. 1.3 Discuss in your gender groups the main purpose of the current PD session and that of the current lesson and share your views. 1.4 In gender pairs, refer to the main learning Outcomes and the Learning Indicators of your respective course manuals. Identify how the Learning Indicators align with the CLOs and share your views with the group 1.5 Identify the lesson descriptions in the manuals and the distinctive features of the lesson.	**20 mins**

the PD session	1.6 Confer with your elbow partner some of the likely controversial questions that are possible to arise from the introductory part of your lesson.	

2. Concept Development (New learning likely to arise in lesson/s):
 	
• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD
 	
NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors
	2.1 Use think-Pair-Share strategy to come out with what you think is the main content to be covered in lesson 4 for your respective courses.
	  2.1.1 Open to lesson 4 and identify the various sub-topics in the respective course manuals, examine the aspects that link to student-teachers' previous knowledge and discuss them.
	
	Example:
	Advanced Grammar: Prepositional phrases, Meaning and identification & Functions of prepositional phrases.
	Semantics: Sense relations among words1: Lexical Fields: Kinship, Synonyms & Antonyms.
	Introduction to Literature: Interpreting the selected text, (literal meaning), Sound devices in the poem & Figurative language.
	Introduction to English: Semantics: definition of semantics, types of meaning, semantic vrs pragmatic, sense relations.
	
	2.2 In your course groups discuss probable challenges you might encounter when presenting topics of your lessons.
	
	  2.2.1 Provide answers to likely questions that will be raised by student teachers relating to barriers to learning some concepts or pedagogy in teaching these topics with the whole group.
	
	2.3 Still in your course groups, refer to the strategies *section of your* respective course manuals and consider the suggested strategies in the manual. Choose the most appropriate ones for teaching the topics.
	Examples: *Think-pair-share strategy, school visits, Discussion, Concept mapping, Individual work and presentation, Teacher modelling, Brainstorming and Questioning.*
	
	2.4 In your course groups, use 'the radio presenter strategy' to show how the selected activities will be used in the lessons to promote learning at the
		15 mins

	New 4-Year B.Ed. programmes and Basic school levels.	

3. Planning for teaching, learning and assessment activities for the lesson/s
• Reading and discussion of the teaching and learning activities
• Noting and addressing areas where tutors may require clarification
• Noting opportunities for making links to the Basic School Curriculum
• Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills
• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning
• Resources:
  o links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability
  o guidance on any power point
	3.1 Answer questions that arise from the discussion on the various suggested teaching and learning activities to be used in the lesson delivery.
	Examples:
	Advanced English Grammar: *Teaching and learning activity is to guide student teachers to identify the elements in a prepositional phrase through discussion*.
	
	English Semantics: *Teaching and learning activity is to allow student teachers to brainstorm on lexical field, show the differences and similarities among words in the same lexical field and give examples.*
	
	Introduction to English: *Teaching and learning activities include guiding student teachers to brainstorm on the various definitions of meanings.*
	
	Introduction to Literature in English: *Teaching and learning activities is guiding student teachers to look for the literal meaning of the poem and try to distinguish between literal and literary meaning.*
	
	3.2 Deliberate on how you will promote the delivery of English lessons in both the B.Ed. and Basic School Curricula, as well as GESI and 21st century skills. *(Refer to the teaching and learning activities sections of the course manuals)*
	
	3.3 Deliberate on the appropriateness of the activities and strategies and show how these will be used to enhance the core and transferable skills (e.g. critical thinking, communication, collaboration, digital literacy) and GESI (e.g. diversity issues, equal opportunities, non-sexist language) in the lessons in both the College of Education (B.ED) and the Basic School Curricula.
	
	3.4 Model a selected activity in a teaching situation. For example:
	In English semantics, model the teaching of some of the lexical fields.
	In Advanced English Grammar, model the teaching of identifying the elements in a	

presentations, TLM or other resources which need to be developed to support learning • Tutors should be expected to have a plan for the next lesson for student teachers	*prepositional phrase.* *In Introduction to English, model the teaching on the various definitions of meanings.* 3.5 Refer to the assessment section of your respective manuals. Read on Subject project and Subject portfolio. Share your understanding of each concept. 3.6 Examine the modes of assessment outlined in the various manuals and find out how they are aligned with the NTEAP in terms of subject project, subject portfolio including those gathered from school visits (STS) and end of semester examination. For example, identify and discuss some areas for your subject projects for the semester. Explain the structure of the subject project in terms of the introduction, methodology, substantive section and the conclusion. *Note: Be mindful of GESI issues such as the use of braille, the use of audios, videos etc.* 3.7 Discuss the assessment instruments in your respective manuals and procedures used in assessing student teachers with whole group. For example*: presentation, projects, debate, quizzes, assignments and tests.*	
4. Evaluation and review of session: • Tutors need to identify critical friends to observe lessons and report at next session.	4.1 Reflect on what you have learnt in the session which you will be using in your lesson. Share your ideas with the class. 4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on his/her observation during the next PD session. 4.3 Read lesson 5 to prepare for next week's PD session.	**15 mins**

Tutor PD Session for Lesson 5 in the Course Manual

Introduction to English (EG, UP and JHS)
    Word classes: Nouns and Pronouns.
    Introduction to English Literature (UP)
    Introduction to Drama: what is drama?, Nature of drama and Types of drama
Advanced English Grammar (JHS)
    Forms and functions of phrases in English: Gerund phrases and their functions,
    Infinitive phrases and their functions, Participle phrases and Absolute phrases
English Semantics (JHS)
    Sense Relations among words 2: hyponymy, homonymy, homophony, Homography
    and Polysemy

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	**Guidance Notes on Tutor Activity during the PD Session.** What PD Session participants (Tutors) will do during each stage of the session.	**Time in session**
1. Introduction to the session • Review prior learning • Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators • Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask	1.1 Listen, respond and participate to the icebreaker, and volunteer one if necessary. 1.2 Provide answers to the questions to recap some of the main issues discussed in the previous PD session. 1.3 Discuss in your gender groups the main purpose of the current PD session and share your views with the larger group. 1.4 In gender pairs, refer to the main learning Outcomes and the Learning Indicators of your respective course manuals. Identify how the Learning Indicators align with the CLOs and share your views with the group. For example: (i) English Advanced Grammar: *Analyse various advanced uses of English Grammar as used in authentic discourses (NTS 2c, p.13);*	**20 mins**

tutors to plan for their teaching as they go through the PD session	(ii) English Semantics: *At the end of this course, students should be able to apply the basic concepts/principles to synthesize basic semantic building blocks to compose meaningful English structures and to analyze meaning at different levels of language (NTS2c, d, 3e, i).* (iii) Introduction to English: *Demonstrate basic knowledge and understanding of English word-forms and how they are used to create meaning (NTS 2c, 13)* *(Refer to the learning outcomes and indicators sections of the lessons in the course manuals).* 1.5 Identify the lesson descriptions in the manuals of lesson 5 and the distinctive features of the lesson. 1.6 Confer with your elbow partner some of the likely controversial questions that are possible to arise from the introductory part of your lesson.	
2. Concept Development (New learning likely to arise in lesson/s): • Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	2.1 Answer and ask questions for clarification to identify key elements of the lesson description in the course manual and address issues that may arise. *(Refer to the lesson description in the course manual* 2.1.1. Through *the think-pair-share*, state the main content to be covered in the lesson and clarify issues that may arise from the discussion. Example: *Advanced Grammar: Forms and functions of phrases in English: Gerund phrases and their functions, Infinitive phrases and their functions, Participle phrases and Absolute phrases* *Introduction to Literature: Introduction to Drama: what is drama?, Nature of drama and Types of drama* English semantics: *Sense Relations among words 2: hyponymy, homonymy, homophony, Homography and Polysemy* *Introduction to English: Word classes: Nouns and Pronouns.* *(Refer to the sections on topics and sub-topics in the respective course manuals)* *(Refer to the section on topics and sub-topics in the respective course manuals).*	**15 mins**

	2.2 In your course groups discuss any challenges you anticipate in presenting the topics of various lessons 2.2.1 provide answers to likely questions that will be raised by student teachers relating to barriers to learning some concepts or pedagogy in teaching these topics with the whole group. 2.3 Still in your course groups, refer to the strategies *section of your* respective course manuals and consider the suggested strategies in the manual. Choose the most appropriate ones for teaching the topics. Examples: *Think-pair-share strategy, school visits, Discussion, Concept mapping, Individual work and presentation, Teacher modelling, Brainstorming and Questioning.*	
3. Planning for teaching, learning and assessment activities for the lesson/s • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors may require clarification • Noting opportunities for making links to the Basic School Curriculum • Noting opportunities for integrating: GESI responsiveness and ICT and 21stC skills • Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning	3.1 Discuss the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the B.Ed and Basic School Curricula. E.g., group work, think-pair-share, independent study, brainstorming *(refer to the teaching and learning activities section of your course manual)* Examples: Advanced English Grammar: *teaching and learning activity is to* discuss *with student teachers to identify the forms and functions of phrases in English: Gerund phrases and their functions, Infinitive phrases and their functions, Participle phrases and Absolute phrases.* English Semantics*: teaching and learning activity is to ask student teachers to brainstorm on sense relations among words 2: hyponymy, homonymy, homophony, Homography and Polysemy* Introduction to English: *teaching and learning activities is to engage student teachers to brainstorm on word classes: Nouns and Pronouns.* Introduction to Literature in English: *teaching and learning activities is to guide student teachers to discuss the Introduction to Drama: what is drama?, Nature of drama and Types of drama.*	

• Tutors should be expected to have a plan for the next lesson for student teachers	3.2 Deliberate on how you will promote the delivery of English lessons in both the B.Ed. and Basic School Curricula, as well as GESI and 21st century skills. *(Refer to the teaching and learning activities sections of the course manuals)* 3.3 Deliberate on the appropriateness of the activities and strategies (strategies (*Use of traffic light in teaching, think-pair-share strategy, school visits, Discussion, Concept mapping, Individual work and presentation, Teacher modelling, Brainstorming and Questioning*) and show how these will be used to enhance the core and transferable skills (e.g. critical thinking, communication, collaboration, digital literacy) and GESI (e.g. diversity issues, equal opportunities, non-sexist language) in the lessons in both the College of Education (B.ED) and the Basic School Curricula. 3.4 Model a selected activity in a teaching situation. For example: For example: *In English semantics, model the teaching of some of the sense Relations among words 2: hyponymy, homonymy, homophony, Homography and Polysemy* *In Advanced English Grammar, model the teaching of identifying the forms and functions of phrases in English: Gerund phrases and their functions, Infinitive phrases and their functions, Participle phrases and Absolute phrases.* *In Introduction to English, model the teaching of word classes: Nouns and Pronouns.* 3.5 Refer to the assessment section of your respective manuals. Read on Subject project and Subject portfolio. Share your understanding of each concept. 3.6 Examine the modes of assessment outlined in the various manuals and find out how they are aligned with the NTEAP in terms of subject project, subject portfolio including those gathered from school visits (STS) and end of semester examination. For example, identify and discuss	

	some areas for your subject projects for the semester. Explain the structure of the subject project in terms of the introduction, methodology, substantive section and the conclusion. *Note: Be mindful of GESI issues such as the use of braille, the use of audios, videos etc* . 3.7 Discuss the assessment instruments in your respective manuals and procedures used in assessing student teachers with whole group. For example: *presentation, projects, debate, quizzes, assignments and tests.*	
4. Evaluation and review of session: • Tutors need to identify critical friends to observe lessons and report at next session. • Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.1 Reflect on what you have learnt in the session which you will be using in your lesson. Share your ideas with the class. 4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on his/her observation during the next PD session. 4.3 Read lesson 6 to prepare for next week's PD session.	**15 mins**

Tutor PD Session for Lesson 6 in the Course Manual

Introduction to English (EG, UG and JHS)
> Word classes: Adjectives & Verbs

Introduction to English Literature (UP)
> Elements of Drama: Elements of Drama (Setting and Plot), Elements of Drama - (1) dialogue, aside, monologue and soliloquy (2) character and characterization

Advanced English Grammar (JHS)
> Noun clauses: what is a clause, The noun clause: constituents and position

English Semantics (JHS)
> Words as grammatical categories 1: *Meaning of nouns and adjectives: forms/feature of nouns, categories of nouns, functions of nouns in sentence structure, forms & types of adjectives and functions of adjectives in sentence structure*

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session • Review prior learning • Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators • Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on	1.1 Listen and respond to an icebreaker, and volunteer one if necessary. 1.2 Write down the main concepts raised in the previous PD Session in the manual. Reflect on the application of the previous PD session practised in the classroom and provide comments and feedback. Think and share with the whole group the student-teacher's knowledge and experience upon which you may build your lesson. 1.4 Discuss in your gender groups the main purpose of the current PD sessions. And the current lesson. 1.5 In gender pairs, refer to the main learning Outcomes and the Learning Indicators of your	**20 mins**

any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	respective course manuals. Identify how the Learning Indicators align with the CLOs and share your views with the group. *(Refer to the learning outcomes and indicators section of the various lessons)* 1.6 Identify the lesson descriptions in the manuals of lesson 6 and the distinctive features of the lesson. 1.7 Confer with your elbow partner some of the likely controversial questions that are possible to arise from the introductory part of your lesson in the various courses.	
2. Concept Development (New learning likely to arise in lesson/s): • Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	2.2 Answer and ask questions for clarification to identify key elements of the lesson description in the course manual and address issues that may arise. *(Refer to the lesson description in the course manual* Through *the think-pair-share*, state the main content to be covered in the lesson and clarify issues that may arise from the discussion. *(Refer to the section on topics and sub-topics in the respective course manuals).* 2.2 In your course groups discuss any challenges you anticipate in presenting the topics of various lessons. 4.1 Reflect on what you have learnt in the session which you will be using in your lesson. Share your ideas with the class. 2.3 Provide answers to likely questions that will be raised by student teachers relating to barriers to learning some concepts or pedagogy in teaching these topics with the whole group. 2.4 Demonstrate the selected activity in real classroom teaching situation. Examples: *Think-pair-share strategy, school visits, Discussion, Concept mapping, Individual work and presentation, Teacher modelling, Brainstorming and Questioning.*	**15 mins**
3. Planning for teaching, learning and assessment activities	3.2 Discuss the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the B.Ed and	

for the lesson/s • Reading and discussion of the teaching and learning activities • Tutors should be expected to have a plan for the next lesson for student teachers	Basic School Curricula. E.g., group work, think-pair-share, independent study, brainstorming *(refer to the teaching and learning activities section of your course manual)* *Examples: Advanced English Grammar: teaching and learning activity is to guide student teachers to identify noun clauses: what is a clause, the noun clause: constituents and position.* English Semantics: *teaching and learning activity is to allow student teachers to brainstorm on meaning of nouns and adjectives: forms/feature of nouns, categories of nouns, functions of nouns in sentence structure, forms & types of adjectives and functions of adjectives in sentence structure* Introduction to English: *teaching and learning activities include guiding student teachers to brainstorm on the* word classes*: Adjectives & Verbs* Introduction to Literature in English: *teaching and learning activities is guiding student teachers to look for the Elements of Drama (Setting and Plot), Elements of Drama - (1) dialogue, aside, monologue and soliloquy (2) character and characterization* 3.2 Deliberate on how you will promote the delivery of English lessons in both the B.Ed. and Basic School Curricula, as well as GESI and 21st century skills. *(Refer to the teaching and learning activities sections of the course manuals)* 3.3 Deliberate on the appropriateness of the activities and strategies (strategies (*Use of traffic light in teaching, think-pair-share strategy, school visits, Discussion, Concept mapping, Individual work and presentation, Teacher modelling, Brainstorming and Questioning*) and show how these will be used to enhance the core and transferable skills (e.g. critical thinking, communication, collaboration, digital literacy) and GESI (e.g. diversity issues, equal opportunities, non-sexist language) in the lessons in both the College of Education (B.ED) and the Basic School Curricula.	

| | 3.4 Model a selected activity in a teaching situation. For example: *In English semantics, model the teaching of meaning of nouns and adjectives: forms/feature of nouns.*
In Advanced English Grammar, model the teaching of Noun clauses: what is a clause?
In Introduction to English, model the teaching of Word classes*: Adjectives & Verbs.*

3.5 Refer to the assessment section of your respective manuals. Read on Subject project and Subject portfolio. Share your understanding of each concept.

3.6 Examine the modes of assessment outlined in the various manuals and find out how they are aligned with the NTEAP in terms of subject project, subject portfolio including those gathered from school visits (STS) and end of semester examination. For example, identify and discuss some areas for your subject projects for the semester.
  Explain the structure of the subject project in terms of the introduction, methodology, substantive section and the conclusion.
Note: Be mindful of GESI issues such as the use of braille, the use of audios, videos etc.

3.7 Discuss the assessment instruments in your respective manuals and procedures used in assessing student teachers with whole group.

For example: *presentation, projects, debate, quizzes, assignments and tests.* | |
| **4. Evaluation and review of session:**
• Tutors need to identify critical friends to observe lessons and report at next session.
• Identifying and addressing any outstanding issues relating to the lesson/s for clarification | 4.1 Reflect on what you have learnt in the session which you will be using in your lesson. Share your ideas with the class.

4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on his/her observation during the next PD session.

4.3 Read lesson 7 to prepare for next week's PD session. | **15 mins** |

Tutor PD Session for Lesson 7 in the Course Manual

Introduction to English (EG, UP and JHS)

Word classes: adverbs and prepositions

Introduction to English Literature (UP)

Interpretation and appreciation of drama text: literal meaning, elements of drama and meaning (interpretation), appreciation (personal response)

Advanced English Grammar (JHS)

Forms and functions of clauses: verb clause - finite and non-finite clauses

English Semantics (JHS)

Wod as grammatical categories I: meaning of verbs and adverbs, forms/features of verbs, categories of verbs, tense and aspect of verbs and their role in sentence structure, forms, types and functions of adverbs, meaning and types of prepositions.

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session • Review prior learning • Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators • Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might	1.1 Get up from your tables and move to other tables to find someone who will tell you what they can recall from the previous lesson. 1.2 Discuss the main purpose of the current PD Session and that of the current lesson and share your views. 1.3 In pairs, refer to the main learning Outcomes and the Learning Indicators of your respective course manuals. Identify how the Learning Indicators are to the CLOs and share your views with the group. 1.4 Refer to the lesson descriptions in the manuals and identify the distinctive features of the lesson 1.5 Tell your elbow partner the controversial	**20 mins**

require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	questions that are likely to arise from the introduction to your lesson
	
	Example of questions which might arise:
	(i) English Semantics:
	   What is connotation of a word?
	
	Suggested answer: The meaning of a word based on the context in which the word is found.
	
	(ii) Advanced English Grammar: What is the structure of a verb phrase?
	Suggested answer: auxiliary verb + lexical verb (…is going); auxiliary verb + auxiliary verb + lexical verb (…has been eating); modal verb + auxiliary verb + auxiliary verb + lexical verb (…may have been eaten)
	(iii) Introduction to English:
	(iv) What is a consonant cluster?
	Suggested answer: a group of consonants pronounced in immediate succession, as str in strong
	(iv) Introduction to English Literature:
	   What is a didactic poetry?
	
	Suggested answer: Poetry that instructs, either in terms of morals or by providing knowledge of philosophy, religion, arts, science, or skills.	

2. Concept Development (New learning likely to arise in lesson/s): NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	1.1 Using Think-Pair-Share strategy, come out with what you think is the main content to be covered in lesson 1 or your respective courses. *Examples of topics and subtopics:* *Advanced Grammar: Verb clause: finite and non-finite.* *English Semantics: Meaning and types of propositions.* *Introduction to Literature: Elements of drama.* *Introduction to English: place and manner of articulations.* 2.2 In your course groups discuss the challenges you might encounter when presenting topics of your lessons. *Example of challenges with concepts:* *Explaining the role of verbs in sentence structure (English Semantics); reason why prepositional phrases may function as adverbs - e.g. the boy is sitting **in the corner,** i.e. adverb of place. (Introduction to English); differentiating between finite and non-finite verb (Advanced English Grammar)* 2.2.1 Share your challenges with the whole group	**15 mins**

	Examples of barriers: ***Advanced Grammar:*** *Inability to distinguish between verbal and other forms of clauses.* **English Semantics**: *Student-teachers' may have problems associating words with the appropriate word classes in the English language.* ***Introduction to English:*** *Student-teachers may be using wrong forms of adverbs and prepositions in their essays.* *Introduction to Literature in English:* *Student teachers may be confused with literal and contextual meaning of a text.* ***General barriers:*** *Coping with mixed abilities of student teachers, differentiated activities in the teaching and learning of student teachers.* 2.3 Refer to the strategies *section of your* respective course manuals and consider the suggested strategies in the manual. Choose the most appropriate ones for teaching the topics. E*xamples of suggested strategies:* *Group work, Think-pair-share, School visits, Discussion, Concept mapping, Individual work and presentation, Teacher modelling, Brainstorming, Questioning.* 2.4 Show how the selected strategies and activities will be used in the lessons to promote learning at the New 4-Year B.Ed. and Basic school levels.	
3. Planning for teaching, learning and assessment activities for the lesson/s • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors may require clarification • Noting opportunities for making links to the Basic School	3.1 Discuss through questions and answers on the various suggested teaching and learning activities to be used in the lesson delivery; *Examples:* *(i) Advanced English Grammar: Teaching and learning activities of guiding student teachers to examine finite and non-finite clauses.* *(ii) English Semantics:* *Teaching and learning activities of brainstorming the role of verbs in sentences.* *(i) Introduction to English: Teaching and learning*	

Curriculum
• Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills
• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning
• Resources:
    o links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability
    o guidance on any power point presentations, TLM or other resources which need to be developed to support learning
• Tutors should be expected to have a plan for the next lesson for student
	activities of engaging student teachers in types and roles of prepositions in sentences.
	
	(ii) Introduction to Literature in English: Teaching and learning activities of appreciating a literary text.
	
	3.2 Discuss how you will promote the delivery of English lessons in both the B.Ed. and Basic School Curricula, as well as GESI and 21st century skills.
	Examples:
	(i) Promoting GESI
	• Select a YouTube video that shows a male teacher teaching an EG class.
	• Select a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels.
	• Form mixed groups for group activities.
	
	(ii) Promoting 21st century skills
	• Using email, mobile phones, computers, slides, telegram
	
	(iii) 3.3 Discuss the appropriateness of the activities and strategies and how they will be used to enhance the core and transferable skills. Using textual analysis (Introduction to Literature), finite and non-finite clause (Advanced Grammar), roles of verbs in sentence (English Semantics) to develop critical thinking, communication, collaboration, digital literacy).
	
	(iv) Developing GESI:
	Using mixed groupings, diversity issues, equal opportunities, non-sexist language in the lessons in both the College of Education (B.ED) and the Basic School Curricula.
	
	3.4 Model a selected activity in a teaching situation.
	
	For example:
	Modeling the teaching of tense and aspect in English (English Semantics); the state of the glottis (Introduction to English); finite and non-finite clauses (Advanced English Grammar).	

| teachers | 3.5 Refer to 1.8 and 1.9 of this PD manual and appendix 2 and read on Subject project and Subject portfolio. Share your understanding of each concept.

3.6 Examine the mode of assessment outlined in the various manuals and find out how they are aligned with the NTEAP in terms of subject project, subject portfolio including those gathered from School Visit (STS) and end of semester examination.

For example:
Identify and discuss some areas for your Subject projects for the semester.
Explain the structure of the subject project in terms of the introduction, methodology, substantive section and the conclusion.
Note: Be mindful of GESI issues such as the use of braille, the use of audio machines for orals, etc.

3.7 Discuss the assessment instruments in your respective manuals and procedures used in assessing student teachers with whole group.
For example:
presentation, project, debate, quizzes, assignment and tests. | |
| **4. Evaluation and review of session:**
• Tutors need to identify critical friends to observe lessons and report at next session.
• Identifying and addressing any outstanding issues relating to the lesson/s for clarification | 4.1 Reflect on what you have learnt in the session which you will be using in your lesson. Share your ideas with the class.

4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on his/her observation during the next PD session.

4.3 Read lesson 8 to prepare for next week's PD session. | **15 mins** |

Tutor PD Session for Lesson 8 in the Course Manual

Introduction to English (EG, UP and JHS)
  The sentence: Elements of the sentence.
Introduction to English Literature (UP)
   Prose - fiction: What is prose and what is fiction? Types of fiction.
Advanced English Grammar (JHS)
  Forms and functions of clauses: adjective clasues, functions of
  adjective clauses.
English Semantics (JHS)
  Semantic elements in the English sentence: argument structure,
  semantic roles and participants, tense and aspect of verbs and their
  role in sentence structure.

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
Introduction to the session • Review prior learning • Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators • Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson.	1.1 Get up from your tables and move to other tables to find someone who will tell you what they can recall from the previous lesson. 1.2 Discuss the main purpose of the current PD Session and that of the current lesson and share your views. 1.3 In pairs, refer to the main learning Outcomes and the Learning Indicators of your respective course manuals. Identify how the Learning Indicators are aligned to the CLOs and share your views with the group. For example: (i) Advanced English Grammar: Analyse various advanced uses of English Grammar as used in authentic discourses (NTS 2c, p.13);	**20 mins**

NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	(i) English Semantics: Demonstrate understanding and knowledge of the basic/key concepts in semantics (NTS 2c, 3i) (i) Introduction to English: Demonstrate knowledge of English speech sounds. (NTS 2c, 13) *(Refer to the learning outcomes and indicators sections of the lessons).* *(Refer to the learning outcomes and indicators sections of the lessons).* 1.4 Refer to the lesson description of lesson 8 and identify the distinctive features of the lesson: *Examples:* **Advanced Grammar**: *Adjectives and their functions.* **English Semantics:** *Argument structure in sentences and semantic roles and participants.* I**ntroduction to English:** *Elements of a sentence.* **Introduction to Literature in English:** *distinction between prose and fiction. sense and reference; denotation and connotation of words.* 1.5 Tell your elbow partner the controversial questions that are likely to arise from the introduction to your lesson. *Example of questions which might arise:* **English Semantics***:* *What is an argument structure in semantics?* *Suggested answer: a construct that specifies the relation between the semantics of a verb and its syntactic expression.* **Advanced English Grammar***: How can an adjective play the role of a noun?* *Suggested answer: When an adjective occupies the subject or object position, e.g. The rich shall help the poor.* **Introduction to English***:* *What are the elements of a sentence?* *Suggested answer: Subject and its predicate (or subject, direct object, indirect object, complement, etc.)*	

	Introduction to English Literature: What is the difference between fiction and non-fiction?	
	Suggested answer: Fiction is imaginative writing but non-fiction is writing that is based on fact.	
2. Concept Development (New learning likely to arise in lesson/s): • Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	2.1 Using Think-Pair-Share strategy, come out with what you think is the main content to be covered in lesson 1 for your respective courses. 2.1.1 Open to *lesson 1 and its subtopics in the respective course manuals and examine the aspects that link to student-teachers' previous knowledge.* *Examples of topics and subtopics:* **Advanced Grammar**: *Adjective clauses and their functions.* **English Semantics**: *Argument structure in English.* *Introduction to Literature: Difference between prose and fictions.* *Introduction to English: Elements of the sentence.* 2.2 In your course groups discuss the challenges you might encounter when presenting topics of your lessons. *Example of challenges with concepts:* *Explaining the argument structure of a sentence (English Semantics); identifying the elements of a sentence (Introduction to English); identifying the functions of adjective clauses in sentences (Advanced English Grammar).* 2.2.1 Share your challenges with the whole group *Examples of barriers:* **Advanced Grammar:** Confusing adjectival clauses with other forms of clauses. **English Semantics**: *Student teachers may have challenges with different meanings assigned to word classes in the sentence structure in the English language.* **Introduction to English:** *Challegnes in the explanation of the differences of the elements of the sentence.* *Introduction to Literature in English:* *Student teachers may be confused with the*	**15 mins**

	explanation of the types of fiction. ***General barriers:*** *Coping with mixed abilities of student teachers, differentiated activities in the teaching and learning of student teachers.* 2.3 Refer to the strategies *section of your* respective course manuals and consider the suggested strategies in the manual. Choose the most appropriate ones for teaching the topics. E*xamples of suggested strategies:* *Group work, Think-pair-share, School visits, Discussion, Concept mapping, Individual work and presentation, Teacher modelling, Brainstorming, Questioning.* 2.4 Show how the selected strategies and activities will be used in the lessons to promote learning at the New 4-Year B.Ed. and Basic school levels.	
3. Planning for teaching, learning and assessment activities for the lesson/s • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors may require clarification • Noting opportunities for making links to the Basic School Curriculum • Tutors should be expected to have a plan for the next lesson for student teachers	3.1 Discuss through questions and answers on the various suggested teaching and learning activities to be used in the lesson delivery; *Examples:* *(i) Advanced English Grammar: teaching activities of guiding student techers to examine the functions of adjective clauses.* *(ii) English Semantics: teaching and learning activities of brainstorming semantic roles and participants.* *(iii) Introduction to English: teaching and learning activities of examining the elements of the sentence.* *(iv) Introduction to Literature in English: teaching and learning activities on the types of fiction.* 3.2 Discuss how you will promote the delivery of English lessons in both the B.Ed. and Basic School Curricula, as well as GESI and 21st century skills. Examples: (i) Promoting GESI • Select a YouTube video that shows a male teacher teaching an EG class.	

	- Select a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels. - Form mixed groups for group activities. (ii) Promoting 21st century skills Using email, mobile phones, computers, slides, telegram. *(Refer to the teaching and learning activities sections of the course manuals)* 3.3 Discuss the appropriateness of the activities and strategies and how they will be used to enhance the core and transferable skills (e.g. critical thinking, communication, collaboration, digital literacy) and GESI (e.g. diversity issues, equal opportunities, non-sexist language) in the lessons in both the College of Education (B.ED) and the Basic School Curricula. 3.4 Model a selected activity in a teaching situation. *For example:* *Modeling the teaching of argument strcuture in English (English Semantics); the elements of a sentence (Introduction to English); the functions of adjective clauses (Advanced English Grammar); types of fiction (Introduction to Literature in English).* 3.5 Refer to the assessment section of your respective manuals. Read on Subject project and Subject portfolio. Share your understanding of each concept. 3.6 Examine the mode of assessment outlined in the various manuals and find out how they are aligned with the NTEAP in terms of subject project, subject portfolio including those gathered from School Visit (STS) and end of semester examination. *For example:* *Identify and discuss some areas for your Subject projects for the semester.* *Explain the structure of the subject project in terms of the introduction, methodology, substantive section and the conclusion.*	

	Note: Be mindful of GESI issues such as the use of braille, the use of audio machines for orals, etc. 3.7 Discuss the assessment instruments in your respective manuals and procedures used in assessing student teachers with whole group. *For example:* *presentation, project, debate, quizzes, assignment and tests.*	
4. **Evaluation and review of session:** • Tutors need to identify critical friends to observe lessons and report at next session. • Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.1 Reflect on what you have learnt in the session which you will be using in your lesson. Share your ideas with the class. 4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on his/her observation during the next PD session. 4.3 Read lesson 9 to prepare for next week's PD session.	**15 mins**

Tutor PD Session for Lesson 9 in the Course Manual

Lesson Title:

English:

Introduction to English (EG, UP and JHS)

Types of sentences: Classification of sentences by function, Classification of sentences by structure I, Classification of sentences by structure II, Classification of sentences by structure III

Introduction to English Literature (UP)

Characteristics and Types of Prose (1): Characteristics of Prose Fiction, Types of Prose Fiction (allegory/fable), Types of Prose Fiction (novella, short story etc. I, Types of Prose Fiction (novella, short story etc. II

Advanced English Grammar (JHS)

Forms and functions of Clauses in English: Student teachers' general knowledge in adverbial clause, Forms of adverbial clause, Subordinators or initiators of adverbial clause, Functions of adverbial clauses

English Semantics (JHS)

Semantic relations: What is a semantic relation? Ambiguity, Presupposition, Entailment, Paraphrases, Contradiction, Tautology, Anomaly

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. **Introduction to the session** • Review prior learning • A critical friend to share findings for a short discussion and lessons learned • Reading and discussion of the introductory sections of the lesson	1.1 Go round and tell one person, one of the main issues raised in the previous PD session in English. Ask the person too to tell you one other issue. 1.2 Critical friends, take turns to give report on the lesson observation to the group. 1.3 Read and discuss the introductory sections of lesson 9 up to and including learning outcomes and indicators in the respective course manuals.	**20 mins**

up to and including learning outcomes and indicators • Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	Indicate how relevant the LIs are for the successful achievement of the LOs at the end of the course. 1.4 Refer to the various course manuals, read through the content to be taught, and identify the distinctive features of lesson for the various levels. Discuss your findings with the whole group. 1.5 Tell your elbow partner the controversial questions that are likely to arise from the introduction to the lessons (Examples: *1. What is the difference between a phrase and a clause?* *2. How different is fiction from nonfiction?* *Note: 1. a clause may be seen as a group of words with a subject-verb unit while a phrase is a group of words without a subject-verb unit.* *2.Fiction is literature based on imagination while nonfiction is literature based in fact).*	

2. Concept Development (New learning likely to arise in lesson/s):
• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD
NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors
	2.1 In your subject groups, come out with the main contents to be covered in lesson 9 and list their distinct parts, E.g.
	(*i*) ***Advanced Grammar:***
	   Forms and functions of Clauses in English [Subordinators or initiators of adverbial clause]
	(*ii*) ***Semantics****: What is a semantic relation [Ambiguity]*
	(*iii*) ***Introduction to Literature in English:****
	   [Characteristics and Types of Prose (1) Characteristics of Prose Fiction]*
	(*iv*) ***Introduction to English:****
	   Types of sentences [Classification of sentences by function]*
	
	2.2 In your course groups discuss the challenges you might encounter when presenting some specific topics of the lessons. E.g. misconceptions (e.g. English words are confusing), student teachers might have challenges with different meanings assigned to the same words in the English language.
		15 mins

	2.3 Discuss possible ways of dealing with the challenges e.g teaching meaning in context makes clear the meaning a word has in a text.	
3. Planning for teaching, learning and assessment activities for the lesson/s • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors may require clarification • Noting opportunities for making links to the Basic School Curriculum • Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills • Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning • Tutors should be expected to have a plan for the next lesson for student teachers	3.1 Read the section on suggested teaching and learning activities in the manual and identify activities suggested for the delivery of lesson 9 to the various age levels. 3.2 Discuss the appropriateness of the activities and strategies for the delivery of lesson 9 in both the College of Education (B.ED) and the Basic School Curricula and how they will be used to enhance the core and transferable skills (e.g. *critical thinking, communication, collaboration, digital literacy and diversity issues, equal opportunities, and non-sexist language in the classroom*) 3.3 Identify activities that need clarification. 3.4 Discuss in your various course groups how the different activities would be carried out in both CoE and basic school classroom to achieve the LOs and the LIs of the course manual for lesson 9. *Example: I. In teaching 'Subordinators or initiators of adverbial clause',* *the LO is Analyse various advanced uses of English Grammar as used in authentic discourses (NTS 2c, p.13)* *LI is: Students will be able to analyse elements and meanings of phrases and clauses in sentences.* *One activity is: Tutor tasks student teachers to construct adverbial clauses using the subordinators.* *ii. In teaching 'Types of Prose Fiction (allegory/fable)',* *the LO is:* Demonstrate knowledge and understanding of the major genres of Literature in English *LI is:* Identify and explain the characteristics and the elements of Prose. *One activity is: Tutor discusses with student teachers the nature fable, parable and allegory.* 3.5 Model a selected activity in a teaching situation. For example, modeling the teaching of Paraphrases in English Semantics. 3.6 Discuss how GESI issues related to the teaching and learning activities of the lesson would be addressed.	**40 mins**

	Examples: *Equal representation of males and females and mix ability grouping as appropriate.*	
	Assign leadership roles to females as well as males.	
	3.7 Identify which, 21st century skills can be developed or applied in the lesson and how they can help student teachers to support basic school leaners to develop these skills through STS activities.	
	Examples:	
	(1) The use of ICT to prepare and present lessons.	
	(2) Development of collaborative and communicative skills through group works and presentations.	
	3.8. Read the assessment activities in the various manuals and identify areas that require clarification.	
	3.9 Identify areas that student teachers could research into for group presentation and class exercises.	
	3.10 Remind student teachers of the level the subject project should reach.	
4. Evaluation and review of session: • Tutors should Identifying critical friends to observe lessons and report at next session. • Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.1 Reflect on what you have learnt in the session which you will be using in your lesson. Share your ideas with the class. 4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on his/her observation during the next PD session. 4.3 Read lesson 10 to prepare for next week's PD session.	**15 mins**

Tutor PD Session for Lesson 10 in the Course Manual

Introduction to English (EG, UP and JHS)
Sentence Faults: Sentence Fragments, Run-on /Fused Sentence, Misused modification (i. Misplaced modifiers ii. Dangling modifiers iii. Two-way (squinting) modifiers), Faulty Parallelism/Split infinitives
Introduction to English Literature (UP)
Prose – Fiction: Elements of Prose I, Elements of Prose II, Elements of Prose III
Advanced English Grammar (JHS)
Sentence forms and communicative functions in English: Classification of sentences into forms, Declarative sentence: meaning and functions, Interrogative sentences: meaning and functions
English Semantics (JHS)
Teaching meaning in second language context: The aims of translation, The process of translation, its element and stages, Basic translation theories, their peculiarities in meaning, The significance of translation in teaching foreign languages.

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session • Review prior learning • A critical friend to share findings for a short discussion and lessons learned • Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators • Overview of content and identification of	1.1 Go round and find someone who will tell you how useful PD session 9 was and how it influenced the person's teaching over the week. 1.2 Give report on the lesson observation to the group 1.3 Read and discuss the introductory sections of lesson 10 up to and including learning outcomes and indicators in the respective course manuals. Indicate how relevant the LIs are for the successful achievement of the LOs at the end of the course. 1.4 Refer to lesson 10 in the various course manuals and read through the content to be taught.	**20 mins**

any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	1.4.1. Identify the distinctive features of lesson 10 at the various levels. 1.5 Using the Think-Pair-Share strategy, bring out the controversial questions that are likely to arise from the introduction to your lesson	
2. Concept Development (New learning likely to arise in lesson/s): • Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	2.1 In your course groups, go through the course manuals and come out with the main contents to be covered in lesson 10, and their distinct parts, E.g. ***Advanced Grammar:*** *Sentence forms and communicative functions in English* [Classification of sentences into forms] 2.2 Identify familiar and unfamiliar concepts in the lessons as well as issues that need clarification for discussion with the larger group. 2.3 In your course groups discuss the challenges you might encounter when presenting some specific topics of the lessons. E.g. *misconceptions: Drama is the same as prose; Challenges:* Student teachers may sometimes confuse the sentence types. 2.4 Discuss possible ways of dealing with the challenges. E.g. giving students varied opportunities to identify and construct varieties of the various types of sentences will eliminate the confusion of types of sentences	**15 mins**
3. Planning for teaching, learning and assessment activities for the lesson/s • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors may require clarification	3.1 Read the section on suggested teaching and learning activities in the manual and identify activities suggested for the delivery of lesson 10 to the various age levels. 3.2 Discuss the appropriateness of the activities and strategies for the delivery of lesson 10 in both the College of Education (B.ED) and the Basic School Curricula and how they will be used to enhance the core and transferable skills such as critical thinking, communication, collaboration, digital	**40 mins**

• Noting opportunities for making links to the Basic School Curriculum • Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills • Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning ○ • Tutors should be expected to have a plan for the next lesson for student teachers	literacy as well as diversity issues, equal opportunities, non-sexist language in the classroom, etc. 3.3 Identify activities that need clarification for discussion. 3.4 Discuss, in your various course groups, how the different activities would be carried out in both CoE and basic school classroom to achieve the LOs and the LIs in the course manual for lesson 10. 3.5 Model a selected activity in a teaching situation. For example, modeling the teaching of *'the process of translation, its element and stages'* in English Semantics. 3.6 Discuss how GESI issues related to the teaching and learning activities of the lesson would be addressed. E.g. consider student teachers' gender when putting them into groups to ensure membership and leadership roles are equally apportioned. 3.7 Identify where, and which, 21st century skills that can be developed or applied in the lesson and how they can help student teachers to support basic school leaners to develop these skills through STS activities. 3.8 Read the assessment activities in the various manuals and identify areas that require clarification. 3.9 Identify areas that student teachers could research into for group presentation and class exercises. 3.10 Remind student teachers of the level the subject project should reach.	
4. Evaluation and review of session: • Tutors should Identifying critical friends to observe lessons and report at	4.1 Reflect on what you have learnt in the session which you will be using in your lesson. Share your ideas with the class. 4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and	**15 mins**

| next session. | report his/her observations to the group during the next PD session. | |
| ● Identifying and addressing any outstanding issues relating to the lesson/s for clarification | 4.3 Read lesson 11 to prepare for next week's PD session. | |

Tutor PD Session for Lesson 11 in the Course Manual

Introduction to English (EG, UG and JHS)

    Spelling Rules: Prefixes, in-fixes, suffixes

Introduction to English Literature (UP)

    Introduction to poetry: What is poetry? Narrative poems, lyrical
    poems, didactic poems, descriptive poems.

Advanced English Grammar (JHS)

    Sentence forms and communicative function**:** Classification of sentences into forms
    Imperative sentence: meaning and functions Exclamatory sentence: meaning and
    function

English Semantics (JHS)

    Teaching meaning in a second language context: Lexical semantic theory

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed, and specific references should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session • Review prior learning • Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators • Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address areas where tutors might require clarification on any aspect of the lesson.	1.1 Get up from your tables and walk around the room looking for someone who can tell you what they remember from the previous lesson. 1.2 Share your thoughts on the primary goal of the current PD Session and the current lecture 1.3 Refer to your individual course manuals' primary learning outcomes and learning indicators in pairs. Determine the importance of the Learning Indicators to the CLOs and share your thoughts with the group. (i) *Advanced English Grammar: (Communicate their thoughts in a grammatically precise manner appropriate for professional, academic, or informal situations (NTS 1f. p. 12; NTS 2c, p. 13);* (ii) *English Semantics: demonstrate*	**20 mins**

NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	*understanding and knowledge of semantics' basic/key concepts (NTS 2c, 3i) and be familiar with the pillars of meaning construction in English (NTS2c, d, 3e, i);* *(iii) Introduction to English: Demonstrate knowledge in the basic orthographic rules in English (NTS 2c, 13) (See the lessons' learning outcomes and indicators sections for further information.)* 1.4 Examine the lesson descriptions in the manuals to determine the lesson's distinguishing qualities. *E.g.,* **Introduction to English**: *this lesson introduces student-teachers to some spelling rules in English* **Advance Grammar:** *In this lesson, Student teachers will, analyse the grammatical forms and functions in authentic texts such as newspapers, magazines, online media, and brochures, among* *others.* **Semantics**: *the lesson introduces and familiarize student* *teachers to key concepts and principles in semantics, i.e. the concepts and analytical tools that are needed to analyze meaning* *at different levels of language in general and English in particular.* 1.5 Discuss with your elbow partner the potentially contentious questions that will come after your lesson's opening. *Example:* *(i) English Semantics: What is lexical semantics? What is lexical Semantic theory?* *Answer: Lexical semantics (also known as lexicosemantics), a subfield of linguistic semantics, study word meanings. It includes the analysis of how words structure their meaning, how they act in grammar and compositionality,[1] and the relationships between the distinct senses and uses of a word and Lexical semantic theory are, Historical-philological Semantics, Structuralist Semantics, Generativist Semantics, Neostructuralist Semantics, Cognitive Semantics*	

	(ii)Advanced English Grammar: What are the semantic category of the simple sentence? Possible answer: they are the imperative, interrogative, exclamation and declarative sentences. *(iii)Introduction to English: What are suffixes? The answer is that the inflexion is added to a word to create a new word or shape the grammar of an utterance or a discourse.*	
2. Concept Development (New learning likely to arise in lesson/s): • Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	2.1 Using the Think-Pair-Share technique, you must come up with what you consider the primary subject to be addressed in lesson 11 for your courses. 2.1.1 Examine the components that link to student-teachers previous knowledge in lesson 11 and its subtopics in the individual course manuals. *Examples:* *Grammar for Advanced Learners: statement - declarative sentences* *English Semantics is the study of the literal and figurative meanings of words.* *Narrative, deductive, lyrical, and descriptive poetry provides an introduction to literature.* *Introduction to English- word formation* 2.2 Talk about the challenges you could face while delivering your lesson themes in your course groups. *Examples:* **English Semantics**: *Identifying lexical-semantic theory* **Introduction to English**: *what inflectional morphemes form a verb from nouns* **Advance Grammar**: *functions of the imperative sentences Advanced* 2.2.1 Share your challenges with the whole group *For example, all kinds of misconceptions due to all manner of backgrounds,* *This can be solved by using differentiated activities in the teaching and learning of student teachers, dealing with diverse capacities of student teachers.*	**15 mins**

	2.3 Look at the strategies section of your course manuals and think about the strategies that are suggested. Then, choose the ones that are best suited to teaching the topics. *Example of activities are:* *Group work, Think-pair-share, School visits, Discussion, Concept mapping, Individual work and presentations, Teacher modelling, Brainstorming, and Questioning.* 2.4 Demonstrate how the chosen methods and activities will be implemented in the lessons to encourage learning at the New 4-Year B.Ed. and Basic school levels.	
3. Planning for teaching, learning and assessment activities for the lesson/s • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors may require clarification • Noting opportunities for making links to the Basic School Curriculum • Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills • Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two options to use continuous assessment to support student-teacher learning • Tutors should be expected to have a plan for the next lesson for student teachers	3.1 Discuss the many potential teaching and learning activities to be employed in the class delivery through questions and responses;(refer to the activities section of your course manual) *Examples:* **In Advanced English Grammar**: *teaching and learning activities example are use available technology (e. g smartphones) to search for the functions of imperative sentences. Group presentations must follow that* **In introduction to English Literature**, *Example of activities are:* *Group work, Think-pair-share, School visits, Discussion, Concept mapping, Individual work and presentations, Teacher modelling, Brainstorming, Questioning are some examples of proposed strategies.* **English Semantics**: *teaching and learning activities:* in groups, write short and simple notes on the different aspects of lexical semantics theory and present your write-ups to the whole class. You can surf the internet for information. *Introduction to English: teaching and learning activities: smartphones to* *explore some prefixes* *and the meaning they* *Convey.* 3.2 Explain how you plan to enhance English instruction in both the B.Ed. and Basic School	

curricula, as well as GESI and 21st-century skills. (Refer tutors to the course manuals' sections on teaching and learning activities.)

3.3 Discuss the appropriateness of the activities and strategies and how they will be used to enhance core and transferable skills (e.g. critical thinking, communication, collaboration, digital literacy) and GESI (e.g. diversity issues, equal opportunities, non-sexist language) in the lessons in both the College of Education (B.ED) and the Basic School Curricula.

3.4 Model a selected activity in a teaching situation.

For example:
Modelling the teaching of semantic theory (English Semantics); infixes in English (Introduction to English); and identification categorization of interrogative (Advanced English Grammar).

3.5 Take a look at the Subject project and the Subject portfolio. Let us know how well you comprehend each idea. You can consult the assessment section of your respective manuals for more information.

3.6 Examine the various manuals' assessment methods and see how they correspond with the NTEAP in terms of subject projects, subject portfolios (including those acquired during School Visits), and end-of-semester exams.

For example, ask them to select and discuss some areas for semester-long subject projects.
Discuss the organization of the proposed subject project themes in terms of the introduction, methodology, substantial section, and conclusion in a few sentences.
Introduction to English*:*
Project based on how to teach phonics in a chosen basic class.
Introduction to English Literature*:*
Project based on presentations, performances, dramatization, recitals, role-play, writing exercises, text analysis, and text reviews (NTECF p.16, 24, 25, 26; NTS3k: 14)

	Advanced Grammar: *group based project on text analysis,* *problem-solving (NTECF p. 20, 23; NTS 2c:13; NTS3k:* *14)* *Semantics:* *Project on planning a lesson for multilingual/diverse* *learners using their knowledge of their L1 as a basis* *(NTS 1a; 2c, f; 3g, i)* 3.7 With the whole group, talk about the assessment instruments in your respective manuals and the procedures for evaluating student teachers. Presentations, projects, debates, quizzes, assignments, and examinations are just a few examples.		
4. Evaluation and review of session: • Tutors need to identify critical friends to observe lessons and report at the next session. • Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.1 Reflect on what you have learnt in the session, which you will be using in your lesson. Share your ideas with the class. 4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on his/her observation during the next PD session. 4.3 Read lesson 12 to prepare for next week's PD session.	**15 mins**	

Tutor PD Session for Lesson 12 in the Course Manual

Lesson Title:
English:
Introduction to English (EG, UP and JHS)
> Punctuation rules: commas, full stop, colon, semi-colon, capitalisation.

Introduction to English Literature (UP)
> Interpretation and appreciation of prose text: literal meaning, elements of drama and meaning, appreciation.

Advanced English Grammar (JHS)
> Communicative functions: apology, complaint, and echo-questions.

English Semantics (JHS)
> Semantic theories.

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session • Review prior learning • Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators • Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might	1.1 Get up from your tables and move to other tables to find someone who will tell you what they can recall from the previous lesson. 1.2 Discuss the main purpose of the current PD Session and that of the current lesson and share your views. 1.3 In pairs, refer to the main learning Outcomes and the Learning Indicators of your respective course manuals. Identify how the Learning Indicators are aligned to the CLOs and share your views with the group. *For example:* *(i) Advanced English Grammar: Analyse various advanced uses of English Grammar as used in authentic discourses (NTS 2c, p.13);*	**20 mins**

require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	*(ii) English Semantics:* *Demonstrate understanding and knowledge of the basic/key concepts in semantics (NTS 2c, 3i)* *(iii) Introduction to English: Demonstrate knowledge of English speech sounds.* (NTS 2c, 13) *(Refer to the learning outcomes and indicators sections of the lessons).* *(Refer to the learning outcomes and indicators sections of the lessons).* 1.4 Refer to the lesson description of lesson 8 and identify the distinctive features of the lesson: *Examples:* **Advanced Grammar***: Other communicative functions - apology, complaint and echo-questions.* **English Semantics:** *semantic theories.* I**ntroduction to English:** *Punctuation rules - commas, colon, semi-colon and capitalisation.* **Introduction to Literature in English:** *Elements of drama and interpretation of texts.* 1.5 Tell your elbow partner the controversial questions that are likely to arise from the introduction to your lesson. *Example of questions which might arise:* *(i) English Semantics:* *What is a semantic feature theory?* *Suggested answer: Semantic features enable linguistics to explain how words that share certain features may be members of the same semantic domain.* *(ii) Advanced English Grammar: What is communicative function?* *Suggested answer: Communicative functions refer to the purpose of gestural, vocal, and verbal acts intended to convey information to others. Some communicative functions include commenting, requesting, protesting, directing attention, showing, and rejecting.* *(iii) Introduction to English:* *What is punctuation?* *Suggested answer: Punctuation is a set of marks that*	

	regulates and clarifies the meanings of different texts.	
	(iv) Introduction to English Literature: *What are the elements of drama?*	
	Suggested answer: The main elements of drama include thought, theme, ideas; action or plot; characters; language; music; and spectacle.	
2. Concept Development (New learning likely to arise in lesson/s): • Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	2.1 Using Think-Pair-Share strategy, come out with what you think is the main content to be covered in lesson 12 for your respective courses. 2.1.1 Open to *lesson 12 and its subtopics in the respective course manuals and examine the aspects that link to student-teachers' previous knowledge.* *Examples of topics and subtopics:* *Examples of topics and subtopics:* ***Advanced Grammar****: Communicative functions.* ***English Semantics****: Semantic theories.* ***Introduction to Literature****: Interpretation and appreciation of prose text.* ***Introduction to English****: Punctuation rules.* 2.2 In your course groups discuss the challenges you might encounter when presenting topics of your lessons. *Example of challenges with concepts:* *Explaining the individual semantic theories (English Semantics); explaining the individual punctual rules (Introduction to English); explanation of how communication functions (Advanced English Grammar); interpreting a text in order to come out with the underlying meaning of the text (Introduction to Literature)* 2.2.1 Share your challenges with the whole group *Examples of barriers:* ***Advanced Grammar:*** *Confusing with the distinction of the communicative functions, e.g. apology, complaint.* ***English Semantics****:* *Differentiating lexical semantic theory from the other semantic theories.* ***Introduction to English:***	**15 mins**

	Challenges in the appropriate usage of punctuation marks in sentence construction. *Introduction to Literature in English:* *Challenges in the interpretation of the elements of drama.* **General barriers:** *Coping with mixed abilities of student teachers, differentiated activities in the teaching and learning of student teachers.* 2.3 Refer to the strategies *section of your* respective course manuals and consider the suggested strategies in the manual. Choose the most appropriate ones for teaching the topics. E*xamples of suggested strategies:* *Group work, Think-pair-share, School visits, Discussion, Concept mapping, Individual work and presentation, Teacher modelling, Brainstorming, Questioning.* 2.4 Show how the selected strategies and activities will be used in the lessons to promote learning at the New 4-Year B.Ed. and Basic school levels.	
3. Planning for teaching, learning and assessment activities for the lesson/s • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors may require clarification • Noting opportunities for making links to the Basic School Curriculum • Noting opportunities for integrating: GESI responsiveness and ICT and 21ˢᵗ C skills • Reading, discussion, and identification of continuous assessment opportunities in the	3.1 Discuss through questions and answers on the various suggested teaching and learning activities to be used in the lesson delivery; *Examples:* *(i) Advanced English Grammar: Teaching activities of guiding student teachers to use communicative functions effectively.* *(ii) English Semantics: Teaching and learning activities of brainstorming semantic theories.* *(iii) Introduction to English: Teaching and learning activities of guiding student teachers to effectively use punctuation rules.* *(v) Introduction to Literature in English: Teaching and learning activities of guiding student teachers to appropriately interpret text on drama.* 3.2 Discuss how you will promote the delivery of	

lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning	English lessons in both the B.Ed. and Basic School Curricula, as well as GESI and 21st century skills. Examples: (i) Promoting GESI • Select a YouTube video that shows a male teacher teaching an EG class. • Select a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels. • Form mixed groups for group activities. (ii) Promoting 21st century skills Using email, mobile phones, computers, slides, telegram. *(Refer to the teaching and learning activities sections of the course manuals)* 3.3 Discuss the appropriateness of the activities and strategies and how they will be used to enhance the core and transferable skills (e.g. critical thinking, communication, collaboration, digital literacy) and GESI (e.g. diversity issues, equal opportunities, non-sexist language) in the lessons in both the College of Education (B.ED.) and the Basic School Curricula. 3.4 Model a selected activity in a teaching situation. *For example:* *Modeling the teaching of semantic theories (English Semantics); punctuation rules (Introduction to English); communicative functions (Advanced English Grammar); interpretation of the elements of drama (Introduction to Literature in English).* 3.5 Refer to the assessment section of your respective manuals. Read on Subject project and Subject portfolio. Share your understanding of each concept. 3.6 Examine the mode of assessment outlined in the various manuals and find out how they are aligned with the NTEAP in terms of subject project, subject portfolio including those gathered from School Visit (STS) and end of semester examination. *For example:*	

	Identify and discuss some areas for your Subject projects for the semester. *Explain the structure of the subject project in terms of the introduction, methodology, substantive section and the conclusion.* *Note: Be mindful of GESI issues such as the use of braille, the use of audio machines for orals, etc.* 3.7 Discuss the assessment instruments in your respective manuals and procedures used in assessing student teachers with whole group. *For example:* *presentation, project, debate, quizzes, assignment and tests.*	
4. Evaluation and review of session: • Tutors need to identify critical friends to observe lessons and report at next session. • Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.1 Reflect on what you have learnt in the session which you will be using in your lesson. Share your ideas with the class. 4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on his/her observation during the next PD session.	**15 mins**

Appendix 1
The PD session check list: supporting B.Ed. implementation.
In some cases, to support implementation and address recent developments the PD session writers may need to add detail to what is covered in the course manuals

What to Include in PD sessions	Checked and In Place.
Course introductions and conclusions • The first PD session of each semester introduces the course manual/s, course expectations and course assessment components • The final PD session provides the opportunity to review student teachers' learning from the course	
Prior knowledge: Points for tutors on activating student teachers' prior knowledge.	
Basic School Curriculum: when topics for student teachers are from the Basic School Curriculum the PD session makes explicit links.	
LO: relevance to each session are introduced	
Interactive teaching PD **s**essions provide opportunities for SL/HOD to model interactive approaches to teaching and learning that tutors will use to support student teachers	
Lesson Learning outcomes and indicators are introduced	
Integration of subject specific content and subject specific pedagogy is modelled in PD sessions through activities for tutors. Any potentially new concepts introduced in the lesson are explored with tutors	
Subject Specific Training: where subjects have been grouped together for the PD sessions, tutors are guided to engage with activities in the subject course manuals to ensure the PD is subject specific. Where appropriate there is direct page or point references to activities in each of the relevant subject course manuals.	
Integrating GESI: each PD session explicitly includes at least two (2) teaching and learning activities from the course manual/s which should be used to promote student teachers' understanding of GESI responsiveness and support the inclusion of all pupils.	
Assessment, integrating and embedding NTEAP practices: PD sessions include at least two (2) continuous assessment opportunities which will support tutors in developing student teacher's understanding of, and ability to apply, assessment for or as learning.	
Age Specific Training: where relevant tutors are guided to specific activities in the course manuals for EG, UP and JHS. Tutors are advised to group student teachers according to the age they are training for.	
Building in STS: STS tasks are integrated into the PD sessions. Preparing for work in school and opportunities for tutors to draw on what student teachers are learning in school by, for example, targeting observations linked directly to the themes in the course manuals.	
Building in activities which support the development of 21c skills in	

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

Appendix 2. Course Assessment Components briefly

COMPONENT	SUBJECT PROJECT 1 per course per semester, individual or collaborative student teacher work.	SUBJECT PORTFOLIO 1 per course per semester, individual or collaborative student teacher work.
WHAT IS IT?	**The Subject project** is an assignment designed to enable student teachers to demonstrate achieving one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of: the Basic School Curriculum, GESI responsiveness, using ICT mand 21stC skills	**The Subject Portfolio** is the deliberate collection of student teachers' work that has been selected and organized for a particular subject to show student teacher's learning and progress to achieving the CLOs through examples of his or her best work.
CONSTITUENTS	**Introduction:** a clear statement of aim and purpose **Methodology**: what the student teacher has done and why to achieve the aim and purpose of the project **Substantive or main section**: Presentation of any artifacts, experiments, TLMs created for the project; presentation, analysis, and interpretation of what has been done, learned, or found out in relation to focus of the project. **Conclusion:** Statement of the key outcomes of the project; reflection on what the student teacher has learnt	**3 items of work produced during the semester selected by student teachers with tutor support** during the semester as best examples of their progress and 200-word reflection on the items* **Or 2 items of work and** **A mid semester assessment**: case study, reflective note, quiz. * For each item they select, Student teacher's need to reflect on progress against identified NTS; achieving CLOs; increased knowledge and understanding of the Basic School Curriculum, GESI responsiveness, integration of ICT and how they could have approached developing the item differently to achieve a better outcome
WEIGHT	**Overall weighting of project = 30%** **Weighting of individual parts of project out of 100** • **Introduction – 10** • **Methodology – 20** • **Substantive section – 40** • **Conclusion – 30**	**Overall weighting of project = 30%** **Weighting of individual parts of portfolio out of 100** **i(a). Each of the three (3) items selected by the student teacher is 30 % (90%).** **i(b) Presentation and organisation of portfolio 10%.** **OR** **ii(a). Each of the two (2) items selected by the student teacher is 30 % (60%).** **ii(b)Mid semester assessment 30%** **ii(c)Presentation and organisation of portfolio 10%**

EXAM	**End of semester Exam, weight 40%. To assess:** achievement of one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of the Basic School Curriculum, ability to use GESI responsive approaches and to integrate ICT and 21st C skills in teaching and learning

SPEAKING & LISTENING

Speaking and Listening

Age Levels/s:
Early Grade (EG), Upper Primary (UP) and JHS

Name of Subject: Teaching
Speaking and Listening

Tutor PD Session for Lesson 1 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1a Introduction to the PD Session for the Semester One	1.1 Contribute to the discussion on the purpose of the course for all specialisms. 1.2 Answer and ask questions to come out with the age levels covered in the subject and group yourself according to the age level you are teaching, e.g. Early Grade, Upper Primary and JHS 1.3 Form groups according to your specialism and discuss the main elements of the course description of your manual. *E.g. the main element in the course description are the content to be covered, integration of technology in teaching the course, the methods of course delivery, assessment procedure and integration of NTS and NTECF into the course.* 1.4 Answer probing questions to identify the two main continuous assessment components of the course. Example, These are Component 1 (Subject Portfolio Assessment - 30%) made up of selected Items of students work, midterm assessment, reflective journal, organisation	**20 mins**

1b Introduction to the Session	of the subject portfolio and Component 2: Subject Project (30%) made up of introduction, methodology, main section and conclusion. (*refer to assessment section of the course manual for details)*. Ask question for further clarifications. 1.5 Write at least four things you learnt from the previous PD session using the post-it-note, Example, the concept of communication, barriers to communication, academic speaking, reading and writing, note taking and note making, time management and documenting sources. 1.5 In groups of specialisms, discuss the introductory part of the lesson (Lesson 1 - (Definition and roles of speaking and listening in language acquisition) for the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators. Example, - Barriers – (large class size and misconception that speaking and listening does not contribute to language acquisition). - Core and transferable skills (communication, critical thinking, collaboration, inclusivity, digital literacy) - Lesson delivery mode (face to face, individualised learning, seminar, etc) - LOs (Demonstrate understanding and knowledge of the concepts of speaking and listening and their roles in literacy development of Early Grade/Upper Primary, JHS learners, and components of speaking and listening - LIs (Define the concept of speaking and listening and Identify the roles speaking and listening play in Early Grade/Upper Primary and JHS) learners' literacy development. (refer to lesson manual for details) 1.6 Discuss the overview of the content of the lesson and identify any distinctive aspect of the lesson. **Outcome of discussion** Content: Introduction to speaking and listing (definition of speaking and listening, types of speaking and listening and role of speaking and listening in language acquisition)	

	Distinctive feature - Types of listening In the Early Grade we have discriminative listening, while the Upper Primary and JHS have comprehensive listening Ask questions on issues that need more clarification. e.g. how are the indicators related to the learning outcomes?)	
Q 2 Concept Development (New learning likely to arise in lesson/s)	2.1 Using think-pair-share strategy, ask tutors to come out with the main issue to be covered in lesson 1 and raise issues that may arise from the discussion. 2.1.1 Use think-pair-share strategy come out with the main issue to be covered in lesson 1 and clarify issues that may arise from the discussion. 2.1.2 Turn to lesson 1 in the course manual and discuss the subtopics and examine the aspects that link to student-teachers' previous knowledge. Subtopics include *concept and types of listening and roles of speaking and listening in language acquisition. The lesson is linked to the previous lesson because speaking and listening relates to communication skills because they promote language acquisition).* 2.2 Form groups based on your specialism and discuss the challenges you might encounter when presenting some specific subtopics of the lesson. 2.2.1 Answer questions to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) you are likely to encounter in teaching the topic. 2.3 Discuss the suggested strategies in the manual and choose the most appropriate ones for teaching the topic in the course manual. Example: *Group work, school visits, video presentation and class discussion.*	**15 mins**

| 3. **Planning for teaching, learning and assessment activities for the lesson/s** | 3.1 Discuss the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula.
Collaborate with tutors to address issue raised. (refer to the teaching and learning activities section of the course manual)

3.2 Discuss the appropriateness and effectiveness of the activities and strategies and how you will use them to enhance the core and transferable skills (*inclusivity, critical thinking, communication, etc.*) and GESI in the lessons in both the College of Education (B.ED) and Basic School Curricula.
For example, asking student to work in groups will ensure critical thinking, inclusivity, collaboration, leadership skills, communication, avoiding gender stereotype language and examples in the classroom.

3.3 Discuss as a class and identify the continuous assessments used for the lesson.
- Continuous assessment 1 - group oral presentation on role of speaking and listening on literacy development of learners done in class - Continuous assessment 2 - Write a reflection report of about 200 words on the perception of teachers on teaching speaking and listening in the language curriculum
Discuss the challenges you may anticipate using these assessment strategies.

3.4 Discuss
- the main teaching and learning resources and how you will use them to enhance learning of the topic at both the New 4-Year B. Ed and Basic levels

- the required text (Introduction to language teaching skills: A resource for language teachers. [Units 11 and 12]) and how it will be used in the lesson to promote learning.
- the additional reading materials (Practical English language teaching: Speaking. [Chapter 2 and 3]) needed and how you will use them to promote learning among all manner of learners. Discuss challenges likely to be encountered in using the resources, e.g. students' inability to read and understand the textbook. | **40 mins** |

	3.5 Model a selected activity (e.g. group work) in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills. *Note key points in the PD Session to use in your teaching of the lesson in your class.*		
4. Evaluation and review of session:	4.1 Answer questions to recap the main issues in the PD session and discuss any outstanding issues that relate to session for clarification. 4.2 Identify a critical friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session. 4.3 Listen to overview on the topic for the next PD Session and do advance reading.	**15 mins**	

Age Levels/s:
Early Grade (EG), Upper Primary (UP) and JHS

Name of Subject/Course: Teaching Speaking and Listening

Tutor PD Session for Lesson 2 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. **Introduction to the session**	1.1 Write down the main ideas raised in the previous PD Session on *definition and roles of speaking and listening in language acquisition. E.g. enhances communication skills* 1.2 Share reflections on the lesson observed on the application of the previous PD session in the classroom and discuss with colleagues. 1.3 In groups of specialisms, read individually and discuss the introductory part of the lesson (Lesson 2 - (components, views of speaking and listening and components of effective oral instruction) for the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators. Example, - *Barriers – (large class size and inadequate knowledge on the fact that speaking and listening have components).* - *Core and transferable skills (communication, critical thinking, observation and enquiry skills, digital literacy)* - *Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc)* - *LO (Demonstrate understanding and knowledge of the concepts of speaking and listening and their roles in literacy development of EG, UP and JHS*	**20 mins**

	learners and components of speaking and listening. (NTS 2c, d, NTS 3e and NTECF 3, p.25)) - *LIs (Discuss the components/views of listening and speaking, identify components that underlie effective oral instruction for Early Grade/Upper Primary and JHS) learners. (refer to lesson manual for details) (refer to lesson manual for details)* *Write down key notes as the PD Session progresses to help you teach the lesson effectively in your class.* 1.4 Discuss the overview of the content of the lesson and identify any distinctive aspect of the lesson. ***Outcome of discussion*** *Content: The lesson deals with the components of speaking and the views of listening. The lesson also deals with the components of effective oral instruction at the EG, UP and JHS.* 1.5 Distinctive feature E.g. *The components of effective oral instruction may be the same for all levels but the strategies to be used may differ from level to level. For example, the strategies for developing listening and speaking skills will be different from level to level – EG home language is valued but not the case in UP and JHS.* Ask questions on issues that need more clarification. e.g. *How are the indicators related to the learning outcomes?*	
2. Concept Development (New learning likely to arise in lesson/s):	2.1 Answer and ask questions to come out with the main issue to be covered in lesson 2 and raise issues that may arise from the discussion. **Expected answer:** *Main content of the lesson are the components of speaking, views of listening and components of effective oral instruction.* 2.1.1 Turn to lesson 2 in the course manual and discuss the subtopics and examine the aspects that link to student-teachers' previous knowledge. (*e.g. knowing the components of effective oral instruction will lead to student-teacher knowing*	**15 mins**

	how to teach speaking and listening at their level of specialism)	
	2.2 Form mixed groups based on gender and discuss the challenges you might encounter when presenting some specific subtopics of the lesson.	
	2.3 Answer questions to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) you are likely to encounter in teaching the topic. E.g. *students' language background*	
	2.4 Discuss the suggested strategies in the manual and choose the most appropriate ones for teaching the topic in the course manual. Example: *Group work, Think, pair and share, School visits, Discussion, Concept mapping, Individual work and Seminar, Teacher modelling, Brainstorming and Questioning.*	
3. Planning for teaching, learning and assessment activities for the lesson/s	3.1 Discuss through answering and questioning on the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula. Collaborate with tutor to address issue raised. *(refer to the teaching and learning activities section of the course manual)*	**40 mins**
	3.2 Discuss the appropriateness and effectiveness of the activities and strategies and how you will use them to enhance the core and transferable skills (*inclusivity, critical thinking, communication, etc.*) and GESI in the lessons in both the College of Education (B.ED) and Basic School Curricula and share with colleagues. *For example, using discussion will ensure critical thinking, inclusivity, collaboration and communication).*	
	3.3. Discuss as a class and identify the continuous assessments used for the lesson. - Continuous assessment 1 Reflective Journal - Write a 250 words reflective journal on how teachers teach orals skills during their school visit and present for your subject portfolio.	

	- Continuous assessment 2 - student- write short quiz of 10 multiple choice questions on the *components of speaking, views of listening and effective oral instruction*
	
	Discuss the challenges you may anticipate using these assessment strategies.
	
	3.4 Discuss
	   -the main teaching and learning resources and how you will use them to enhance learning of the topic at both the New 4-Year B. Ed and Basic levels
	   - the required text (Introduction to language teaching skills: A resource for language teachers. [Units 11 and 12]) and how it will be used in the lesson to promote learning.
	   - the additional reading materials *(Practical English language teaching: Speaking. [Chapter 2 and 3])* needed and how you will use them to promote learning among all manner of learners.
	Discuss challenges likely to be encountered in using the resources, e.g. students' inability to read and understand the textbook.
	
	3.5 Model a selected activity (e.g. brainstorming) in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills.	

4. Evaluation and review of session	4.1 Answer questions to recap the main issues in the PD session and discuss any outstanding issues that relate to session for clarification. 4.2 Identify an objective friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session. 4.3 Listen to overview on the topic for the next PD Session and do advance reading.	**15 mins**

Age Levels/s:
Early Grade (EG), Upper Primary (UP) and JHS

Name of Subject/Course: Teaching Speaking and Listening

Tutor PD Session for Lesson 3 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session clarification on any aspect of the lesson.	1.1 Contribute to discussion to recap the main ideas deliberated on in the previous PD Session on the *components of speaking, views of listening and components of effective oral instruction.* E.g. *What are the components of effective oral instruction?* **Answer:** *- Teach a variety of spoken texts* *- Create a language learning environment* 1.2 Share reflections on the lesson observed on the application of the previous PD session in the classroom and discuss with colleagues. 1.3 In groups of specialisms, read individually and discuss the introductory part of the lesson (Lesson 3 - (*strategies used in teaching EG, UP and JHS speaking, problems in using the strategies and how to address the problems.)* for the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators. Example, *- Barriers – (large class size and Student teachers lack of knowledge that teaching speaking and listening*	**20 mins**

| | *at the Early Grade may have unique strategies).*
- *Core and transferable skills (communication, critical thinking, inclusivity, observation and enquiry skills, digital literacy)*
- *Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc)*
- *LO (Demonstrate knowledge and understanding of appropriate speaking and listening techniques/activities to teach EG, UP, JHS learners with diverse needs and interests to enhance their speaking and listening skills. (NTS 2d, 3e, g, m, k, NTECF bullets 2 and 5 (p. 25))*
- *LIs (Identify appropriate approaches/strategies that address the diverse needs and interests of learners to enhance EG, UP, JHS learners' speaking and listening skills and evaluate how these techniques are practised in schools to address the diverse needs of learners in speaking and listening). (refer to lesson manual for details)*

Note key ideas as the PD Session progresses to help you teach the lesson effectively in your class.

1.4 Discuss the overview of the content of the lesson and identify any distinctive aspect of the lesson.

Outcome of discussion
- *Content: The lesson deals with the strategies for teaching speaking and listening, the challenges of using the strategies and how to address the challenges at the EG, UP and JHS levels.*

1.5 **Distinctive features**
    Brainstorm on the distinctive features that may occur in the lesson at the various levels of specialism.
    E.g. *The strategies of teaching speaking and listening, the challenges and addressing the challenges may differ from level to level. For example, the strategies for developing listening and speaking skills will be different from level to level – for EG games can be use while discussion will be appropriate for UP and JHS*

Ask questions on issues that need more clarification.
 e.g. *What can be done to achieve the indicators in the lesson?* | |

2. Concept Development (New learning likely to arise in lesson/s):	2.1 Read and come out with the main content to be covered in lesson 3, share with class and clarify issues that may arise from the discussion. **Question**: *What are the main items in the content of the lesson?* **Expected answer:** *Main content of the lesson strategies for teaching speaking and listening, challenges of using the strategies and how to address the challenges.* 2.3 Turn to lesson 3 in the course manual and discuss the subtopics and examine the aspects that link to student-teachers' previous knowledge. (*e.g. strategies for teaching speaking and listening, challenges of using the strategies and how to address the challenges* *at their level of specialism*) 2.2 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson. 2.3 Answer questions to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) you are likely to encounter in teaching the topic. E.g. *students' weak language background* 2.4 Discuss the suggested strategies in the manual and choose the most appropriate ones for teaching the topic in the course manual. Example: *Individualized work, class discussion, school visit, semantic mapping group work, school visit, semantic mapping and Seminar.*	**15 mins**
3. Planning for teaching, learning and assessment activities for the lesson/s	3.1 Discuss through answering and questioning on the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula. Collaborate with tutor to address issue raised. *(refer to the teaching and learning activities section of the course manual)*	

| | 3.2 Work in groups based on their specialism on the appropriateness and effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lessons in both the College of Education (B.ED) and Basic School Curricula and share with colleagues.
For example, using class discussion will ensure critical thinking, inclusivity, collaboration, digital literacy, leadership skills and communication skills.

3.3 Discuss as a class and identify the continuous assessments used for the lesson.
- Continuous assessment 1 Reflective Journal - Write a 250 words reflective journal on strategies teachers use in teaching speaking and listening at the various specialism levels during their school visit.
- Continuous assessment 2 - students do class presentation on the strategies used in teaching speaking at their specialism).

3.4 Discuss the main teaching and learning resources and how you will use them to enhance learning of the topic at both the New 4-Year B. Ed and Basic levels
- the required text (Introduction to language teaching skills: A resource for language teachers. [Units 11 and 12]) and how it will be used in the lesson to promote learning.
- the additional reading materials *(Teaching English as a foreign language for dummies [Chapter 13])* needed and how you will use them to promote learning among all manner of learners.

Discuss challenges likely to be encountered in using the resources, e.g. students' inability to read and understand the textbook.

3.5 Model a selected activity (e.g. semantic mapping) in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills. | |
| **4. Evaluation and review of session:** | 4.1 Tell a friend what you recall about the lesson to recap the main issues in the PD session and discuss any outstanding issues that relate to session for clarification. | **15 mins** |

	4.2 Identify a critical friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session. 4.3 Listen to overview on the topic for the next PD Session and do advance reading.	

Age Levels/s:	Name of Subject/Course:
Early Grade (EG), Upper Primary (UP) and JHS	Teaching Speaking and Listening

Tutor PD Session for Lesson 4 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session	1.1 Contribute to discussion to recap the main ideas deliberated on *strategies of teaching speaking and listening, challenges of the strategies and how to address the challenges (E.g. What are the challenges of using the strategies of teaching speaking and teaching at your specialism?)* **Answer:** *- Teach a variety of spoken texts* *- Create a language learning environment* 1.2 Share reflections on the lesson observed on the application of the previous PD session in the classroom and discuss with colleagues. 1.1 In groups of specialisms, read individually and discuss the introductory part of the lesson (Lesson 4 - (*strategies used in teaching EG, UP and JHS listening comprehension and, problems in using the strategies and how to address the problems.*) for the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators. Example, *- Barriers – (large class size and Student teachers lack of knowledge that teaching speaking and listening at the Early Grade may have unique strategies).*	**20 mins**

| | - Core and transferable skills *(communication, critical thinking, inclusivity, observation and enquiry skills, digital literacy)*
- Lesson delivery mode *(face to face, individualised learning, seminar, e-learning, etc)*
- LO *(Demonstrate knowledge and understanding of appropriate speaking and listening techniques/activities to teach EG, UP, JHS learners with diverse needs and interests to enhance their speaking and listening skills. (NTS 2d, 3e, g, m, k, NTECF bullets 2 and 5 (p. 25))*
- LIs *(Identify appropriate approaches/strategies that address the diverse needs and interests of learners to enhance EG, UP, JHS learners' speaking and listening skills and evaluate how these techniques are practised in schools to address the diverse needs of learners in speaking and listening). (refer to lesson manual for details)*

Note key ideas as the PD Session progresses to help you teach the lesson effectively in your class.

1.4 Discuss the overview of the content of the lesson and identify any distinctive aspect of the lesson.
Outcome of discussion
- Content: The lesson deals with the strategies for teaching listening comprehension, the challenges of using the strategies and how to address the challenges at the EG, UP and JHS levels.

1.5 **Distinctive features**
Brainstorm on the distinctive features that may occur in the lesson at the various levels of specialism.
E.g. *The strategies of teaching listening, the challenges and addressing the challenges may differ from level to level. For example, the strategies for developing listening skills will be different from level to level – for EG discriminative listening can be used while comprehensive listening will be appropriate for UP and JHS.*
Ask questions on issues that need more clarification.
 e.g. *What can be done to achieve the indicators in the lesson?* | |

| Q 2 Concept Development (New learning likely to arise in lesson/s): | 2.1 Read and share what you found with a colleagues and later share with the entire class on the content to be covered in lesson 4, share with class and clarify issues that may arise from the discussion.
Question: *What are the main items in the content of the lesson?*

Expected answer: *Main content of the lesson strategies for teaching listening comprehension, challenges of using the strategies and how to address the challenges.*

2.2 Turn to lesson 4 in the course manual and discuss the subtopics and examine the aspects that link to student-teachers' previous knowledge.
(*e.g. strategies for teaching listening comprehension, challenges of using the strategies and how to address the challenges*
at their level of specialism)

2.3 Discuss in specialism group the challenges you might face teaching the subtopics in the lesson.

2.4 Contribute to discussion to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) you are likely to encounter in teaching the topic. E.g. *students' weak language background*

2.5 Discuss the suggested strategies in the manual and choose the most appropriate ones for teaching the topic in the course manual. Example: *Individualized work, class discussion, school visit, think-pair-share class discussion, school visit and seminar.* | **15 mins** |
| **3. Planning for teaching, learning and assessment activities for the lesson/s** | 3.1 Contribute to discussion on the suggested teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula.
Collaborate with tutor to address issue raised. *(refer to the teaching and learning activities section of the course manual)* | **40 mins** |

	3.2 Work in groups based on their specialism on the appropriateness and effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lessons in both the College of Education (B. ED) and Basic School Curricula and share with colleagues.
	For example, using class discussion will ensure critical thinking collaboration, digital literacy, and communication skills.
	
	3.3 Discuss as a class and identify the continuous assessments used for the lesson.
	- Continuous assessment 1 – do group class presentation on the strategies of teaching reading comprehension, challenges and how to deal with the strategies teachers use in teaching listening at the various specialism levels and how you will apply them during their school visit.
	
	   - Continuous assessment 2 - students do class presentation on the strategies used in teaching listening comprehension at their specialism).
	
	3.4 Discuss
	-the main teaching and learning resources and how you will use them to enhance learning of the topic at both the New 4-Year B. Ed and Basic levels
	
	  - the required text (*Introduction to language teaching skills: A resource for language teachers.* [Units 17]) and how it will be used in the lesson to promote learning.
	
	  - the additional reading materials *(Teaching English as a foreign language for dummies [Chapter 13])* needed and how you will use them to promote learning among all manner of learners.
	
	  - Brainstorm on the challenges likely to be encountered in using the resources, e.g. students' inability to read and understand the textbook and discuss with colleagues.
	
	3.5 Model a selected activity (e.g. *think-pair-share*) in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills.	

4. **Evaluation and review of session:**	4.1 Use discussion to recall the main issues in the PD session and discuss any outstanding issues that relate to session for clarification.	**15 mins**
	4.2 Identify a critical friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session.	
	4.3 Listen to overview on the topic for the next PD Session and do advance reading (Technology and developing Early Grade speaking and listening materials).	

Age Levels/s:
Early Grade (EG), Upper
Primary (UP) and JHS

Name of Subject/Course:
Teaching Speaking and Listening

Tutor PD Session for Lesson 5 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. **Introduction to the session tutors might require clarification on any aspect of the lesson.**	1.1 Contribute to discussion to recap the main ideas deliberated on *strategies of teaching speaking, challenges of using the strategies and how to address the challenges (E.g. What are the challenges of using the strategies of teaching listening at your specialism?)* **Expected Answer:** - *lack of authentic materials* - *lack of oral practice activities* 1.2 Share reflections on the lesson observed on the application of the previous PD session in the classroom and discuss with colleagues. 1.3 In groups of specialisms, read individually and discuss the introductory part of the lesson (Lesson 5 - *(Technology and developing EG, UP and JHS speaking and listening materials*) for the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators. Example, - *Barriers – (large class size and Student teachers lack of knowledge that TLMs for teaching speaking and listening at the Early Grade may differ from UP and JHS).*	**20 mins**

	- Core and transferable skills (communication, critical thinking, observation and enquiry skills, digital literacy) *- Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc)* *- LO (Integrate technology in preparing appropriate TLMs to teach speaking and listening effectively to enhance literacy in speaking and listening among EG, UP and JHS learners bearing in mind their interests and needs (NTS 3j and NTECF bullet 10, p.25).* *- LIs (Identify - appropriate technology tools that can be used in teaching speaking and listening at EG, UP and JHS* *- Use appropriate technology to prepare speaking and listening TLMs, which fits the diverse needs and interest of learners in the EG, UP, JHS.* *- Use appropriate teaching learning materials for teaching speaking and listening which address the diverse needs and interest of EG, UP and JHS learners to enhance their speaking and listening skills.* *Note key ideas as the PD Session progresses to help you teach the lesson effectively in your class.* 1.4 Discuss in specialism groups the overview of the content of the lesson and identify any distinctive aspect of the lesson. ***Outcome of discussion*** *- Content: The lesson deals with the integration of technology in teaching speaking and listening – definition, using technology to prepare speaking and listening materials, and Problems of using technology to prepare speaking and listening materials for EG, UP and JHS levels.* 1.5 **Distinctive features** Think-pair-share on the distinctive features that may occur in the lesson at the various levels of specialism. E.g. *The materials for teaching speaking and listening may differ from level to level. For example, the materials for developing listening and speaking skills will be different from level to level – for EG flashcards*	

	can be use while sentence pattern cards will be appropriate for UP and JHS. Ask questions on issues that need more clarification. e.g. *What can be done to achieve the indicators in the lesson?*	
2. Concept Development (New learning likely to arise in lesson/s):	2.1 Group yourself according to your specialism, read and discuss the main content to be covered in lesson 5, share with class and clarify issues that may arise from the discussion. **Question**: *What are the main items in the content of the lesson?* **Expected answer:** *Definition of speaking and listening TLMs and using technology to prepare speaking and listening materials, and Problems of using technology.* 2.3 Turn to lesson 5 in the course manual and discuss the subtopics and examine the aspects that link to student-teachers' previous knowledge. (*e.g. Definition of TLMs for teaching speaking and listening, using technology to prepare and use speaking and listening materials and Problems of using technology to prepare speaking and listening materials for EG, UP and JHS.*) 2.2 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson. 2.2 Answer questions to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) you are likely to encounter in teaching the topic. E.g. *students' weak language background* 2.3 Discuss the suggested strategies in the manual and choose the most appropriate ones for teaching the topic in the course manual. Example: *Individualized work, class discussion, school visit, semantic mapping group work, school visit, semantic and Seminar.*	**15 mins**

| 3. **Planning for teaching, learning and assessment activities for the lesson/s** | 3.1 Answer and ask questions to help understand and apply the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula.
Collaborate with tutor to address issue raised. *(refer to the teaching and learning activities section of the course manual)*

3.2 Brainstorm on the appropriateness and effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lessons in both the College of Education (B. ED) and Basic School Curricula and share with colleagues.
For example, using brainstorming will ensure critical thinking, digital literacy and communication skills.

3.3 Discuss as a class and identify the continuous assessments used for the lesson.
- Continuous assessment 1 prepare and use a TLM on a selected topic in teaching speaking and listening.
- Continuous assessment 2 - students Write a reflection after your school visit on challenges teachers face when using integrating technology in teaching speaking and listening at their specialism).

3.4 Contribute to discussion by answering and asking questions on
- the main teaching and learning resources and how you will use them to enhance learning of the topic at both the New 4-Year B. Ed and Basic levels
- the required text (*Introduction to language teaching skills: A resource for language teachers. [Units 33 and 34])* and how it will be used in the lesson to promote learning.
- the additional reading materials *(Practical English language teaching: Speaking. [Chapter 12]* needed and how you will use them to promote learning among all manner of learners.

Discuss challenges likely to be encountered in using the resources, e.g. students' inability to read and understand the textbook. | **40 mins** |

	3.5 Model a selected activity (e.g. *discussion*) in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills.	
4. Evaluation and review of session:	4.1 Answer and ask questions to recall the main issues in the PD session and discuss any outstanding issues that relate to session for clarification. 4.2 Identify a critical friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session. 4.3 Listen to overview on the topic for the next PD Session and do advance reading.	**15 mins**

Age Levels/s:
Early Grade (EG), Upper Primary (UP) and JHS

Name of Subject/Course:
Teaching Speaking and Listening

Tutor PD Session for Lesson 6 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. **Introduction to the session**	1.1 Do individual semantic mapping to recap the main ideas in the previous PD Session on assessing speaking and listening skills of learners and share with your specialism group. 1.2 Share reflections on the lesson observed on the application of the previous PD session in the classroom and discuss with colleagues. 1.3 In groups of specialisms, read individually and discuss the introductory part of the lesson (Lesson 6 - *(Technology and developing speaking and listening materials for EG, UP and JHS or the current* PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators. Example, - *Barriers – (large class size and Student teachers lack of knowledge on using technology, inadequate technology tools).* - *Core and transferable skills (critical thinking, observation and enquiry skills, digital literacy)* - *Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc)* - *LO (Integrate technology in preparing appropriate TLMs to teach speaking and listening effectively to enhance literacy in speaking and listening among*	**20 mins**

<table>
<tr>
<td></td>
<td>

Early Grade learners bearing in mind their interests and needs (NTS 3j and NTECF bullet 10, p.25).
- *LIs (identify factors to consider when developing/selecting speaking and listening TLMs and creating environment for effective use of TLMs to facilitate speaking and listening development for EG. UP and JHS learners)*
Note key ideas as the PD Session progresses to help you teach the lesson effectively in your class.

1.4 Discuss in specialism groups the overview of the content of the lesson and identify any distinctive aspect of the lesson.

Outcome of discussion
- *Content: The lesson deals Factors to consider when developing/selecting speaking and listening TLMs and creating an environment for effective use of TLMs to enhance speaking and listening development for EG, UP and JHS levels.*

1.5 **Distinctive features**
   Think-pair-share on the distinctive features that may occur in the lesson at the various levels of specialism.
E.g. *Factors to be considered in selecting and using TLMs and creating an environment for using the TLMs for EG will be different from UP and JHS. For example, seating arrangement (around a table) for EG as oppose to UP and JHS learners sitting individually and viewing and discussing a TLM pasted on the board.*

Ask questions on issues that need more clarification.
 e.g. *What can be done to achieve the indicators in the lesson?*

</td>
<td></td>
</tr>
<tr>
<td>

2. Concept Development (New learning likely to arise in lesson/s):

</td>
<td>

2.1 As a class, read and discuss the main content to be covered in lesson 6, and clarify issues that may arise from the discussion.
Question: *What are the main items in the content of the lesson?*
Expected answer: - - *Factors to consider*
 in selecting and using TLMs
- *creating an environment for using the TLMs for EG, UP and JHS.*
2.3 Turn to lesson 6 in the course manual and discuss the subtopics and examine the aspects that link to

</td>
<td>

15 mins

</td>
</tr>
</table>

	student-teachers' previous knowledge. (*e.g. Factors to consider in selecting and using TLMs and creating an environment for using the TLMs for EG, UP and JHS*). 2.2 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson. 2.3 Answer questions and ask questions to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) you are likely to encounter in teaching the topic. E.g. *Unconducive classroom atmosphere to help use TLMs effective, inadequate knowledge of teachers on use of TLMs.* 2.4 Discuss the suggested strategies in the manual and choose the most appropriate ones for teaching the topic in the course manual. Example: *group work, class discussion, school visit, and question and answer.*	
3. Planning for teaching, learning and assessment activities for the lesson/s	3.1 Answer and ask questions to help understand and apply the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula. Contribute to address issue identifies. *(refer to the teaching and learning activities section of the course manual)* 3.2 Brainstorm on the appropriateness and effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lessons in both the College of Education (B.ED) and Basic School Curricula and share with colleagues. *For example, using brainstorming will ensure critical thinking, digital literacy and communication and leadership skills.* 3.3 Discuss as a class and identify the continuous assessments used for the lesson. - Continuous assessment 1 prepare and use a TLM on a selected topic in teaching speaking and listening.	**40 mins**

| | - Continuous assessment 2 - Write a reflection during your school visit from enquiries you made from teachers on factors they consider before selecting a TLM for their class.

3.4 Contribute to discussion by answering and asking questions on
- the main teaching and learning resources and how you will use them to enhance learning of the topic at both the New 4-Year B. Ed and Basic levels
- the required text (*Introduction to language teaching skills: A resource for language teachers. [Units 33 and 34])* and how it will be used in the lesson to promote learning.

  - the additional reading materials *(Practical English language teaching: Speaking. [Chapter 24]* needed and how you will use them to promote learning among all manner of learners.
Discuss challenges likely to be encountered in using the resources, e.g. *unconducive classroom atmosphere*.

3.5 Model a selected activity (e.g. *discussion*) in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills. | |
| 4. **Evaluation and review of session:** | 4.1 Brainstorm individually to recall the main issues in the PD session and share with colleagues and discuss any outstanding issues that relate to session for clarification.

4.2 Identify a critical friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session.

4.3 Listen to overview on the topic for the next PD Session and do advance reading. | **15 mins** |

Age Levels/s:
Early Grade (EG), Upper Primary (UP) and JHS

Name of Subject/Course:
Teaching Speaking and Listening

Tutor PD Session for Lesson 7 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. **Introduction to the session**	1.1 In group discussion, recap the main ideas in the previous PD Session on *integration of technology in teaching speaking and listening – definition, using technology to prepare speaking and listening materials, and Problems of using technology to prepare speaking and listening materials)* 1.2 Share reflections on the lesson observed on the application of the previous PD session in the classroom and discuss with colleagues. 1.3 In groups of specialisms, read individually and discuss the introductory part of the lesson (Lesson 6 - *(Technology and developing speaking and listening materials for EG, UP and JHS or the current* PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators. Example, - *Barriers – (large class size and Student teachers lack of knowledge on using technology, inadequate technology tools).* - *Core and transferable skills (critical thinking, observation and enquiry skills, digital literacy)* - *Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc)* - *LO (Integrate technology in preparing appropriate*	**20 mins**

	TLMs to teach speaking and listening effectively to enhance literacy in speaking and listening among Early Grade learners bearing in mind their interests and needs (NTS 3j and NTECF bullet 10, p.25). - LIs *(identify factors to consider when developing/selecting speaking and listening TLMs and creating environment for effective use of TLMs to facilitate speaking and listening development for EG. UP and JHS learners)* *Note key ideas as the PD Session progresses to help you teach the lesson effectively in your class.* 1.4 Discuss in specialism groups the overview of the content of the lesson and identify any distinctive aspect of the lesson. ***Outcome of discussion*** - *Content: The lesson deals Factors to consider when developing/selecting speaking and listening TLMs and creating an environment for effective use of TLMs to enhance speaking and listening development for EG, UP and JHS levels.* **Distinctive features** Think-pair-share on the distinctive features that may occur in the lesson at the various levels of specialism. E.g. *Factors to be considered in selecting and using TLMs and creating an environment for using the TLMs for EG will be different from UP and JHS. For example, seating arrangement (around a table) for EG as oppose to UP and JHS learners sitting individually and viewing and discussing a TLM pasted on the board.* Ask questions on issues that need more clarification. e.g. *What can be done to achieve the indicators in the lesson?*	
2. Concept Development (New learning likely to arise in lesson/s):	2.1 As a class, read and discuss the main content to be covered in lesson 6, and clarify issues that may arise from the discussion. **Question**: *What are the main items in the content of the lesson?* **Expected answer:** - - *Factors to consider in selecting and using TLMs* - *creating an environment for using the TLMs for EG, UP and JHS.*	**15 mins**

	2.2 Turn to lesson 6 in the course manual and discuss the subtopics and examine the aspects that link to student-teachers' previous knowledge. (*e.g Factors to consider in selecting and using TLMs and creating an environment for using the TLMs for EG, UP and JHS*). 2.3 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson 2.4 Answer questions and ask questions to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) you are likely to encounter in teaching the topic. E.g. *Unconducive classroom atmosphere to help use TLMs effective, inadequate knowledge of teachers on use of TLMs.* 2.5 Discuss the suggested strategies in the manual and choose the most appropriate ones for teaching the topic in the course manual. Example: *group work, class discussion, school visit, and question and answer.*	
3. Planning for teaching, learning and assessment activities for the lesson/s	3.1 Answer and ask questions to help understand and apply the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula. Contribute to address issue identifies. *(refer to the teaching and learning activities section of the course manual)* 3.2 Brainstorm on the appropriateness and effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lessons in both the College of Education (B.ED) and Basic School Curricula and share with colleagues. *For example, using brainstorming will ensure critical thinking, digital literacy and communication and leadership skills.* 3.3 Discuss as a class and identify the continuous assessments used for the lesson. - Continuous assessment 1 prepare and use a TLM	**40 mins**

	on a selected topic in teaching speaking and listening.	
	- Continuous assessment 2 - Write a reflection during your school visit on factors teachers consider before selecting a TLM for their class.	
	3.4 Contribute to discussion by answering and asking questions on	
	- the main teaching and learning resources and how you will use them to enhance learning of the topic at both the New 4-Year B. Ed and Basic levels	
	- the required text (*Introduction to language teaching skills: A resource for language teachers. [Units 33 and 34])* and how it will be used in the lesson to promote learning.	
	- the additional reading materials *(Practical English language teaching: Speaking. [Chapter 24]* needed and how you will use them to promote learning among all manner of learners.	
	Discuss challenges likely to be encountered in using the resources, e.g. *unconducive classroom atmosphere*.	
	3.5 Model a selected activity (e.g. *discussion*) in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills.	
4. Evaluation and review of session:	4.1 Brainstorm individually to recall the main issues in the PD session and share with colleagues and discuss any outstanding issues that relate to session for clarification.	**15 mins**
	4.2 Identify a critical friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session.	
	4.3 Listen to overview on the topic for the next PD Session and do advance reading.	

Age Levels/s:
Early Grade (EG), Upper Primary (UP) and JHS

Name of Subject/Course:
Teaching Speaking and Listening

Tutor PD Session for Lesson 8 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session	1.1 Use semantic mapping to recap the main ideas in the previous PD Session on *factors to consider when developing/selecting speaking and listening TLMs and creating an environment for effective use of TLMs to enhance speaking and listening development for EG, UP and JHS levels.* 1.2 Share reflections on the lesson you observed on the application of the previous PD session in the classroom and discuss with colleagues. 1.3 In groups of specialisms, read individually and discuss the introductory part of the lesson (Lesson 8 - (*problems of assessing the speaking and listening skills of EG, UP and JHS learners. and how these problems will be addressed)* or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators. Example, - *Barriers – large class size and students may not be aware of the problems associated with assessing speaking and listening at the EG, UP and JHS levels and how to address them.* - *Core and transferable skills (communication, critical thinking, observation and enquiry skills, digital*	**20 mins**

	literacy) - *Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc)* - *LO (Use appropriate methods/tools to assess the speaking and listening skills of diverse EG, UP and JHS learners (NTS 3k and NTECF bullet 6, p.25)* - *Lis (Identify the problems of assessing EG, UP and JHS speaking and listening skills and how to address the problems of assessing speaking and listening at EG, UP and JHS.)* 1.4 Discuss in specialism groups the overview of the content of the lesson and identify any distinctive aspect of the lesson. ***Outcome of discussion*** - *Content: The lesson deals with problems of assessing speaking and listening of EG, UP and JHS levels and making speaking to cater for diverse needs of learners and how to address them.* **Distinctive features** - Think-pair-share on the distinctive features that may occur in the lesson at the various levels of specialism. E.g. - *problems of assessing the speaking and listening skills of EG learners is quite different from that of assessing UP and JHS; for example, it is difficult to get EG learners properly condition for adjustment to be assessed that UP and JHS.* Ask questions on issues that need more clarification. e.g. *What can be done to achieve the indicators in the lesson?*	
2. Concept Development (New learning likely to arise in lesson/s):	2.1 Individually, read and discuss the main content to be covered in lesson 7, and clarify issues that may arise from the discussion. **Question**: *What are the main items in the content of the lesson?* **Expected answer:** - *problems of assessing Early Grade speaking and listening of EG, UP and JHS levels –* - *addressing the problems of assessing speaking and listening to cater for diverse needs of EG, UP and JHS learners.*	**15 mins**

	2.2 Turn to lesson 8 in the course manual and discuss the subtopics and examine the aspects that link to student-teachers' previous knowledge.	
	2.3 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson.	
	2.4 Answer questions and ask questions to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) you are likely to encounter in teaching the topic. E.g. *Teachers' inadequate knowledge of how to deal with problems associated with EG, UP and JHS speaking and listening assessment*	
	2.5 Discuss the suggested strategies/activities in the manual and choose the most appropriate ones for teaching the topic in the course manual. Examples: *Problem-solving, discussion, brainstorming and independent study*	
3. Planning for teaching, learning and assessment activities for the lesson/s	3.1 Brainstorm and share with colleague and later with the entire group the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula. Contribute to discussion to address issues identified. *(refer to the teaching and learning activities section of the course manual)* 3.2 Discuss as a group the appropriateness and effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lessons in both the College of Education (B. ED) and Basic School Curricula and share with colleagues. *For example, using problem-solving will ensure critical thinking, digital literacy and communication and leadership skills.* 3.3. Discuss as a class and identify the continuous assessments used for the lesson. - Continuous assessment 1 Write one-page report	**40 mins**

	on the problems teachers face when assessing speaking and listening skills and present for their subject portfolio. - Continuous assessment 2 - group presentation on challenges of assessing EG, UP and JHS speaking and listening and addressing such challenges. 3.4 Contribute to discussion and deliberate on - the main teaching and learning resources and how you will use them to enhance learning of the topic at both the New 4-Year B. Ed and Basic levels - the required text (*Handbook of second language assessing (chapter 10)* and how it will be used in the lesson to promote learning. - the additional reading materials *(Language testing and assessment)* needed and how you will use them to promote learning among all manner of learners. Discuss challenges likely to be encountered in using the resources, e.g. *unconducive classroom atmosphere*. 3.5 Model a selected activity (e.g. *problem-solving*) in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills.	
4. Evaluation and review of session:	4.1 In specialism groups, recap the main issues in the PD Session and discuss any outstanding issues that may arise in relation to the lesson for clarification. 4.2 Identify a trusted and objective friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session. 4.3 Listen to overview on the topic for the next PD Session and do advance reading.	**15 mins**

Age Levels/s:
Early Grade (EG), Upper Primary (UP) and JHS

Name of Subject/Course:
Teaching Speaking and Listening

Tutor PD Session for Lesson 9 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. **Introduction to the session**	1.1 Discuss in groups to recap the main ideas in the previous PD Session on *assessing speaking and listening skills of EG, UP and JHS level and share with colleagues.* 1.2 Share reflections on the lesson you observed on the application of the previous PD session in the classroom and discuss with colleagues. 1.3 In groups of specialisms, read individually and discuss the introductory part of the lesson (Lesson 9 - (*The speaking and listening component of the EG, UP and JHS curriculum)* or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators. Example, - *Barriers – large class size, students may not be conversant with the components of the speaking and listening of the EG, UP and JHS curriculum and unavailability of the curriculum to student teachers.* - *Core and transferable skills (communication, critical thinking, observation and enquiry skills, digital literacy, Inclusivity including gender)* - *Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc)*	**20 mins**

	- LO (Interpret and understand key features of the speaking and listening component of the Early Grade (KG-P3) English curriculum (NTS 2b, d; NTECF bullet 11, 13; p. 25)) *- Lis (Interpret the speaking/oral and listening components of the EG, UP and JHS English curriculum and how they cater for the needs and interests of diverse learners in the classroom and Identify the deficiencies of the Early Grade speaking and listening component of the) (refer to LI section of the manual)* 1.4 Discuss in specialism groups the overview of the content of the lesson and identify any distinctive aspect of the lesson. ***Outcome of discussion*** *- Content: The lesson deals with the speaking and listening component of the EG, UP and JHS English curriculum.* **Distinctive features** - Think-pair-share on the distinctive features that may occur in the lesson at the various levels of specialism. E.g. *- The component of the speaking and listening of the EG English Curriculum includes sound production while the UP and JHS curriculum include production of sentences.* Ask questions on issues that need more clarification. e.g. *What can be done to achieve the indicators in the lesson?*	
2. Concept Development (New learning likely to arise in lesson/s):	2.1 Group based on specialism strategy, discuss to come out with the main content to be covered in lesson 9, and clarify issues that may arise from the discussion. **Question**: *What is the main item in the content of the lesson?* **Expected answer:** - The main content of the speaking and listening component of the EG, UP and JHS curriculum. 2.2 Turn to lesson 9 in the course manual and discuss the subtopics and examine the aspects that link to student-teachers' previous knowledge. The subtopics of the lesson are the	**15 mins**

	component, deficiencies and addressing the deficiencies of the EG, UP and JHS English curriculum. This is linked to assessing speaking and listening skills component of the curriculum. 2.3 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson. 2.4 Brainstorm, answer and ask questions to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) you are likely to encounter in teaching the topic. E.g. *Teachers' inadequate knowledge of how to identify the deficiencies in the EG, UP and JHS speaking and listening curriculum* 2.5 Discuss the suggested strategies/activities in the manual and choose the most appropriate ones for teaching the topic in the course manual. Examples: *Group work, class discussion, brainstorming and school visit*	
3. Planning for teaching, learning and assessment activities for the lesson/s	3.1 Brainstorm Discuss and share ideas on the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula. Contribute to discussion to address issues identified. *(refer to the teaching and learning activities section of the course manual)* 3.2 Discuss as a group the appropriateness and effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lessons in both the College of Education (B. ED) and Basic School Curricula and share with colleagues. *For example, using group work will ensure critical thinking, leadership skills, digital literacy, and communication and inclusivity.* 3.3 Discuss as a class and identify the continuous assessments used for the lesson. - Continuous assessment 1 - Write a 200-word school report on addressing the deficiencies in	**40 mins**

| | the Early Grade speaking and listening component of the curriculum for portfolio
- Continuous assessment 2 - A page assignment on suggestion to address the deficiencies in the EG, UP and JHS speaking and listening curriculum.

3.4 Contribute to discussion and deliberate on
  - the main teaching and learning resources and how you will use them to enhance learning of the topic at both the New 4-Year B. Ed and Basic levels
- the required text (*Introduction to language teaching skills: A resource for language teachers. [Units 30])* and how it will be used in the lesson to promote learning.
- the additional reading materials *(The EG, UP and JHS English Curricula)* needed and how you will use them to promote learning among all manner of learners.

Discuss challenges likely to be encountered in using the resources, e.g. *unconducive classroom atmosphere.*

3.5 Model a selected activity (e.g. *group work)* in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills. | |
| **4. Evaluation and review of session:** | 4.1 Answer questions and ask questions to recap the main issues in the PD Session and discuss any outstanding issues that may arise in relation to the lesson for clarification.

4.2 Identify a trusted and objective friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session.

4.3 Listen to overview on the topic for the next PD Session and do advance reading. | **15 mins** |

Age Levels/s:		Name of Subject/Course:
Early Grade (EG), Upper Primary (UP) and JHS		Teaching Speaking and Listening

Tutor PD Session for Lesson 10 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session	1.1 Think-pair-share to recap the main ideas in the previous PD Session on *components of the speaking and listening EG, UP and JHS level English curricula and share with colleagues.* 1.2 Share reflections on the lesson you observed on the application of the previous PD session in the classroom and discuss with colleagues. 1.3 In groups of specialisms, read and discuss the introductory part of the lesson (Lesson 10 - (*The speaking and listening scheme of work for EG, UP and JHS))* or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators. Example, - *Barriers – large class size, students may not be conversant preparing integrated speaking and listening scheme of work for EG, UP and JHS.* - *Core and transferable skills (communication, critical thinking, observation and enquiry skills, digital literacy, Inclusivity including gender)* - *Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc)* - *LO (Plan and co-teach lessons in speaking and*	20 mins

	listening by integrating them to cater for the needs and interests of diverse EG, UP and JHS learners (NTS 3 g, l, m, NTECF bullet 13, p.25) *- Lis (Plan and write a scheme of work for an integrated speaking and listening lesson that cater for the diverse needs and interest of learners in the Early Grade (KG-P3 level). (refer to LI section of the manual)* 1.4 Discuss in specialism groups the overview of the content of the lesson and identify any distinctive aspect of the lesson. ***Outcome of discussion*** *- Content: The lesson deals with the speaking and listening integrated scheme of work for EG, UP and JHS levels.* **Distinctive features** - Think-pair-share on the distinctive features that may occur in the lesson at the various levels of specialism. E.g. - *The integrated scheme for the various levels (EG, UP and JHS) will differ in topic coverage and quantity of topics).* Ask questions on issues that need more clarification. e.g. *What can be done to achieve the indicators in the lesson?*	
2. Concept Development (New learning likely to arise in lesson/s):	2.1 Contribute to class discussion to come out with the main content to be covered in lesson 10, and clarify issues that may arise from the discussion. **Question**: *What is the main item in the content of the lesson?* **Expected answer:** - The main content - *the speaking and listening Scheme of work for EG, UP and JHS curriculum - factors to consider when designing a speaking and listening scheme of work and developing a sample integrate scheme of work.* 2.2 Turn to lesson 10 in the course manual and discuss the subtopics - *factors to consider when designing a speaking and listening scheme of*	**15 mins**

	work and developing a sample integrated scheme of work. This is linked to components of speaking and listening curriculum. 2.3 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson. 2.4 Brainstorm, answer and ask questions to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) you are likely to encounter in teaching the topic. E.g. *Student teachers' inadequate knowledge on how to develop an integrated scheme of work for EG, UP and JHS speaking and listening* 2.5 Brainstorm on the suggested strategies/activities in the manual and choose the most appropriate ones for teaching the topic in the course manual. Examples: *Group work, group presentation and school visit*	
3. Planning for teaching, learning and assessment activities for the lesson/s	3.1 Discuss the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula. Collaborate with colleagues to address issues identified. *(refer to the teaching and learning activities section of the course manual)* 3.2 Discuss as a group the appropriateness and effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lessons in both the College of Education (B. ED) and Basic School Curricula and share with colleagues. *For example, using group presentation will ensure critical thinking, leadership skills, collaborative skills development, digital literacy, and communication and inclusivity.* 3.3. Discuss as a class and identify the continuous assessments used for the lesson. - Continuous assessment 1 - prepare a speaking and listening scheme of work for a term for a	**40 mins**

	selected level and present for grading. - Continuous assessment 2 - A group presentation on factors to consider when designing an integrate speaking and listening scheme for a selected level. 3.4 Contribute to discussion to review - the main teaching and learning resources and how you will use them to enhance learning of the topic at both the New 4-Year B. Ed and Basic levels - the required text (*Introduction to language teaching skills: A resource for language teachers. [Units 30])* and how it will be used in the lesson to promote learning. - the additional reading materials *(Teachers handbook: A 14-day teaching methodology. Kenya: German Development Services. [Chapter 10] http://collections.infocollections.org/ukedu/en/ d/Jgtz017e/)* needed and how you will use them to promote learning among all manner of learners. Discuss challenges likely to be encountered in using the resources, e.g. *inadequate knowledge on the topic*. 3.5 Model a selected activity (e.g. *group work)* in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills.	
4. Evaluation and review of session:	4.1 Answer questions and ask questions to summarise the main issues in the PD Session and discuss any outstanding issues that may arise in relation to the lesson for clarification. 4.2 Identify a trusted and objective friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session. 4.3 Listen to overview on the topic for the next PD Session and do advance reading.	**15 mins**

Age Levels/s:
Early Grade (EG), Upper Primary (UP) and JHS

Name of Subject/Course:
Teaching Speaking and Listening

Tutor PD Session for Lesson 11 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. **Introduction to the session**	1.1 Think-pair-share to recap the main ideas in the previous PD Session on *EG, UP and JHS speaking and listening scheme of work* and share with colleagues. 1.2 Share reflections on the lesson you observed on the application of the previous PD session in the classroom and discuss with colleagues. 1.3 In groups of specialisms, read and discuss the introductory part of the lesson (Lesson 10 - (*The speaking and listening Lesson plan for EG, UP and JHS)*) or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators. Example, - *Barriers – large class size, students may not be conversant preparing integrated speaking and listening lesson plan for EG, UP and JHS* - *Core and transferable skills (communication, critical thinking, observation and enquiry skills, digital literacy, Inclusivity including gender)* - *Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc)* - *LO (Plan and co-teach lessons in speaking and*	**20 mins**

| | *listening by integrating them to cater for the needs and interests of diverse EG, UP and JHS learners (NTS 3 g, l, m, NTECF bullet 13, p.25)*
- *Lis (Plan and write a lesson plan for an integrated speaking and listening lesson that cater for the diverse needs and interest of learners in the EG, UP and JHS levels) (refer to manual for details from section of the manual)*
1.4 Discuss in specialism groups the overview of the content of the lesson and identify any distinctive aspect of the lesson.

Outcome of discussion
- *Content: The lesson deals with the speaking and listening integrated lesson plan for EG, UP and JHS levels.*

1.5 **Distinctive features**
   Think-pair-share on the distinctive features that may occur in the lesson at the various levels of specialism.
   E.g. - *The integrated lesson plan for the various levels (EG, UP and JHS) will differ in topic scope and pedagogy).*

Ask questions on issues that need more clarification.
 e.g. *What can be done to achieve the indicators in the lesson?* | |
| **2. Concept Development (New learning likely to arise in lesson/s):** | 2.1 Contribute to class discussion to come out with the main content to be covered in lesson 11, and clarify issues that may arise from the discussion.
Question: *What is the main item in the content of the lesson?*
Expected answer: -
   The main content - *the speaking and listening lesson plan for EG, UP and JHS curriculum –*

2.2 Turn to lesson 9 in the course manual and discuss the subtopics - *factors to consider when designing a speaking and listening lesson plan and factors to consider when designing a sample integrated lesson plan*. This is linked to the speaking and listening scheme of work.

2.3 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson. | **15 mins** |

	2.4 Brainstorm, answer and ask questions to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) you are likely to encounter in teaching the topic. E.g. *Student teachers' inadequate knowledge on how to develop an integrated lesson plan for EG, UP and JHS speaking and listening* 2.5 Deliberate on the suggested strategies/activities in the manual and choose the most appropriate ones for teaching the topic in the course manual. Examples: *Group work, group presentation, class discussion and school visit*	
3. Planning for teaching, learning and assessment activities for the lesson/s	3.1 Discuss in specialism groups, the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula. Collaborate with colleagues to address issues identified. *(refer to the teaching and learning activities section of the course manual)* 3.2 Discuss as a group the appropriateness and effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lessons in both the College of Education (B. ED) and Basic School Curricula and share with colleagues. *For example, using class discussion will ensure critical thinking, collaborative skills development, digital literacy, and communication and inclusivity.* 3.3 Brainstorm as a class and identify the continuous assessments used for the lesson. - Continuous assessment 1 - Prepare an EG, UP and JHS integrated speaking and listening lesson plan on a selected topic and present for assessment. - Continuous assessment 2 - A group presentation on factors to consider when designing an integrate speaking and listening lesson plan for a selected level.	**40 mins**

	3.4 Contribute to discussion to review - the main teaching and learning resources and how you will use them to enhance learning of the topic at both the New 4-Year B. Ed and Basic levels - the required text (*Introduction to language teaching skills: A resource for language teachers. [Units 30])* and how it will be used in the lesson to promote learning. - the additional reading materials *(Language Curriculum Design. [Chapter 9])* needed and how you will use them to promote learning among all manner of learners. Discuss challenges likely to be encountered in using the resources, e.g. *inadequate knowledge on the topic*. 3.5 Model a selected activity (e.g. *class discussion)* in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills.	
4. Evaluation and review of session:	4.1 Answer questions and ask questions to summarise the main issues in the PD Session and discuss any outstanding issues that may arise in relation to the lesson for clarification. 4.2 Identify a trusted and objective friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session. 4.3 Listen to overview on the topic for the next PD Session and do advance reading.	**15 mins**

Age Levels/s:
Early Grade (EG), Upper Primary (UP) and JHS

Name of Subject/Course:
Teaching Speaking and Listening

Tutor PD Session for Lesson 12 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session	1.1 Think-pair-share to recap the main ideas in the previous PD Session on *EG, UP and JHS speaking and listening lesson plan* and share with colleagues. 1.2 Share reflections on the lesson you observed on the application of the previous PD session in the classroom and discuss with colleagues. 1.3 In groups of specialisms, read and discuss the introductory part of the lesson (Lesson 12 - (*Plan and co-teach Integrated speaking and listening lesson with mentor/tutor or colleague for EG, UP and JHS)*) or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators. Example, - *Barriers – large class size, student teachers may not be conversant with co-teaching with a mentor/tutor for EG, UP and JHS* - *Core and transferable skills (communication, critical thinking, observation and enquiry skills, digital literacy, Inclusivity including gender)* - *Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc)*	**20 mins**

	- *LO (Plan and co-teach lessons in speaking and listening by integrating them to cater for the needs and interests of diverse EG, UP and JHS learners (NTS 3 g, l, m, NTECF bullet 13, p.25)* - *LI (co-teach a lesson with an integrated speaking and listening lesson that cater for the diverse needs and interest of learners in the EG, UP and JHS levels) (refer to manual for details from section of the manual)* 1.4 Discuss in specialism groups the overview of the content of the lesson and identify any distinctive aspect of the lesson. ***Outcome of discussion*** *- Content: co-teach integrated speaking and listening lesson with mentor/tutor or colleague EG, UP and JHS levels.* 1.5 **Distinctive features** Think-pair-share on the distinctive features that may occur in the lesson at the various levels of specialism. E.g. - *The teaching strategies meant for the various levels (EG, UP and JHS) will differ).).* Ask questions on issues that need more clarification. e.g. *What can be done to achieve the indicators in the lesson?*	
2. Concept Development (New learning likely to arise in lesson/s):	2.1 Contribute to class discussion to come out with the main content to be covered in lesson 12, and clarify issues that may arise from the discussion. **Question**: *What is the main item in the content of the lesson?* **Expected answer:** - The main content - *co-teach Integrated speaking and listening lesson with mentor/tutor or colleague* 2.2 Turn to lesson 12 in the course manual and discuss the subtopics - *Planning and teaching an integrated speaking and listening lesson, importance and challenges of integrated speaking and listening lesson and teaching an integrated speaking and listening lesson plan*. This is linked to the speaking and listening lesson plan design.	**15 mins**

	2.3 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson.	
	2.4 Read and share challenges (potential barriers to learning for student teachers, concepts or pedagogy) you are likely to encounter in teaching the topic with colleagues. E.g. *Student teachers' inadequate knowledge on how to co-teach an integrated lesson plan for EG, UP and JHS speaking and listening with colleagues*	
	2.5 Deliberate on the suggested strategies/activities in the manual and choose the most appropriate ones for teaching the topic in the course manual. Examples: *Group work, class presentation and school visit*	
3. Planning for teaching, learning and assessment activities for the lesson/s	3.1 Discuss in specialism groups, the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula. Collaborate with colleagues to address issues identified. *(refer to the teaching and learning activities section of the course manual)* 3.2 Debate as a group the appropriateness and effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lessons in both the College of Education (B. ED) and Basic School Curricula and share with colleagues. *For example, using class discussion will ensure critical thinking, collaborative skills development, digital literacy, and communication and inclusivity.* 3.3 Brainstorm as a class and identify the continuous assessments used for the lesson. - Continuous assessment 1 - Write a page reflection on the lesson you co-taught with a mentor/colleague for your portfolio. 3.4 Contribute to discussion to review - the main teaching and learning resources and how you will use them to enhance learning of the	**40 mins**

	topic at both the New 4-Year B. Ed and Basic levels - the required text (*Introduction to language teaching skills: A resource for language teachers. [Units 30])* and how it will be used in the lesson to promote learning. - the additional reading materials *(Language Curriculum Design. [Chapter 9])* needed and how you will use them to promote learning among all manner of learners. Discuss challenges likely to be encountered in using the resources, e.g. *inadequate knowledge on the topic*. 3.5 Model a selected activity (e.g. *group work)* in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills.	
4. Evaluation and review of session:	4.1 Answer questions and ask questions to summarise the main issues in the PD Session and discuss any outstanding issues that may arise in relation to the lesson for clarification. 4.2 Identify a trusted and objective friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session. 4.3 Give an overview of the entire PD session for the semester.	**15 mins**

Appendix 1
The PD session check list: supporting B.Ed. implementation.
In some cases, to support implementation and address recent developments the PD session writers may need to add detail to what is covered in the course manuals

What to Include in PD sessions	Checked and In Place.
Course introductions and conclusions • The first PD session of each semester introduces the course manual/s, course expectations and course assessment components • The final PD session provides the opportunity to review student teachers' learning from the course	
Prior knowledge: Points for tutors on activating student teachers' prior knowledge.	
Basic School Curriculum: when topics for student teachers are from the Basic School Curriculum the PD session makes explicit links.	
CLO: relevant to each session are introduced	
Interactive teaching PD **s**essions provide opportunities for SL/HOD to model interactive approaches to teaching and learning that tutors will use to support student teachers	
Lesson Learning outcomes and indicators are introduced	
Integration of subject specific content and subject specific pedagogy is modelled in PD sessions through activities for tutors. Any potentially new concepts introduced in the lesson are explored with tutors	
Subject Specific Training: where subjects have been grouped together for the PD sessions, tutors are guided to engage with activities in the subject course manuals to ensure the PD is subject specific. Where appropriate there is direct page or point references to activities in each of the relevant subject course manuals.	
Integrating GESI: each PD session explicitly includes at least two (2) teaching and learning activities from the course manual/s which should be used to promote student teachers' understanding of GESI responsiveness and support the inclusion of all pupils.	
Assessment, integrating and embedding NTEAP practices:** PD sessions include at least two (2) continuous assessment opportunities which will support tutors in developing student teacher's understanding of, and ability to apply, assessment for or as learning.	
Age Specific Training: where relevant tutors are guided to specific activities in the course manuals for EG, UP and JHS. Tutors are advised to group student teachers according to the age they are training for.	
Building in STS: STS tasks are integrated into the PD sessions. Preparing for work in school and opportunities for tutors to draw on what student teachers are learning in school by, for example, targeting observations linked directly to the themes in the course manuals.	
Building in activities which support the development of 21c skills in particular the use of ICT. The development of these is integrated into the	

PD sessions including the use of ICT to support learning. Each PD session should include at least two (2) examples of students being required to use ICT to extend their learning.	
Resources /TLM. Where specific resources are required, it is clear where tutors can access them e.g., videos, online resources or readings.	

Appendix 2. Course Assessment Components briefly

COMPONENT	SUBJECT PROJECT 1 per course per semester, individual or collaborative student teacher work.	SUBJECT PORTFOLIO 1 per course per semester, individual or collaborative student teacher work.
WHAT IS IT?	**The Subject project** is an assignment designed to enable student teachers to demonstrate achieving one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of: the Basic School Curriculum, GESI responsiveness, using ICT mand 21stC skills	**The Subject Portfolio** is the deliberate collection of student teachers' work that has been selected and organized for a particular subject to show student teacher's learning and progress to achieving the CLOs through examples of his or her best work.
CONSTITUENTS	**Introduction:** a clear statement of aim and purpose **Methodology**: what the student teacher has done and why to achieve the aim and purpose of the project **Substantive or main section**: Presentation of any artifacts, experiments, TLMs created for the project; presentation, analysis, and interpretation of what has been done, learned, or found out in relation to focus of the project. **Conclusion:** Statement of the key outcomes of the project; reflection on what the student teacher has learnt	**3 items of work produced during the semester selected by student teachers with tutor support** during the semester as best examples of their progress and 200-word reflection on the items* **Or 2 items of work and** **A mid semester assessment**: case study, reflective note, quiz. * For each item they select, Student teacher's need to reflect on progress against identified NTS; achieving CLOs; increased knowledge and understanding of the Basic School Curriculum, GESI responsiveness, integration of ICT and how they could have approached developing the item differently to achieve a better outcome
WEIGHT	**Overall weighting of project = 30%** **Weighting of individual parts of project out of 100** **Introduction – 10** **Methodology – 20** **Substantive section – 40** **Conclusion – 30**	**Overall weighting of project = 30%** **Weighting of individual parts of portfolio out of 100** **Each of the items selected by the student teacher 30 %** **Mid semester assessment 30% - if applicable** **Presentation and organisation of portfolio 10%** **Mid semester assessment 20%**

EXAM	**End of semester Exam, weight 40%. To assess:** achievement of one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of the Basic School Curriculum, ability to use GESI responsive approaches and to integrate ICT and 21st C skills in teaching and learning

GHANAIAN LANGUAGE

Tutor PD Session

2. Ghanaian Language

How to use this PD Manual

This Professional Development (PD) manual comprises several courses in Ghanaian Language. In this manual, there are some generic statements and instructions in the various lessons, which can be adapted to suit the respective courses. Tutors should, therefore, refer to the individual course manuals during the PD sessions.

Age Levels/s:
Early Grade
Upper Primary
Junior High School

Name of Subject/s:
Ghanaian language:
- Principles and rules of teaching a Ghanaian language (EG)
- Principles and rules of teaching a Ghanaian language (UP)
- Principles and rules of teaching a Ghanaian language (JHS)
- Phonetics and phonology of a Ghanaian language (JHS)

Tutor PD Session for Lesson 1 in the Course Manual

Lesson Titles:
- **Principles and rules of writing a Ghanaian language (EG):**
Letters of the alphabet
- **Principles and rules of writing a Ghanaian language (UP):**
Letters of the alphabet and speech sounds
- **Principles and rules of writing a Ghanaian language (JHS):**
Letters of the alphabet and speech sounds
- **Phonetics and phonology of a Ghanaian language (JHS):**
Phonetic description and classification of vowels of a Ghanaian language

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1(a) Introduction to the semester – in session one • Introduction to the purpose of the specialisms: EG, UP and JHS	1.1 Listen to and react to an icebreaker, or volunteer one for the start of the session. 1.2 Discuss with the group how last semester's PD sessions assisted you to deliver your content and implement the NTEAP (especially the two components of continuous assessment: subject	**20 mins**

• Overview of subject/s age level/s to be covered in the PD sessions and guidance on grouping tutors according to the subject/s, age levels/s. • Introduction to the course manual/s • Overview of course learning outcomes • Introduction to the two continuous assessment components to be undertaken in each subject during the semester (See Course Assessment Components at a Glance Appendix 2) NB in subjects where there are no assessment components in the course manuals examples will need to be provided for SL/HoD.	project and subject portfolio) 1.3 Explain the main focus and purpose of education at each age phase or level and indicate why it is necessary to train specialist teachers for each age phase (specialism). 1.4 Discuss the structural organisation (age-phasing) of basic education in Ghana, indicating the focus of each phase as well as the subjects, methodologies and frameworks that are entailed in the phases. 1.5 Examine the structure and content of the course manuals and discuss the content. 1.6 Examine the correspondence between the learning outcomes and their indicators. 1.7 Outline the two components of the continuous assessment activities to be undertaken in the semester and suggest ways in which you will conduct them. Share your observations with the larger group. **Example:** Subject project (action research): • Using brainstorming to improve primary three pupils' writing of a Ghanaian language (EG) • Improving primary five pupil's writing of a Ghanaian language through group work (UP) • Using discussion to improve JHS one pupils' writing of a Ghanaian language (JHS) **Subject portfolio:** • Match given letters to their corresponding sounds (e.g. A - /a/) (EG) • Use the form of the following words to determine their word classes (e.g. mpanyimfo (pinyin), resu (su), abusuafo (abusua), ɔyarefoɔ (yare) ayarefo (yare), yare (yareɛ) mfa (fa) etc.) (UP) • Construct simple sentences using a given list of verbs. 1.8 Think and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson on.	

1(b) Introduction to the session • Review prior learning • Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators • Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	1.9 Reflect on the introductory section of your respective lessons and indicate your observations and concerns for discussion. 1.10 Discuss your perception of the distinctive scope of this lesson with the whole group **Example:** • *Principles and rules of writing of a Ghanaian language*: This course is taught at the three age phases (EG, UP and JHS), but its scope is broader at the higher levels than the lower levels. For example, at the JHS level, the course treats how writing traditions are used to indicate word classes, but this aspect is not treated in EG and UP levels) • *Phonetics and phonology of a Ghanaian language:* This lesson focuses on teaching the description and classification of vowels of a Ghanaian language. 1.11 Discuss with the group some of the factors you anticipate may constitute challenges that will impede the	
2. Concept Development (New learning likely to arise in lesson/s): • Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	2.1 Read and present to the whole group an oral summary of the major new content to be presented in your lesson: concepts and pedagogies to be introduced. **Examples:** ***Principles and rules of writing of a Ghanaian language** – Letters of the alphabet: (EG):* • Letters of the alphabet: Ghanaian language letters of the alphabet, sound and letter representation and issues to observe at STS ***Principles and rules of writing of a Ghanaian language** – Letters of the alphabet and speech sounds (UP):* • Orthographic and phonetic representation of vowels and consonants: what are vowels, phonetic representation of consonants ***Principles and rules of writing of a Ghanaian language** – Letters of the alphabet and speech*	**15 mins**

	sounds (JHS): • Concept of orthography of Ghanaian language: letters of the alphabet, representation of the letters, speech sounds and things to look out for at STS ***Phonetics and phonology of a Ghanaian language –*** *Phonetic description and classification of vowels (JHS):* • Phonetic description and classification of vowels	
3. Planning for teaching, learning and assessment activities for the lesson/s • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors may require clarification • Noting opportunities for making links to the Basic School Curriculum • Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills • Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning • Resources: links to the existing PD	3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion 3.2 Reflect on the content to be presented and ask the whole group for support or assistance in the clarification of, and/or other perspectives on or approaches to the concepts in a lesson. 3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach. 3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them. **Examples:** ***Principles and rules of writing of a Ghanaian language –*** *Letters of the alphabet (EG):* • Show a YouTube video of how the letters of the alphabet are taught • Make PowerPoint presentation ***Principles and rules of writing of a Ghanaian language –*** *Letters of the alphabet and speech sounds (UP):* • Show a YouTube video of how the letters of the alphabet are taught • Make PowerPoint presentation ***Principles and rules of writing of a Ghanaian language –*** *Letters of the alphabet and speech sounds (JHS)*: • Show a YouTube video of how the letters of the alphabet are taught	

Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability
 	
• Tutors should be expected to have a plan for the next lesson for student teachers
	• Make PowerPoint presentation
	Phonetics and phonology of a Ghanaian language – *Phonetic description and classification of vowels of a Ghanaian language (JHS):*
	  • Show a YouTube video that presents the description and classification of vowels
	  • Make PowerPoint presentation
	
	3.5 Suggest the various ways in which you will make the lesson GESI responsive
	
	Examples:
	Principles and rules of writing of a Ghanaian language – *Letters of the alphabet (EG):*
	  • Select a YouTube video that shows a male teacher teaching an EG class.
	  • Form mixed groups for group activities.
	Principles and rules of writing of a Ghanaian language – *Letters of the alphabet and speech sounds (UP):*
	  • Select a YouTube video that shows a person with different ability (person living with disability) teaching at UP level.
	  • Form mixed groups for group activities.
	
	Principles and rules of writing of a Ghanaian language – *phonetic description and classification of vowels of a Ghanaian language (JHS):*
	  • Select a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels.
	  • Form mixed groups for group activities.
	
	Phonetics and phonology of a Ghanaian language – *Phonetic description and classification of vowels of a Ghanaian language (JHS):*
	  • Select a YouTube video that shows a female teacher teaching vowel sounds.
	  • Form mixed groups for group activities.
	
	3.6 In mixed pairs (male-female, able-disable), deliberate on how the content and the delivery of their lessons will develop the core competences and share with the larger group.	

	Examples: **Letters of the alphabet (EG):** *Group work*: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) *YouTube video*: (digital literacy) **Letters of the alphabet and speech sounds (UP):** *Group work*: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) *YouTube video*: (digital literacy) **Letters of the alphabet and speech sounds (JHS):** *Group work*: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) *YouTube video*: (digital literacy) **Phonetic description and classification of vowels of a Ghanaian language (JHS):** *Group work*: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) *YouTube video*: (digital literacy) 3.7 Use lesson content to design subject projects, and/or assessment instruments for subject portfolio. (one content may also be tied in with other contents into a bigger project) 3.8 Consider the resources in the respective manuals and suggest which and how they may be deployed. (*These should include ICT tools, inclusive materials, required and additional texts*). 3.9 Ask for assistance from the whole group regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.)		
4. Evaluation and review of session: • Tutors need to identify critical friends to observe lessons and report at	4.1 Identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session. 4.2 Indicate any outstanding issues relating to each lesson for discussion.	**15 mins**	

| next session. | 4.3 Read the PD and course manuals in preparation for the next PD session. | |
| Identifying and addressing any outstanding issues relating to the lesson/s for clarification | | |

Age Levels/s:	Name of Subject/s:
EG, UP and JHS	Ghanaian language

Tutor PD Session for Lesson 2 Onwards in the Course Manual

Lesson titles:
- **Principles and rules of writing a Ghanaian language (EG):**
Orthographic and phonetic representation of vowels
- **Principles and rules of writing a Ghanaian language (UP):**
Distribution of a Ghanaian language speech sounds
- **Principles and rules of writing a Ghanaian language (JHS):**
Distribution of a Ghanaian language speech sounds
- **Phonetics and phonology of a Ghanaian language (JHS):**
Vowels: Distribution and sequence

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session • Review prior learning • A critical friend to share findings for a short discussion and lessons learned • Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators	1.3 Listen and respond to an icebreaker, and volunteer one if necessary. 1.4 Reflect on the introductory section of your respective lessons and write down your observations and concerns for **discussion**. 1.5 **Individually read and note** the distinctive features or scope of this lesson for **discussion** with the whole group. **Example:** *Principles and rules of writing of a Ghanaian language*:	**20 mins**

• Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	In the second lessons, the contents and focus of this course across the three age phases (EG, UP and JHS) are as follows: the orthographic and phonetic representation of vowels (EG) and the distribution of a Ghanaian language speech sounds (UP and JHS). *Phonetics and phonology of a Ghanaian language:* This lesson focuses on teaching the description and classification of vowels of a Ghanaian language. 1.6 **Think and share** with the whole group the student-teacher knowledge and experience upon which you may build your lesson. 1.7 **Brainstorm** with the group some of the factors you anticipate may constitute challenges that will impede the success of the lesson.	
2. Concept Development (New learning likely to arise in lesson/s): • Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	2.1 Read, note and present to the whole group an oral summary of the major new content to be presented in your lesson through **the radio reporter strategy**: concepts and pedagogies to be introduced. **Examples:** ***Principles and rules of writing of a Ghanaian language** – Orthographic and phonetic representation of vowels: (EG):* • Vowels; phonetic representation of vowels and issues to observe at STS ***Principles and rules of writing of a Ghanaian language** – Distribution of a Ghanaian language speech sounds (UP):* • Distribution of vowels; distribution of consonants; dialectal variations in writing; issues to observe at STS. ***Principles and rules of writing of a Ghanaian language** – Distribution of a Ghanaian language speech sounds (UP):* • Distribution of vowels; distribution of consonants; dialectal variations in writing; issues to observe at STS. ***Phonetics and phonology of a Ghanaian language** – vowels: distribution and sequence (JHS):* Sequential and non-sequential vowels in a Ghanaian language.	**15 mins**

3. **Planning for teaching, learning and assessment activities for the lesson/s**	3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion	**40 mins**
• Reading and discussion of the teaching and learning activities	3.2 Reflect on the content to be present and ask the whole group for support or assistance in the clarification of, and/or other perspectives on or approaches to the concepts in a lesson.	
• Noting and addressing areas where tutors may require clarification	3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.	
• Noting opportunities for making links to the Basic School Curriculum	3.4 Individually consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.	
• Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills	**Examples:** ***Principles and rules of writing of a Ghanaian language –*** *Orthographic and phonetic representation of vowels (EG):*	
• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning	• Show a YouTube video that presents the letters (letter shape, letter names and letter sounds) and their phonetic representations. • Make PowerPoint presentation or slide show of the letters and their phonetic representations. ***Principles and rules of writing of a Ghanaian language –*** *Distribution of a Ghanaian language speech sounds (UP):* Project a Ghanaian language's vowels on a chart or cardboard, or with a PowerPoint presentation.	
• Resources: ○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they	***Principles and rules of writing of a Ghanaian language –*** *Distribution of a Ghanaian language speech sounds (JHS):* • Project a Ghanaian language's vowels on a chart or cardboard, or with a PowerPoint presentation. ***Phonetics and phonology of a Ghanaian language –*** *Vowels (JHS):* • Project a Ghanaian language's vowels on a chart or cardboard, or with a PowerPoint presentation. 3.5 Suggest the various ways in which you will make the lesson GESI responsive	

should be used. Consideration needs to be given to local availability o guidance on any power point presentations, TLM or other resources which need to be developed to support learning • Tutors should be expected to have a plan for the next lesson for student teachers	**Examples:** ***Principles and rules of writing of a Ghanaian language** – Orthographic and phonetic representation of vowels (EG):* • Ensure even distribution of questions; ensure active participation of all in group work; ensure all have equal opportunity to play leading roles in groups; form mixed gender and ability groups; be patient with those with individuals with disability; break gender stereotypes with examples or illustrations cited; avoid negative and stereotypical language. ***Principles and rules of writing of a Ghanaian language** – Distribution of a Ghanaian language speech sounds (UP):* • Ensure even distribution of questions; ensure active participation of all in group work; ensure all have equal opportunity to play leading roles in groups; form mixed gender and ability groups; be patient with those with individuals with disability; break gender stereotypes with examples or illustrations cited; avoid negative and stereotypical language. ***Principles and rules of writing of a Ghanaian language** – Distribution of a Ghanaian language speech sounds (JHS):* • Ensure even distribution of questions; ensure active participation of all in group work; ensure all have equal opportunity to play leading roles in groups; form mixed gender and ability groups; be patient with those with individuals with disability; break gender stereotypes with examples or illustrations cited; avoid negative and stereotypical language. ***Phonetics and phonology of a Ghanaian language** – Phonetic description and classification of vowels of a Ghanaian language (JHS):* • Ensure even distribution of questions; ensure active participation of all in group works; ensure all have equal opportunity to play leading roles in groups; form mixed gender and ability groups; be patient with those with individuals with disability; break gender stereotypes with examples or illustrations cited; avoid negative and stereotypical language.	

| | 3.5 In mixed pairs (male-female, able-disable), deliberate on how the contents and the delivery of your lessons will develop the core competences and share it with the larger group. | |
| | | |

Examples:

***Principles and rules of writing of a Ghanaian language** – Orthographic and phonetic representation of vowels (EG):*

- Ensure even distribution of questions; ensure active participation of all in group works; ensure all have equal opportunity to play leading roles in groups; form mixed gender and ability groups; be patient with those with individuals with disability; break gender stereotypes with examples or illustrations cited; avoid negative and stereotypical language.

***Principles and rules of writing of a Ghanaian language** – Distribution of a Ghanaian language speech sounds (UP):*

- Ensure even distribution of questions; ensure active participation of all in group works; ensure all have equal opportunity to play leading roles in groups; form mixed gender and ability groups; be patient with those with individuals with disability; break gender stereotypes with examples or illustrations cited; avoid negative and stereotypical language.

***Principles and rules of writing of a Ghanaian language** – Distribution of a Ghanaian language speech sounds (JHS):*

- Ensure even distribution of questions; ensure active participation of all in group works; ensure all have equal opportunity to play leading roles in groups; form mixed gender and ability groups; be patient with those with individuals with disability; break gender stereotypes with examples or illustrations cited; avoid negative and stereotypical language.

***Phonetics and phonology of a Ghanaian language** – Phonetic description and classification of vowels of a Ghanaian language (JHS):*

3.6 Use lesson content to design subject projects, and/or assessment instruments for subject

	portfolio. (one content may also be tied in with other contents into a bigger project)	
	3.7	
	3.8 Consider the resources in the respective manuals and suggest which and how they may be deployed. (*These should include ICT tools, inclusive materials, required and additional texts*).	
	3.9 Ask for assistance regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.)	
4. Evaluation and review of session: • Tutors should Identifying critical friends to observe lessons and report at next session. • Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.1 Identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session. 4.2 Indicate any outstanding issues relating to the lesson for discussion. 4.3 Read the PD and course manuals in preparation for the next PD session.	**15 mins**

Age Levels/s:
EG, UP and JHS

Name of Subject/s:
Ghanaian language

Tutor PD Session for Lesson 3 Onwards in the Course Manual

Lesson titles:
- **Principles and rules of writing a Ghanaian language (EG):**
Orthographic and phonetic representation of consonants
- **Principles and rules of writing a Ghanaian language (UP):**
Principles of writing
- **Principles and rules of writing a Ghanaian language (JHS):**
Principles of writing
- **Phonetics and phonology of a Ghanaian language (JHS):**
Phonetic description and classification of consonants

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. **Introduction to the session** • Review prior learning • A critical friend to share findings for a short discussion and lessons learned • Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and	1.1 Listen and respond to an icebreaker. 1.2 Think and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson. 1.3 Reflect on the introductory section of your respective lessons and indicate your observations and concerns for discussion. 1.4 Discuss your appreciation of the distinctive scope of this lesson with the whole group. **Example:** *Principles and rules of writing of a Ghanaian language*:	**20 mins**

indicators • Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	In the third lesson, the contents and focus of this course across the three age phases (EG, UP and JHS) are as follows: the orthographic and phonetic representation of consonants (EG) and the principles of writing (UP and JHS). *Phonetics and phonology of a Ghanaian language:* This lesson focuses on teaching the description and classification of consonants of a Ghanaian language. 1.5 Discuss with the group some of the factors you anticipate may constitute challenges that will impede the success of the lesson	
2. Concept Development (New learning likely to arise in lesson/s): • Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	2.1 Read and present to the whole group an oral summary of the major new content to be presented in your lesson: concepts and pedagogies to be introduced. **Examples:** ***Principles and rules of writing of a Ghanaian language** – Orthographic and phonetic representation of vowels (EG):* • Orthographic representation of consonants; phonetic representation of consonants; matching of orthographic and phonetic representations; monographs, diagraphs and triagraph. ***Principles and rules of writing of a Ghanaian language** – Principles of writing (UP):* • Word classes; tense, aspect and plural formation (how orthographical representations are used to signal grammatical forms of words. For examples, refer tutors to 1.7 of Session 1 above). ***Principles and rules of writing of a Ghanaian language** – Principles of writing (UP):* • Word classes (how orthographical representations are used to signal grammatical forms of words. For examples, refer tutors to 1.7 of Session 1 above). ***Phonetics and phonology of a Ghanaian language** – Phonetic description and classification of consonants (JHS):* Phonetic description and classification of vowels	**15 mins**

| 3. **Planning for teaching, learning and assessment activities for the lesson/s**
• Reading and discussion of the teaching and learning activities
• Noting and addressing areas where tutors may require clarification
• Noting opportunities for making links to the Basic School Curriculum
• Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills
• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning
• Resources:
  ○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on | 3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion

3.2 Reflect on the content to be present and ask the whole group for support or assistance in the clarification of, and/or other perspectives on or approaches to the concepts in a lesson.

3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.

3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.
Examples:
***Principles and rules of writing of a Ghanaian language** – Orthographic and phonetic representation of consonants (EG):*
• Show or play a YouTube video or audio of consonant pronunciation.
***Principles and rules of writing of a Ghanaian language** – Principles of writing (UP):*
• Put up a Teaching Learning Resource (TLR) that presents a list with words with coloured affixes that change grammatical category of the respective words (PowerPoint) (*Refer tutors to point 1.7 of Session 1 above for examples*).
***Principles and rules of writing of a Ghanaian language** – Principles of writing (UP):*
• Put up a Teaching Learning Resource (TLR) that presents a list of words with coloured affixes which change grammatical category of the respective words (PowerPoint) (*Refer tutors to point 1.7 of Session 1 above for examples*).
***Phonetics and phonology of a Ghanaian language** – Phonetic description and classification of consonants (JHS):*
• Make PowerPoint presentation on the description and classification of consonants.

3.5 Suggest the various ways in which you will make the lesson GESI responsive | **40 mins** |

web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability ○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning • Tutors should be expected to have a plan for the next lesson for student teachers	**Examples:** **Orthographic and phonetic representation of consonants (EG):** *Group work*: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) *YouTube video*: (digital literacy) **Principles of writing (UP):** *Group work*: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) *YouTube video*: (digital literacy) **Letters of the alphabet and speech sounds (JHS):** *Group work*: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) *YouTube video*: (digital literacy) **Phonetic description and classification of consonants (JHS):** *Group work*: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) *YouTube video*: (digital literacy) 3.6 In mixed pairs (male-female, able-disable), deliberate on how the contents and the delivery of your lessons will develop the core competences and share it with the larger group. 3.7 Use lesson content to design subject projects, and/or assessment instruments for subject portfolio. (one content may also be tied in with other contents into a bigger project) 3.8 Consider the resources in the respective manuals and suggest which and how they may be deployed. (*These should include ICT tools, inclusive materials, required and additional texts*). 3.9 Ask for assistance regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.)	

4. **Evaluation and review of session:**	4.1 Identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session.	**15 mins**
• Tutors should Identifying critical friends to observe lessons and report at next session.	4.2 Indicate any outstanding issues relating to the lesson for discussion.	
• Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.3 Read the PD and course manuals in preparation for the next PD session.	

Age Levels/s:
EG, UP and JHS

Name of Subject/s:
Ghanaian language

Tutor PD Session for Lesson 4 Onwards in the Course Manual

Lesson titles:
- **Principles and rules of writing a Ghanaian language (EG):**
Dialectal variations in writing
- **Principles and rules of writing a Ghanaian language (UP):**
Dialectal variations in writing
- **Principles and rules of writing a Ghanaian language (JHS):**
Tense, Aspect markers and plural formation
- **Phonetics and phonology of a Ghanaian language (JHS):**
Consonants (distribution and sequences)

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session • Review prior learning • A critical friend to share findings for a short discussion and lessons learned • Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators	1.1 Listen and respond to an icebreaker, and volunteer one if necessary. 1.2 Think and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson. **Examples:** *Principles and rules of writing a Ghanaian language – Dialectal variations in writing (EG):* Students have had a lesson on language and dialect in the first year. *Principles and rules of writing a Ghanaian language – Dialectal variations in writing (UP)*: Students have had a lesson on language and dialect in the first year.	**20 mins**

• Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	*Principles and rules of writing a Ghanaian language - Tense, Aspect markers and plural formation (JHS):* Student teachers studied word classes before. They have been forming sentences in English during their studies. *Phonetics and phonology of a Ghanaian language – Consonants (distribution and sequences) (JHS)*: The student teachers have learned the description and classification of consonants of a Ghanaian language. 1.3 Reflect on the introductory section of your respective lessons and indicate your observations and concerns for discussion. **Examples:** ***Principles and rules of writing a Ghanaian language – Dialectal variations in writing (EG):*** **LO:** Demonstrate knowledge and skill in teaching dialectal variation in the Ghanaian language. (NTS 3e, g, i: 14), (NTS 3f, g: 14), (NTECF, p. 43). **LI:** Employ appropriate various teaching and learning strategies in classroom. Use appropriate teaching strategies to cater for learners with different backgrounds. ***Principles and rules of writing a Ghanaian language – Dialectal variations in writing (UP)***: **LO:** 4. demonstrate knowledge and skill in teaching dialectal variation in the Ghanaian language. (NTS 3e, g, i: 14), (NTS 3f, g: 14), (NTECF, p. 43). **LI:** 4.1. employ appropriate various teaching and learning strategies in classroom, 4.2. use appropriate teaching strategies to cater for learners with different backgrounds ***Principles and rules of writing a Ghanaian language - Tense, Aspect markers and plural formation (JHS):*** **LO:** Demonstrate knowledge of the principles and rules in the writing tense, aspect and plural formation of word classes of a Ghanaian language. (NTS 2c: 13), (NTS 2e: 13), (NTECF 6, p.20). **LI:** Identify the rules of tense, aspect marking and plural formation of writing a Ghanaian language through verbal and written responses. Describe the rules of tense, aspect marking and plural formation of writing a Ghanaian language through verbal and written responses. Apply the rules in	

		tense and aspect marking as well as plural formation in writing a Ghanaian language through written responses.	
		1.4 Discuss your perception of the distinctive scope of this lesson with the whole group. **Example:** ***Principles and rules of writing of a Ghanaian language***: This course is taught at the three age phases (EG, UP and JHS), but its scope is broader at the higher levels than the lower levels. For example, at the JHS level, the course treats the tense, aspect markers, and plural formation processes of verbs, but the UP and JHS levels focus on dialectal variations that may influence writing. ***Phonetics and phonology of a Ghanaian language***: This lesson focuses on consonant distributions and their sequences in a Ghanaian language. 1.5 Discuss with the group some of the factors you anticipate may constitute challenges that will impede the success of the lesson	
2. Concept Development (New learning likely to arise in lesson/s): • Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	2.1 Read and present to the whole group an oral summary of the major new content to be presented in your lesson: concepts and pedagogies to be introduced. **Examples:** ***Principles and rules of writing of a Ghanaian language*** – Dialectal variations in writing*: (EG):* • Dialectal variations in writing: Dialectal variations and their possible influence on writing of a Ghanaian language and issues to observe at STS ***Principles and rules of writing of a Ghanaian language*** – Dialectal variations in writing *(UP):* • Dialectal variations and their possible influence on writing of a Ghanaian language: how can dialectal variation affect writing of a Ghanaian language. ***Principles and rules of writing of a Ghanaian language*** – *Tense, Aspect markers and plural formation (JHS):* • Concept of orthography of Ghanaian language: letters of the alphabet, representation of the letters, speech sounds and things to look out for at STS	**15 mins**

	Phonetics and phonology of a Ghanaian language – Consonants (distribution and sequences) (JHS): Consonants (distribution and sequences)	
3. Planning for teaching, learning and assessment activities for the lesson/s • Reading and discussion of the teaching and learning activities. • Noting and addressing areas where tutors may require clarification • Noting opportunities for making links to the Basic School Curriculum • Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills • Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning • Resources: o links to the existing PD Themes, for example, action research, questioning and	3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion 3.2 Reflect on the content to be present and ask the whole group for support or assistance in the clarification of, and/or other perspectives on or approaches to the concepts in a lesson. 3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach. 3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them. 3.5 Suggest the various ways in which you will make the lesson GESI responsive **Examples:** ***Principles and rules of writing of a Ghanaian language –*** Dialectal variations in writing *(EG):* • Watch a YouTube video that shows a male teacher teaching an EG class. • Form mixed groups for group activities. ***Principles and rules of writing of a Ghanaian language –*** Dialectal variations in writing *(UP):* • Watch a YouTube video that shows a person with different ability (person living with disability) teaching at UP level. • Form mixed groups for group activities. ***Principles and rules of writing of a Ghanaian language –*** *Tense, Aspect markers and plural formation of a Ghanaian language (JHS): Tense, Aspect markers and plural formation* of a Ghanaian language • Watch a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels. • Form mixed groups for group activities. ***Phonetics and phonology of a Ghanaian language –*** Consonants (distribution and sequences) *of a*	**40 mins**

<table>
<tr>
<td>

to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability

o guidance on any power point presentations, TLM or other resources which need to be developed to support learning

- Tutors should be expected to have a plan for the next lesson for student teachers

</td>
<td>

Ghanaian language (JHS):
- Watch a YouTube video that shows a female teacher teaching consonant distribution and consonant sequences.
- Form mixed groups for group activities.

3.6 In mixed pairs (male-female, able-disable), deliberate on how the contents and the delivery of your lessons will develop the core competences and share it with the larger group.

Examples:
Dialectal variations in writing **(EG):**
Group work: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)
YouTube video: (digital literacy)

Dialectal variations in writing **(UP):**
Group work: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)
YouTube video: (digital literacy)

Consonants (distribution and sequences) *of a Ghanaian language* **(JHS):**
Group work: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)
YouTube video: (digital literacy)

Consonants (distribution and sequences) of a Ghanaian language **(JHS):**
Group work: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)
YouTube video: (digital literacy)

3.7 Use lesson content to design subject projects, and/or assessment instruments for subject portfolio. (one content may also be tied in with other contents into a bigger project)

3.8 Consider the resources in the respective manuals and suggest which and how they may be deployed. (*These should include ICT tools,*

</td>
<td></td>
</tr>
</table>

	inclusive materials, required and additional texts). 3.9 Ask for assistance regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.)	
4. Evaluation and review of session: • Tutors should Identifying critical friends to observe lessons and report at next session. • Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.4 Identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session. 4.5 Indicate any outstanding issues relating to the lesson for discussion. 4.6 Read the PD and course manuals in preparation for the next PD session.	**15 mins**

Age Levels/s:
EG, UP and JHS

Name of Subject/s:
Ghanaian language

Tutor PD Session for Lesson 5 Onwards in the Course Manual

Lesson titles:
- **Principles and rules of writing a Ghanaian language (EG):**
Distribution of vowels
- **Principles and rules of writing a Ghanaian language (UP):**
Distribution of vowels
- **Principles and rules of writing a Ghanaian language (JHS):**
Sentence Construction
- **Phonetics and phonology of a Ghanaian language (JHS):**
Assimilatory processes

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session - Review prior learning - A critical friend to share findings for a short discussion and lessons learned - Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators	1.1 Listen and respond to an icebreaker, and volunteer one if necessary. 1.2 Think and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson. **Examples:** *Principles and rules of writing a Ghanaian language – Distribution of vowels (EG)*: Student teachers have been introduced to vowel sounds already. *Principles and rules of writing a Ghanaian language – Distribution of vowels (UP)*: Student teachers have been introduced to vowel sounds already. *Principles and rules of writing a Ghanaian language – Sentence construction (JHS)*: Student teachers have been introduced to writing. They have learnt basic sentence structure in year one.	**20 mins**

• Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	*Phonetics and phonology of a Ghanaian language – Assimilatory processes (JHS)*: The student teachers have learned some assimilatory processes in the previous year. 1.3 Reflect on the introductory section of your respective lessons and indicate your observations and concerns for discussion. **Examples:** ***Principles and rules of writing a Ghanaian language – Distribution of vowels (EG)*:** **LO:** Demonstrate knowledge of the principles and rules in the writing of a Ghanaian language. (NTS 2c: 13), (NTS 2e: 13), (NTECF 6, p.20). **LI:** Identify the distribution of vowels rules of writing a Ghanaian language through verbal and written responses. Describe the distribution of vowels of writing a Ghanaian language through verbal and written responses. ***Principles and rules of writing a Ghanaian language – Distribution of vowels (UP)*:** **LO:** 1. Demonstrate knowledge of the principles and rules in the writing of a Ghanaian language. (NTS 2c: 13), (NTS 2e: 13), (NTECF 6, p.20). **LI:** 1.1. identify the distribution of vowels rules of writing a Ghanaian language through verbal and written responses. 1.4 Describe the distribution of vowels of writing a Ghanaian language through verbal and written responses. *Principles and rules of writing a Ghanaian language – Sentence construction (JHS)*: **LO:** Demonstrate knowledge of the principles and rules in the writing sentences of a Ghanaian language. (NTS 2c: 13), (NTS 2e: 13), (NTECF 6, p.20). **LI:** Identify the rules of sentence construction of writing a Ghanaian language through verbal and written responses. Describe the rules of forming a sentence of Ghanaian language through verbal and written responses. *Phonetics and phonology of a Ghanaian language – Assimilatory processes (JHS)*: **LO:** Demonstrate knowledge and understanding of	

	the sound system of a Ghanaian language of study, and facilitate its use among learners. (NTS 2c: 13), (NTS 2e: 13), (NTS 3c: 14), (NTECF 3: 20). **LI:** Identify the sound system of a Ghanaian language. Explain the sound system of a Ghanaian language. 1.5 Discuss your perception of the distinctive scope of this lesson with the whole group. **Examples:** ***Principles and rules of writing of a Ghanaian language:*** This course is taught at the three age phases (EG, UP and JHS), but its scope is broader at the higher levels than the lower levels. For example, at the JHS level, the course treats how writing traditions are used to indicate word classes, but this aspect is not treated in UP and JHS levels) ***Phonetics and phonology of a Ghanaian language:*** This lesson focuses on teaching the description and classification of vowels of a Ghanaian language. 1.6 Discuss with the group some of the factors you anticipate may constitute challenges that will impede the success of the lesson	
2. Concept Development (New learning likely to arise in lesson/s): • Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain	2.2 Read and present to the whole group an oral summary of the major new content to be presented in your lesson: concepts and pedagogies to be introduced. **Examples:** ***Principles and rules of writing of a Ghanaian language –*** Distribution of vowels *(EG):* • Distribution of vowels: Distribution of vowels of a Ghanaian language and issues to observe at STS ***Principles and rules of writing of a Ghanaian language –*** Distribution of vowels (UP): • Distribution of vowels of a Ghanaian language: where in a word can certain vowel occur? ***Principles and rules of writing of a Ghanaian language –*** Sentence Construction (JHS): • Sentence construction: construction of types of sentences and things to look out for at STS	**15 mins**

the issues/s with tutors	***Phonetics and phonology of a Ghanaian language –*** *Assimilatory processes (JHS):* • Assimilatory processes	
3. Planning for teaching, learning and assessment activities for the lesson/s • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors may require clarification • Noting opportunities for making links to the Basic School Curriculum • Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills • Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning • Resources: ○ links to the existing PD Themes, for example, action research, questioning and	3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion. 3.2 Reflect on the content to be present and ask the whole group for support or assistance in the clarification of, and/or other perspectives on or approaches to the concepts in a lesson. 3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach. 3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them. **Examples:** ***Principles and rules of writing of a Ghanaian language –*** *Distribution of vowels (EG):* • Watch a YouTube video of how the distribution of vowels is taught • Make PowerPoint presentation ***Principles and rules of writing of a Ghanaian language –*** *Distribution of vowels (UP):* • Watch a YouTube video of how the distribution of vowels are taught • Make PowerPoint presentation ***Principles and rules of writing of a Ghanaian language –*** *Sentence construction (JHS)*: • Watch a YouTube video of how the construction of types of sentences are taught • Make PowerPoint presentation ***Phonetics and phonology of a Ghanaian language –*** *Assimilatory processes (JHS):* • Watch a YouTube video that presents the assimilatory processes of a Ghanaian language • Make PowerPoint presentation 3.5 Suggest the various ways in which you will make the lesson GESI responsive	**40 mins**

to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability ○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning • Tutors should be expected to have a plan for the next lesson for student teachers	**Examples:** ***Principles and rules of writing of a Ghanaian language** – Distribution of vowels (EG):* • Select a YouTube video that shows a male teacher teaching an EG class. • Form mixed groups for group activities. ***Principles and rules of writing of a Ghanaian language** – Distribution of vowels (UP):* • Watch a YouTube video that shows a person with different ability (person living with disability) teaching at UP level. • Form mixed groups for group activities. ***Principles and rules of writing of a Ghanaian language** – Sentence construction (JHS):* • Watch a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels. • Form mixed groups for group activities. ***Phonetics and phonology of a Ghanaian language** – Assimilatory processes (JHS):* • Watch a YouTube video that shows a female teacher teaching assimilatory processes. • Form mixed groups for group activities. 3.6 In mixed pairs (male-female, able-disable), deliberate on how the contents and the delivery of your lessons will develop the core competences and share it with the larger group. 3.7 Use lesson content to design subject projects, and/or assessment instruments for subject portfolio. (one content may also be tied in with other contents into a bigger project) 3.8 Consider the resources in the respective manuals and suggest which and how they may be deployed. (*These should include ICT tools, inclusive materials, required and additional texts*). 3.9 Ask for assistance regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.)	
4. Evaluation and review of session: • Tutors should	4.7 Identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session.	**15 mins**

Identifying critical friends to observe lessons and report at next session. • Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.8 Indicate any outstanding issues relating to the lesson for discussion. 4.9 Read the PD and course manuals in preparation for the next PD session.	

Age Levels/s: **Name of Subject/s:**

EG, UP and JHS   Ghanaian language

Tutor PD Session for Lesson 6 Onwards in the Course Manual

Lesson titles:
- **Principles and rules of writing a Ghanaian language (EG):**
Distribution of consonants
- **Principles and rules of writing a Ghanaian language (UP):**
Distribution of consonants
- **Principles and rules of writing a Ghanaian language (JHS):**
Vowel harmony and assimilation in writing
- **Phonetics and phonology of a Ghanaian language (JHS):**
Syllable structure processes

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. **Introduction to the session** • Review prior learning • A critical friend to share findings for a short discussion and lessons learned • Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators	1.1 Listen and respond to an icebreaker, and volunteer one if necessary. 1.2 Think and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson. **Example:** ***Principles and rules of writing a Ghanaian language – Distribution of consonants (EG)***: Students have had lessons on letters of the alphabet and speech sounds. ***Principles and rules of writing a Ghanaian language – Distribution of consonants (UP)***: Students have had lessons on letters of the alphabet and speech sounds.	**20 mins**

• Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	***Principles and rules of writing a Ghanaian language*** *– Vowel harmony and assimilation in writing (JHS)*: The student teacher has learnt vowel representation and distribution of vowels. ***Phonetics and phonology of a Ghanaian language –*** *Syllable structure processes (JHS)*: The student teachers have learned some assimilatory processes in the previous year. 1.3 Reflect on the introductory section of your respective lessons and indicate your observations and concerns for discussion. **Examples:** *Principles and rules of writing a Ghanaian language – Distribution of consonants (EG)*: **LO:** Demonstrate knowledge and understanding of distribution of consonants and apply them in their writing. (NTS 1b). **LI:** Identify the rules of writing consonants of Ghanaian language through verbal and written responses. Describe the rules of distribution of consonants in writing a Ghanaian language through verbal and written responses. ***Principles and rules of writing a Ghanaian language*** *– Distribution of consonants (UP)*: **LO:** Demonstrate knowledge and understanding of distribution of consonants and apply them in their writing. (NTS 1b). **LI:** 1. identify the rules of writing consonants of Ghanaian language through verbal and written responses. 1.2 Describe the rules of distribution of consonants in writing a Ghanaian language through verbal and written responses. ***Principles and rules of writing a Ghanaian language*** *– Vowel harmony and assimilation in writing (JHS)*: **LO:** Demonstrate knowledge and skills in identifying vowel harmony and apply them in their writing (e.g., computer applications (NTS 3b, j and NTECF bullet 8, p. 25). **LI:** Use the appropriate vowels when writing and teaching. Use appropriate vowels in transcription or phonemic writing.	

	Phonetics and phonology of a Ghanaian language – Syllable structure processes (JHS): **LO:** Demonstrate knowledge and understanding of the sound system of a Ghanaian language of study, and facilitate its use among learners. (NTS 2c: 13), (NTS 2e: 13), (NTS 3c: 14), (NTECF 3: 20). **LI:** Identify the sound system of a Ghanaian language. Explain the sound system of a Ghanaian language. Facilitate the use of the sound system of a Ghanaian language in learning. 1.4 Discuss your perception of the distinctive scope of this lesson with the whole group. 1.5 Discuss with the group some of the factors you anticipate may constitute challenges that will impede the success of the lesson	
2. Concept Development (New learning likely to arise in lesson/s): • Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	2.1 Read and present to the whole group an oral summary of the major new content to be presented in your lesson: concepts and pedagogies to be introduced. **Examples:** ***Principles and rules of writing of a Ghanaian language –*** Distribution of consonants *(EG):* • Distribution of consonants: Distribution of consonants of a Ghanaian language and issues to observe at STS ***Principles and rules of writing of a Ghanaian language –*** *Distribution of consonants (UP):* • Distribution of consonants of a Ghanaian language: where can consonants occurs in a word. ***Principles and rules of writing of a Ghanaian language –*** Vowel harmony and assimilation in writing *(JHS):* • Vowel harmony and assimilation in writing: knowledge of vowel harmony and assimilation in writing and things to look out for at STS ***Phonetics and phonology of a Ghanaian language –*** *Syllable structure processes (JHS):* • Syllable structure processes of a Ghanaian language.	**15 mins**
3. Planning for teaching, learning and assessment	3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion	**40 mins**

activities for the lesson/s • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors may require clarification • Noting opportunities for making links to the Basic School Curriculum • Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills • Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning • Resources: ○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power	3.2 Reflect on the content to be present and ask the whole group for support or assistance in the clarification of, and/or other perspectives on or approaches to the concepts in a lesson. 3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach. 3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them. **Examples:** ***Principles and rules of writing of a Ghanaian language** – Distribution of consonants (EG):* • Watch a YouTube video of how the consonant distributions is taught • Make PowerPoint presentation ***Principles and rules of writing of a Ghanaian language** – Distribution of consonants (UP):* • Watch a YouTube video of how the consonant distributions is taught • Make PowerPoint presentation ***Principles and rules of writing of a Ghanaian language** – Vowel harmony and assimilation in writing (JHS)*: • Watch a YouTube video of how the vowel harmony and assimilation in writing are taught • Make PowerPoint presentation ***Phonetics and phonology of a Ghanaian language** – Syllable structure processes (JHS):* • Watch a YouTube video that presents the syllable structure processes of a Ghanaian language • Make PowerPoint presentation 3.5 Suggest the various ways in which you will make the lesson GESI responsive **Examples:** ***Principles and rules of writing of a Ghanaian language** – Distribution of consonants (EG):* • Select a YouTube video that shows a male teacher teaching an EG class. • Form mixed groups for group activities. ***Principles and rules of writing of a Ghanaian***	

point; how they should be used. Consideration needs to be given to local availability ○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning • Tutors should be expected to have a plan for the next lesson for student teachers	*language – Distribution of consonants (UP):* • Select a YouTube video that shows a person with different ability (person living with disability) teaching at UP level. • Form mixed groups for group activities*.* ***Principles and rules of writing of a Ghanaian language** – Vowel harmony and assimilatory in writing (JHS):* • Select a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels. • Form mixed groups for group activities. ***Phonetics and phonology of a Ghanaian language** – Syllable structure processes (JHS):* • Select a YouTube video that shows a female teacher teaching vowel sound. Form mixed groups for group activities. 3.6 In mixed pairs (male-female, able-disable), deliberate on how the contents and the delivery of your lessons will develop the core competences and share it with the larger group. 3.7 Use lesson content to design subject projects, and/or assessment instruments for subject portfolio. (one content may also be tied in with other contents into a bigger project) 3.8 Consider the resources in the respective manuals and suggest which and how they may be deployed. (*These should include ICT tools, inclusive materials, required and additional texts*). 3.9 Ask for assistance regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.)	
4. Evaluation and review of session: • Tutors should Identifying critical friends to observe lessons and report at next session. • Identifying and addressing any	4.1 Identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session. 4.2 Indicate any outstanding issues relating to the lesson for discussion. 4.3 Read the PD and course manuals in preparation for the next PD session.	**15 mins**

outstanding issues relating to the lesson/s for clarification	192	

Age Levels/s:
EG, UP and JHS

Name of Subject/s:
Ghanaian language

Tutor PD Session for Lesson 7 in the Course Manual

Lesson Titles:
- **Principles and rules of writing a Ghanaian language (EG):**
Word classes
- **Principles and rules of writing a Ghanaian language (UP):**
 Punctuations
- **Principles and rules of writing a Ghanaian language (JHS):**
Punctuations
- **Phonetics and phonology of a Ghanaian language (JHS):**
Assessing the sound system of a Ghanaian language

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1(a) Introduction to the semester – in session one • Introduction to the purpose of the specialisms: EG, UP and JHS Glance Appendix 2) NB in subjects where there are no assessment components in the course manuals examples will need to be provided for SL/HoD.	1.1 Listen to and react to an icebreaker, or volunteer one for the start of the session. 1.2 Share with the whole group the student-teacher knowledge and experience upon which you may build your lesson. 1.1 Examine the introductory section of your respective lessons and discuss your observations and concerns for discussion. 1.4 Discuss your perception of the distinctive scope of this lesson with the whole group 1.5 Discuss with the group some of the factors you anticipate may constitute challenges that may occur across the three phases for a same tutor.	

2. **Concept Development (New learning likely to arise in lesson/s):** • The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	2.1 Write to the elbow friend a summary of the major new content to be presented in your lesson for discussion: concepts and pedagogies to be introduced.	**15 mins**
3. **Planning for teaching, learning and assessment activities for the lesson/s** • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors may require clarification • Noting opportunities for making links to the Basic School Curriculum • Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills • Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning • Resources: o links to the existing PD	3.1 Discuss the teaching and learning activities proposed for the respective lessons. 3.2 Reflect on the content to be present and ask the whole group for support or assistance in the clarification of, and/or other perspectives on or approaches to the concepts in a lesson. 3.3 Outline the areas or aspects of the basic school curriculum that the lesson will prepare student-teachers to teach. 3.4 Suggest additional ICT tools to be used a and consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them. 3.5 Indicate the various ways in which they will make the lesson GESI responsive 3.6 In mixed ability groups (male-female, able-disable), discuss how the contents and the delivery of their lessons will develop the core competences and share with the larger group. 3.7 Use lesson content to design subject projects, and/or assessment instruments for subject portfolio. (one content may also be tied in with other contents into a bigger project) 3.8 Consider the resources in the respective manuals and suggest which and how they may be deployed. (*These should include ICT tools, inclusive materials, required and additional texts*).	

Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube.	3.9 Watch demonstration on preparation and design of Power Point presentation and listen and note sites where videos can be found for the lesson etc.)	
4. Evaluation and review of session: • Tutors need to identify critical friends to observe lessons and report at next session. • Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.1 Identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session. 4.2 Indicate any outstanding issues relating to the lesson for discussion. 4.3 Read the PD and course manuals in preparation for the next PD session.	**15 mins**

Age Levels/s:
EG, UP and JHS

Name of Subject/s:
Ghanaian language

Tutor PD Session for Lesson 8 Onwards in the Course Manual

Lesson titles:
- **Principles and rules of writing a Ghanaian language (EG):**
Tense, aspect markers and plural formation
- **Principles and rules of writing a Ghanaian language (UP):**
Assessing Principles and rules of a Ghanaian Language
- **Principles and rules of writing a Ghanaian language (JHS):**
Assessing Principles and Rules of a Ghanaian Language
- **Phonetics and phonology of a Ghanaian language (JHS):**
Preparing TLMs for teaching the sound system of a Ghanaian Language

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session • Review prior learning • A critical friend to share findings for a short discussion and lessons learned • Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators	1.1 Listen and respond to an icebreaker by the volunteer. 1.2 Listen and discuss comments from the critical friend report. 1.3 Brainstorm on the introductory section of your respective lessons and write down your expectations and concerns for discussion. 1.4 Individually read and note the distinctive features or scope of this lesson for **discussion** with the whole group. 1.5 Deliberate with the whole group the student-teacher knowledge and experience upon which you may build your lesson.	**20 mins**

• Overview of content and identification of any distinctive aspects of the lesson/s,	1.6 Reflect in groups some of the factors you anticipate may constitute challenges that will impede the success of the lesson.	
2. Concept Development (New learning likely to arise in lesson/s): • Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD	2.1 Present a summary of the major new content to be presented in your lesson through tell a friend strategy: concepts and pedagogies to be introduced.	**15 mins**
3. Planning for teaching, learning and assessment activities for the lesson/s • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors may require clarification • Noting opportunities for making links to the Basic School Curriculum • Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills • Reading, discussion, and identification of	3.1 Read the teaching and learning activities proposed for the respective lessons deliberate on their effectives and suggest additional ones where necessary. 3.2 Reflect on the content to be present and ask the whole group clarification of, and/or other perspectives on or approaches to the concepts in a lesson. 3.3 Identify the areas or aspects of the basic school curriculum that the lesson will improve earlier teachings. 3.4 Individually consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them. 3.5 Write on a flip chart the various ways in which you will make the lesson GESI responsive 3.6 In mixed pairs (male-female, able-disable), deliberate on how the contents and the delivery of your lessons will develop the core	**40 mins**

continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning • Resources: o links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability	competences and share it with the larger group. 3.7 Use lesson content to design subject projects, and/or assessment instruments for subject portfolio. (one content may also be tied in with other contents into a bigger project) 3.8 Consider the resources in the respective manuals and suggest which and how they may be deployed. (*These should include ICT tools, inclusive materials, required and additional texts*). 3.9 Ask for assistance regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.)	
4. Evaluation and review of session: • Tutors should Identifying critical friends to observe lessons and report at next session. • Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.1 Identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session. 4.2 Indicate any outstanding issues relating to the lesson for discussion. 4.3 Read the PD and course manuals in preparation for the next PD session.	**15 mins**

Age Levels/s:
EG, UP and JHS

Name of Subject/s:
Ghanaian language

Tutor PD Session for Lesson 9 Onwards in the Course Manual

Lesson titles:
- **Principles and rules of writing a Ghanaian language (EG):**
Punctuations
- **Principles and rules of writing a Ghanaian language (UP):**
Preparing TLMs for teaching Principles and rules of Ghanaian language writing.
- **Principles and rules of writing a Ghanaian language (JHS):**
Preparing TLMs for teaching Principles and rules of Ghanaian language writing
- **Phonetics and phonology of a Ghanaian language (JHS):**
Selecting appropriate textbooks as TLMs for teaching the sound system of Ghanaian Language

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. **Introduction to the session** • Review prior learning • A critical friend to share findings for a short discussion and lessons learned • Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and	1.1 Respond to the puzzle that is an icebreaker. 1.2 Discuss the report shared by a critical friend. 1.3 Think and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson. 1.5 Brainstorm on the introductory section of your respective lessons and indicate your observations and concerns for discussion. 1.6 Discuss your appreciation of the distinctive scope of this lesson with the whole group.	**20 mins**

indicators • Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	1.7 Discuss with the group some of the factors you anticipate may constitute challenges that will impede the success of the lesson	
2. Concept Development (New learning likely to arise in lesson/s): • Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD	2.1 Read and present to the whole group an oral summary of the major new content to be presented in your lesson: concepts and pedagogies to be introduced.	**15 mins**
3. Planning for teaching, learning and assessment activities for the lesson/s • Reading and discussion of the teaching and learning activities • Noting and addressing areas where tutors may	3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion in mixed groups 3.2 Reflect on the content to be present and ask the whole group for assistance in the clarification of, and/or other perspectives on or approaches to the concepts in a lesson. 3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach to their elbow friend.	**40 mins**

require clarification • Noting opportunities for making links to the Basic School Curriculum • Tutors should be expected to have a plan for the next lesson for student teachers	3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them. 3.5 Suggest the various ways in which you will make the lesson GESI responsive 3.6 In mixed pairs (male-female, able-disable), write on a flip chart how the contents and the delivery of your lessons will develop the core competences and share it with the larger group. 3.7 Use lesson content to design subject projects, and/or assessment instruments for subject portfolio. (one content may also be tied in with other contents into a bigger project) 3.8 Consider the resources in the respective manuals and suggest which and how they may be deployed. (*These should include ICT tools, inclusive materials, required and additional texts*). 3.9 Ask for assistance regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.)	
4. Evaluation and review of session: • Tutors should Identifying critical friends to observe lessons and report at next session. • Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.1 Identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session. 4.2 Indicate any outstanding issues relating to the current lesson for discussion. 4.3 Read the PD and course manuals in preparation for the next PD session.	**15 mins**

Age Levels/s:
EG, UP and JHS

Name of Subject/s:
Ghanaian language

Tutor PD Session for Lesson 10 Onwards in the Course Manual

Lesson titles:
- **Principles and rules of writing a Ghanaian language (EG):**
Sentence construction
- **Principles and rules of writing a Ghanaian language (UP):**
Principles for writing: Sentence construction
- **Principles and rules of writing a Ghanaian language (JHS):**
Interpreting the Principles and rules component of the Ghanaian Language curriculum
- **Phonetics and phonology of a Ghanaian language (JHS):**
Interpreting the sound system of a Ghanaian Language component of the Ghanaian Language curriculum

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. **Introduction to the session** • Review prior learning • A critical friend to share findings for a short discussion and lessons learned • Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and	1.1 Listen and respond to an icebreaker, and volunteer one if necessary. 1.2 Think and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson. 1.3 Reflect on the introductory section of your respective lessons and indicate your observations and concerns for discussion. 1.4 Discuss your perception of the distinctive scope of this lesson with the whole group.	**20 mins**

indicators • Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	**Example 1:** ***Principles and rules of writing a Ghanaian language:*** This course is taught at the three age phases (EG, UP and JHS). but its scope is broader at the higher levels than the lower levels. For example, at the JHS level, the course exposes student teachers to interpret the rules component of the language to enhance effective teaching.) ***Phonetics and phonology of a Ghanaian language:*** This lesson focuses on the knowledge, skills and the interpretation of the sounds system of a Ghanaian Language component in the Ghanaian Language curriculum. 1.5 Discuss with the group some of the factors you anticipate may constitute challenges that will impede the success of the lesson	

2. Concept Development (New learning likely to arise in lesson/s):
• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD
NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors
	2.1 Read and present to the whole group an oral summary of the major new content to be presented in your lesson: concepts and pedagogies to be introduced.
	
	Examples 1:
	Principles and rules of writing of a Ghanaian language: *(EG):*
	
	   o NEW CONCEPT
	• Types of sentences STS
	
	   o Potential Barriers
	Dialectal differences
	
	Example 2:
	Principles and rules of writing of a Ghanaian language – (UP)
	
	   o NEW CONCEPT
	Exclamatory sentence
	
	   o Potential Barriers
	
	Difficulty in identifying the components of exclamation sentence.
		15 mins

| | Example 3:
Principles and rules of writing of a Ghanaian language –(JHS)

    o *NEW CONCEPT*

• Interpreting a Ghanaian Language curriculum;
    o Potential Barriers

    • How to interpret the component the Ghanaian Language curriculum

Example 4:
Phonetics and phonology of a Ghanaian language (JHS)
    o NEW CONCEPT

Interpreting the sound system of a Ghanaian language component of the curriculum
    o Potential Barriers
How to interpret the Ghanaian Language curriculum; (related issues to observe STS) | |
| **3. Planning for teaching, learning and assessment activities for the lesson/s**
• Reading and discussion of the teaching and learning activities
• Noting and addressing areas where tutors may require clarification
• Noting opportunities for making links to the Basic School Curriculum | 3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion

3.2 Reflect on the content to be present and ask the whole group for support or assistance in the clarification of, and/or other perspectives on or approaches to the concepts in a lesson.

3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.

3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.

Examples 1:
Principles and rules of writing of a Ghanaian language –(EG)

Sentence writing

• Power point presentation on sentence construction | **40 mins** |

	Example 2:	
	Principles and rules of writing of a Ghanaian language –(UP)	
	Types of sentences	
	• Show a YouTube video on types of types of sentences	
	• PowerPoint presentation on types of sentences	
	Example 3:	
	Principles and rules of writing of a Ghanaian language –(JHS)	
	Features of a Ghanaian language curriculum	
	• PowerPoint presentation of on features and component of the Ghanaian Language curriculum	
	Example 4:	
	Phonetics and phonology of a Ghanaian language – (JHS)	
	Key features of the sound system of a Ghanaian language	
	• PowerPoint presentation on key features of the sound system of a Ghanaian Language	
	3.5 Discuss the various ways in which you will make the lesson GESI responsive	
	Example 1:	
	Principles and rules of writing of a Ghanaian language –(EG)	
	Sentence construction	
	• Select a YouTube video that shows a male teacher teaching an EG class.	
	Example 2	
	Principles and rules of writing of a Ghanaian language –(UP)	
	Types of sentences	
	• Form mixed groups for group activities.	

	Example 3: ***Principles and rules of writing of a Ghanaian language –(JHS)*** *Features of a Ghanaian language curriculum* • Select a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels. **Example 4:** ***Phonetics and phonology of a Ghanaian language – (JHS)*** *Key* features of the sound system of a Ghanaian language • Form mixed groups for group activities. 3.6 Discuss in pairs how the contents of topics and the delivery of the lesson will develop the core competences. **Examples 1:** **Principles and rules of writing a Ghanaian language** **Sentence construction (EG):** *Group work*: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) *YouTube video*: (digital literacy) **Example 2:** Principles and rules of writing a Ghanaian language (UP) **Types of sentences** *Group work*: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) *YouTube video*: (digital literacy) **Example 3:** Principles and rules of writing a Ghanaian language (JHS)	

	Features of the Ghanaian language curriculum **Discussion:** (Communication, critical thinking and problem solving, cultural identity and global citizenship) PowerPoint presentation: (digital literacy) **Example 4** **Phonetic and phonology of a Ghanaian language (JHS):** **Key features of the sound system of a Ghanaian Language** Discussion: (communication, critical thinking and problem solving, cultural identity and global citizenship) PowerPoint presentation: (digital literacy) 3.7 In pairs, discuss the resources in the respective manuals and suggest how you may deploy them. (*These should include ICT tools, inclusive materials, required and additional texts* Examples: Projector Text books Phones 3.8 Ask for assistance on how to use the available digital tools *(PowerPoint)-how to prepare* 3.9 In mixed pairs (male-female, able-disable), deliberate on how the contents and the delivery of your lessons will develop the core competences and share it with the larger group.	
4. Evaluation and review of session: • Tutors should Identifying critical friends to observe lessons and report at next session. • Identifying and addressing any	4.1 Identify a critical friend to sit in one of the lessons to report in the subsequent PD session. 4.2 Indicate any outstanding issues relating to each lesson for discussion. 4.3 Read the PD and course manuals in preparation for the next PD session.	**15 mins**

outstanding issues relating to the lesson/s for clarification		

Age Levels/s:
EG, UP and JHS

Name of Subject/s:
Ghanaian language

Tutor PD Session for Lesson 11 Onwards in the Course Manual

Lesson titles:

- **Principles and rules of writing a Ghanaian language (EG):**
Writing paragraph
- **Principles and rules of writing a Ghanaian language (UP):**
Writing paragraph
- **Principles and rules of writing a Ghanaian language (JHS):**
Methods of teaching Principles and Rules of a Ghanaian Language
- **Phonetics and phonology of a Ghanaian language (JHS):**
Methods of teaching the sound system of a Ghanaian Language

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session • Review prior learning • A critical friend to share findings for a short discussion and lessons learned NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask	1.1 Listen and respond to an icebreaker, and volunteer one if necessary. 1.2 Think and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson. 1.3 Reflect on the introductory section of your respective lessons and indicate your observations and concerns for discussion. 1.4 Discuss your perception of the distinctive scope of this lesson with the whole group.	**20 mins**

	Distinctive scope of the lesson **Example 1:** *Principles and rules of writing of a Ghanaian language*: In EG and UP, the lesson introduces student teachers to the appropriate way of writing a paragraph and the steps involve n writing a good paragraph **Example 2:** Principles and rules of writing a Ghanaian language (JHS) The lesson focus on teaching student teachers how to use various methods in teaching taking into consideration the level of learners, background of the learners and gender consideration (inclusivity). **Example 3:** *Phonetics and phonology of a Ghanaian language (JHS):* *The lesson equips student teachers with the knowledge and the skills in the application of the methods of teaching the sound system of a Ghanaian language*	
tutors to plan for their teaching as they go through the PD session		
2. Concept Development (New learning likely to arise in lesson/s): • Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	2.1 In pairs, identify and discuss some potential barriers that can impede learning o Possible Barriers to lesson **Example 1:** Principles and rules of writing a Ghanaian language (EG, UP) What is a paragraph? In Early grade and Upper primary Student teachers may not know the steps in writing a good paragraph **Example 2:** Principles and rules of writing a Ghanaian language (JHS) Factors to consider before selecting a teaching method Student teachers may not know things to consider when choosing a method	**15 mins**

	Example 3:	
	Phonetics and Phonology of a Ghanaian Language (JHS)	
	Application of methods of teaching languages	
	Student teacher may not be aware of the factors to consider to select appropriate method for teaching.	
	2.2 Read and present to the whole group an oral summary of the major new content to be presented in your lesson.	
	Major New Content	
	Examples 1:	
	Principles and rules of writing of a Ghanaian language – (EG,UP):	
	Paragraph writing	
	The lesson will teach student teachers the appropriate ways and steps of writing a good paragraph in Early grade and Upper primary	
	Example 2	
	Principles and rules of writing of a Ghanaian language – (JHS):	
	Methods of teaching Principles & Rules of a Ghanaian Language	
	The lesson will expose student teachers to the various methods of teaching taking in to consideration the learners' background	
	Example 3	
	Phonetics and phonology of a Ghanaian language – (JHS)	
	• Concept of methods of teaching language and the types	
	• In this lesson student teachers will learn how to apply the knowledge and the skills of the various methods in teaching the sound system of a Ghanaian language	
3. Planning for teaching, learning and assessment	3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion	**40 mins**

activities for the lesson/s	Examples of Teaching and Learning Activities	

• Reading and discussion of the teaching and learning activities
• Noting and addressing areas where tutors may require clarification
• Noting opportunities for making links to the Basic School Curriculum
• Noting opportunities for integrating: GESI responsiveness and ICT and 21st C skills
• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning
• Resources:
  o links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power
	Example 1:
	Principles and rules of teaching a Ghanaian language (EG)
	
	  ▪ Questioning
	  ▪ Discussion
	
	Example 2:
	Principles and rules of teaching a Ghanaian language (UP)
	
	  ▪ Discussions
	  ▪ Group work
	
	Example 3:
	Principles and rules of teaching a Ghanaian language (JHS)
	
	  ▪ Practical activities
	  ▪ Group work
	
	Example 4:
	Phonetics and phonology of a Ghanaian language (JHS)
	
	  ▪ Practical activities
	  ▪ Discussions and presentation
	
	3.2 Reflect on the content to be presented and ask the whole group for support or assistance in the clarification of, and/or other perspectives on or approaches to the concepts in a lesson.
	
	3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.
	
	3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.
	
	Examples 1:
	Principles and rules of writing of a Ghanaian language –(EG)
	Developing a paragraph	

point; how they should be used. Consideration needs to be given to local availability ○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning • Tutors should be expected to have a plan for the next lesson for student teachers	• Make PowerPoint presentation on steps involve in writing paragraph **Example 2:** ***Principles and rules of writing of a Ghanaian language –** (UP)* ***Developing paragraph*** • Project to the participants the steps involve in paragraph writing **Example 3:** ***Principles and rules of writing of a Ghanaian language –** Letters of the alphabet and speech sounds (JHS)*: • Show a YouTube video on the steps involve in paragraph writing **Example 4:** ***Phonetics and phonology of a Ghanaian language –** (JHS)* Application of methods of teaching languages • Make PowerPoint presentation 3.5 Suggest the various ways in which you will make the lesson GESI responsive **Examples 1:** ***Principles and rules of writing of a Ghanaian language –** (EG):* *What is a paragraph* • Form mixed groups for group activities. **Example 2:** ***Principles and rules of writing of a Ghanaian language –** (UP):* *Developing a paragraph* • Select a YouTube video that shows a person with different ability (person living with disability) teaching at UP level.	

	Example 3: ***Principles and rules of writing of a Ghanaian language –** (JHS):* Factors to consider before select a teaching method • Form mixed groups for group activities. **Example 4:** ***Phonetics and phonology of a Ghanaian language –** (JHS):* Application of methods of teaching languages • Select a YouTube video that shows a female teacher teaching a language. 3.6 In mixed pairs (male-female, able-disable), deliberate on how the contents and the delivery of your lessons will develop the core competences and share it with the larger group. **Examples 1:** **Developing a paragraph (EG):** *Group work*: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) *YouTube video*: (digital literacy) **Example2:** **Developing a paragraph (UP):** *Group work*: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) *YouTube video*: (digital literacy) **Example 3:** **Methods of teaching languages (JHS):** Discussions: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) *YouTube video*: (digital literacy) **Example 4:** Phonetics and phonology of a Ghanaian language (JHS)	

	Application of methods of teaching a language	
	Group work: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)	
	YouTube video: (digital literacy)	
	3.7 Use lesson content to design subject projects, and/or assessment instruments for subject portfolio. (one content may also be tied in with other contents into a bigger project)	
	3.8 Consider the resources in the respective manuals and suggest which and how they may be deployed. (*These should include ICT tools, inclusive materials, required and additional texts*).	
	3.9 Ask for assistance regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.)	
4. Evaluation and review of session: • Tutors should Identifying critical friends to observe lessons and report at next session. • Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.1 Identify a critical friend to sit in one of their lessons to report in the subsequent PD session. 4.2 Indicate any outstanding issues relating to each lesson for discussion. 4.3 Read the PD and course manuals in preparation for the next PD session.	**15 mins**

EG, UP and JHS

Ghanaian language

Tutor PD Session for Lesson 12 Onwards in the Course Manual

Lesson titles:
- **Principles and rules of writing a Ghanaian language (EG):**

Vowel harmony and writing
- **Principles and rules of writing a Ghanaian language (UP):**

Lesson plan preparation
- **Principles and rules of writing a Ghanaian language (JHS):**
- **Phonetics and phonology of a Ghanaian language (JHS):**

Language lesson plan preparation

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. **Introduction to the session** • Review prior learning • A critical friend to share findings for a short discussion and lessons learned • Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators	1.1 Listen and respond to an icebreaker, and volunteer one if necessary. 1.2 Think and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson. 1.3 Reflect on the introductory section of your respective lessons and indicate your observations and concerns for discussion. 1.4 Discuss your perception of the distinctive scope of this lesson with the whole group.	**20 mins**

• Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	Distinctive scope **Example 1:** *Principles and rules of writing of a Ghanaian language (EG)*: Vowel harmony This lesson teaches student teachers to vowel harmony and its constraints **Example 2:** *Principles and rules of writing of a Ghanaian language (UP)* Vowel Harmony This lesson exposes student teacher to the selection of vowels **Example 3**: *Principles and rules of writing of a Ghanaian language (JHS)* Vowel Harmony This lesson exposes student teacher to the selection of vowels **Example 4:** Phonetics and Phonology of a Ghanaian language (JHS) Language lesson plan preparation This lesson introduces student teachers to lesson plan preparation and also teaches them factors to consider before preparation to teach a language lesson 1.5 Discuss with the group some of the factors you anticipate may constitute challenges that will impede the success of the lesson **Possible Barriers** **Example 1;** Principles and rules of writing a Ghanaian language (EG) **Vowel Harmony** Student teachers might not be aware of how the selection of vowels is made in a word	

	Example 2: Principles and rules of writing a Ghanaian language (UP) **Vowel Harmony** Student teachers might not be aware of how selection of vowels is made in a word **Examples 3:** Principles and rules writings a Ghanaian language (JHS) **language lesson plan preparation** Student teacher may not be able to tell the steps and factors to consider when preparing a lesson **Example 4:** Phonetics and phonology of a Ghanaian language (JHS) Preparation of a sound system lesson plan Student teacher may not have seen a lesson plan before	
2. Concept Development (New learning likely to arise in lesson/s): • Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	2.1 Read and present to the whole group an oral summary of the major new content to be presented in your lesson: concepts o **New concept** **Example 1:** ***Principles and rules of writing of a Ghanaian language –(EG):*** *vowel harmony* *This lesson exposes student teachers to vowel harmony and its constraints* **Example 2:** ***Principles and rules of writing of a Ghanaian language –(UP):*** *Vowel harmony* *The lesson teaches student teachers to vowel harmony and its constraints* **Example 3:** ***Principles and rules of writing of a Ghanaian language – (JHS)***	**15 mins**

	Language lesson plan preparation *The lesson introduces student teachers to factors to consider when preparing a language lesson plan* **Example 4:** ***Phonetics and phonology of a Ghanaian language – (JHS)*** *Preparation of a sound system lesson plan.* This lesson equips student teachers with the knowledge and skills to prepare a lesson plan to teach the sound system in a Ghanaian language	

3. Planning for teaching, learning and assessment activities for the lesson/s
• Reading and discussion of the teaching and learning activities
• Noting and addressing areas where tutors may require clarification
• Noting opportunities for making links to the Basic School Curriculum
• Noting opportunities for integrating: GESI responsiveness and ICT and 21ˢᵗ C skills
• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous
	3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion
	Examples of proposed teaching and learning activities
	
	Principles and rules of writing a Ghanaian language (EG)
	Vowel harmony
	  ▪ Brainstorming
	  ▪ Discussion
	
	Example 2:
	Principles and rules of writing a Ghanaian language (UP)
	  ▪ Group work
	  ▪ Discussion
	
	Example 3:
	Principles and rules of writing a Ghanaian language (JHS)
	  ▪ Class discussion
	  ▪ Practical activities
	
	Example 4:
	Phonetics and phonology of a Ghanaian language (JHS)
	
	Preparation of a sound system lesson plan
	  ▪ Class discussion
	  ▪ Individual exercise
		40 mins

assessment to support student teacher learning
• Resources:
   o links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability
   o guidance on any power point presentations, TLM or other resources which need to be developed to support learning
• Tutors should be expected to have a plan for the next lesson for student teachers
	3.2 Reflect on the content to be present and ask the whole group for support or assistance in the clarification of, and/or other perspectives on or approaches to the concepts in a lesson.
	
	3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.
	
	3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.
	Examples 1:
	Principles and rules of writing of a Ghanaian language-(EG):
	Vowel Harmony
	• Make PowerPoint presentation on vowel harmony
	
	Example 2:
	Principles and rules of writing of a Ghanaian language –(UP)
	Vowel harmony
	   ▪ Show a video from YouTube on vowel harmony
	
	Example 3:
	Principles and rules of writing of a Ghanaian language –(JHS)
	Language lesson plan preparation
	• Project samples of lesson plan to students
	
	Example 4:
	Phonetics and phonology of a Ghanaian language **–** *(JHS):*
	Component of a language lesson plan
	• Make PowerPoint presentation
	
	3.5 Suggest various ways in which the lesson can be GESI responsive
	
	Examples:
	Principles and rules of writing of a Ghanaian language – (EG):
	Vowel harmony
	Select a YouTube video that shows a male teacher teaching an EG class	

	Example 2 ***Principles and rules of writing of a Ghanaian language** – (UP):* ***Vowel harmony*** • Form mixed groups for group activities. **Example3** ***Principles and rules of writing of a Ghanaian language –(JHS)*** *Component of a language lesson plan* • Form mixed groups for group activities. **Example 4** Phonetics and phonology of a Ghanaian language – (JHS) Factors to consider when designing a sound system plan • Form mixed groups for group activities. 3.6 In mixed pairs (male-female, able-disable), deliberate on how the contents and the delivery of your lessons will develop the core competences and share it with the larger group. **Examples 1** **Principle and rules of writing a Ghanaian language-(EG)** **Vowel Harmony** *Group work*: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) *YouTube video*: (digital literacy) **Example 2** Principles and rules of writing a Ghanaian language (UP) Vowel harmony Discussions: (communication, critical thinking and problem solving, cultural identity and global citizenship) *YouTube video*: (digital literacy) **Example 3** Principles and rules of writing a Ghanaian language	

	(JHS) Component of a language lesson plan *Group work*: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) *YouTube video*: (digital literacy) **Example: 4** **Preparation of a sound system lesson plan (JHS):** *Group work*: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) *YouTube video*: (digital literacy 3.7 Use lesson content to design subject projects, and/or assessment instruments for subject portfolio. (one content may also be tied in with other contents into a bigger project) 3.8 Consider the resources in the respective manuals and suggest which and how they may be deployed. (*These should include ICT tools, inclusive materials, required and additional texts*). 3.9 Ask for assistance regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.)	
4. Evaluation and review of session: • Tutors should Identifying critical friends to observe lessons and report at next session. • Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.1 Identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session. 4.2 Indicate any outstanding issues relating to each lesson for discussion. 4.3 Read the PD and course manuals in preparation for the next PD session.	**15 mins**

Appendix 1
The PD session check list: supporting B.Ed. implementation.
In some cases, to support implementation and address recent developments the PD session writers may need to add detail to what is covered in the course manuals

What to Include in PD sessions	Checked and In Place.
Course introductions and conclusions • The first PD session of each semester introduces the course manual/s, course expectations and course assessment components • The final PD session provides the opportunity to review student teachers' learning from the course	
Prior knowledge: Points for tutors on activating student teachers' prior knowledge.	
Basic School Curriculum: when topics for student teachers are from the Basic School Curriculum the PD session makes explicit links.	
LO: relevance to each session are introduced	
Interactive teaching PD **s**essions provide opportunities for SL/HOD to model interactive approaches to teaching and learning that tutors will use to support student teachers	
Lesson Learning outcomes and indicators are introduced	
Integration of subject specific content and subject specific pedagogy is modelled in PD sessions through activities for tutors. Any potentially new concepts introduced in the lesson are explored with tutors	
Subject Specific Training: where subjects have been grouped together for the PD sessions, tutors are guided to engage with activities in the subject course manuals to ensure the PD is subject specific. Where appropriate there is direct page or point references to activities in each of the relevant subject course manuals.	
Integrating GESI: each PD session explicitly includes at least two (2) teaching and learning activities from the course manual/s which should be used to promote student teachers' understanding of GESI responsiveness and support the inclusion of all pupils.	
Assessment, integrating and embedding NTEAP practices: PD sessions include at least two (2) continuous assessment opportunities which will support tutors in developing student teacher's understanding of, and ability to apply, assessment for or as learning.	
Age Specific Training: where relevant tutors are guided to specific activities in the course manuals for EG, UP and JHS. Tutors are advised to group student teachers according to the age they are training for.	
Building in STS: STS tasks are integrated into the PD sessions. Preparing for work in school and opportunities for tutors to draw on what student teachers are learning in school by, for example, targeting observations linked directly to the themes in the course manuals.	
Building in activities which support the development of 21c skills in particular the use of ICT. The development of these is integrated into the PD sessions	

including the use of ICT to support learning. Each PD session should include at least two (2) examples of students being required to use ICT to extend their learning.	
Resources /TLM. Where specific resources are required, it is clear where tutors can access them e.g., videos, online resources or readings.	

Appendix 2. Course Assessment Components briefly

COMPONENT	SUBJECT PROJECT 1 per course per semester, individual or collaborative student teacher work.	SUBJECT PORTFOLIO 1 per course per semester, individual or collaborative student teacher work.
WHAT IS IT?	**The Subject project** is an assignment designed to enable student teachers to demonstrate achieving one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of: the Basic School Curriculum, GESI responsiveness, using ICT mand 21stC skills	**The Subject Portfolio** is the deliberate collection of student teachers' work that has been selected and organized for a particular subject to show student teacher's learning and progress to achieving the CLOs through examples of his or her best work.
CONSTITUENTS	**Introduction:** a clear statement of aim and purpose **Methodology**: what the student teacher has done and why to achieve the aim and purpose of the project **Substantive or main section**: Presentation of any artifacts, experiments, TLMs created for the project; presentation, analysis, and interpretation of what has been done, learned, or found out in relation to focus of the project. **Conclusion:** Statement of the key outcomes of the project; reflection on what the student teacher has learnt	**3 items of work produced during the semester selected by student teachers with tutor support** during the semester as best examples of their progress and 200-word reflection on the items* **Or 2 items of work and** **A mid semester assessment**: case study, reflective note, quiz. * For each item they select, Student teacher's need to reflect on progress against identified NTS; achieving CLOs; increased knowledge and understanding of the Basic School Curriculum, GESI responsiveness, integration of ICT and how they could have approached developing the item differently to achieve a better outcome
WEIGHT	**Overall weighting of project = 30%** **Weighting of individual parts of project out of 100** • **Introduction – 10** • **Methodology – 20** • **Substantive section – 40** • **Conclusion – 30**	**Overall weighting of project = 30%** **Weighting of individual parts of portfolio out of 100** **i(a). Each of the three (3) items selected by the student teacher is 30 % (90%).** **i(b) Presentation and organisation of portfolio 10%.** **OR** **ii(a). Each of the two (2) items selected by the student teacher is 30 % (60%).** **ii(b)Mid semester assessment 30%** **ii(c)Presentation and organisation of portfolio 10%**

EXAM	**End of semester Exam, weight 40%. To assess:** achievement of one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of the Basic School Curriculum, ability to use GESI responsive approaches and to integrate ICT and 21st C skills in teaching and learning

ACKNOWLEDGEMENTS

Many thanks to Robin Todd and all other members of the T-TEL team for contributing to the success of the writing of the manual in diverse ways. The writing team was made up of the following contributors:

Science	Prof Reuben Yao Tamakloe	Kwame Nkrumah University of Science and Technology, Kumasi
	Valentina Osei - Himah	Atebubu College of Education, Atebubu
	Comfort Korkor Sam	University for Development Studies, Tamale
	Ambrose Ayikue	St. Francis College of Education, Hohoe
	Maxwell Bunu	Ada College of Education, Ada
Mathematics	Prof Gabriel Asare Okyere	Kwame Nkrumah University of Science and Technology, Kumasi
	Eric Abban	Mt. Mary College of Education, Somanya
	Eric Kwame Austro Gozah	Dambai College of Education, Dambai
	Frank Asah Akuffo	University for Development Studies, Tamale
Language and Literacy	Prof. Charles Owu – Ewie	University of Education, Winneba
	Dr. Abraham Kwadwo Okrah	University of Ghana, Legon Accra
	Dr. Emma Sarah Eshun	University of Education, Winneba
	Abdul-Moomin Abdul-Aziz	Nusrat Jahan Ahmadiyya College of Education, Wa
	Freda Asante Kumi	Accra College of Education, Accra
	Dr Kwesi Adomako	University of Education, Winneba
	Comfort Dorvlo	Accra College of Education, Accra
	Awudu Rafick	University for Development Studies, Tamale
Cross Cutting GESI	Dr Rita Yeboah	University of Ghana, Legon Accra
	Florence Kazi	Bagabaga College of Education, Tamale
	Juliana Dinko	St Joseph's College of Education, Bechem
Cross Cutting ICT	Victor K Anyanful	OLA College of Education, Cape Coast
	Nelson K Soh	Dambai College of Education, Dambai