

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

HANDBOOK FOR COORDINATORS





The Government of Ghana



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# 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

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## Year Two Semester One

### Writing the weekly PD sessions: Guidance for the Subject Writing Leads (SWL).

- The PD sessions are an important way to ensure effective implementation of the key principles and practices of the B.Ed. *It is critical that what SWL write provides direct subject and B.Ed. specific guidance, so SL/HoD can support and scaffold tutors learning and professional development.*
- The sessions need to provide *the PD* opportunity for tutors fully understand what they need to teach and to planning together to make sure the new B.Ed. courses are taught well
- Developments since the manuals were written require SWL to add additional detail to sessions. Specifically, this means a focus on:
  - Integrating GESI to ensure the needs of females, males and students with special education needs are well catered for
  - Integrating ICT and 21c skills to ensure students learn to use technology effectively to support their own and pupils' learning
  - National Teacher Education Assessment Policy (NTEAP)
    - the three assessment components *for the semester* for **EACH** course: subject project (30%), subject portfolio (30%) and end of semester examination (40%). These need to be introduced in session 1. PD writers will need to provide an example portfolio and project assessment components if these are not written into the course manuals (See Appendix 2: Course Assessment Components at a Glance).
- The PD session template provides the frame for SWL to write the guidance for the Subject Leads (SL)/HoD on how to lead and support the professional development of tutors in the weekly sessions for student teachers
- Age level specialisms are introduced in Y2S1. To ensure appropriate subject and age level focus for the PD sessions:
  - there will be subject specialists writing for each subject
- STS is six days in year 2 Semester 1 and involves observation and working with small groups subjects should include STS activities
- Appendix 1: The PD writing checklist, for checking that the PD sessions address all required issues.
- Appendix 2: Course Assessment Components at a glance, to help ensure the course assessments are accurately introduced

### There are 5 books in this handbook

1. **CROSS-CUTTING GESI**
2. **ICT AS CROSS-CUTTING TOOL FOR TEACHING AND LEARNING**
3. **ENGLISH LANGUAGE**
4. **SPEAKING AND LISTENING**
5. **GHANAIAN LANGUAGE**

## 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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<b>LO Introduction to GESI</b>	<p><b>1.1</b> Task tutors to individually read the introduction (to GESI) and learning outcomes below and invite opinions from both male and female tutors and those with special needs where applicable.</p> <p><b>Introduction to GESI:</b>  <b>a. Purpose of GESI in the specialisms</b>            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 educators, it is important to understand</p>	<p><b>1.1</b> Read and discuss the introduction to (to GESI) and the learning outcomes below and provide your opinion on same.</p> <p><b>Introduction to GESI:</b>  <b>a. Purpose of GESI in the specialisms</b>            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</p>	<b>20 mins</b>

	<p>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. Tutors 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.</p> <p><b>b. Overview of GESI and related concepts</b>  This session seeks to expose tutors in all the specialisms (EG, UP and JHS) to the concept GESI and related issues such as Gender, Equality, Equity etc to enable them appreciate issues of stereotypes and work towards challenging traditional gender roles as well as dealing with their own unconscious biases so they can attend to the diverse needs of all learners in the classroom and in the College.</p>	<p>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.</p> <p><b>b. Overview of GESI and related concepts</b>  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.</p>	
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	<p><b>c. Session learning outcomes</b> By the end of this session, tutors will be able to</p> <ol style="list-style-type: none"> <li>i. demonstrate understanding of the concept GESI and related issues.</li> <li>ii. apply these concepts in their teaching and general practices.</li> <li>iii. support student teachers to understand GESI issues and how to apply them during STS.</li> </ol> <p><b>1.2</b> Task tutors to identify what the acronym GESI stands for and explain what it means.</p> <p><b>Gender, Equality and Social Inclusion</b> is a concept that addresses unequal power relations experienced by people on the grounds of gender, wealth, ability, location, ethnicity, language and agency or a combination of these dimensions.</p> <p><b>1.3</b> Using talk for learning strategies (concept cartoons, storytelling, role play discussion etc), ask tutors in their subject groups to explain any <u>two concepts</u> related to GESI. Allow tutors to use their phones/laptops to search for how each concept is related to education. <a href="http://www.google.com">www.google.com</a></p>	<p><b>c. Session learning outcomes</b> By the end of this session, you will be able to</p> <ol style="list-style-type: none"> <li>i. demonstrate understanding of the concept GESI and related issues.</li> <li>ii. apply these concepts in your teaching and general practices.</li> <li>iii. support student teachers to understand GESI issues and how to apply them during STS.</li> </ol> <p><b>1.2</b> Identify what the acronym GESI stands for and explain what it means.</p> <p><b>1.3</b> 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 <a href="http://www.google.com">www.google.com</a>) Adapt differentiated approaches to explain concepts (sketches, role play, story etc).</p>
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	<p>Allow tutors to explain concepts using differentiated approaches (sketches, role play, story etc).</p> <p>Employ a creative approach, such as quizzes to capture attention.</p> <p><b>Gender</b> is the relationship between men and women and the roles and responsibilities they have in the society. Example in Ghana it is socially accepted that cooking is the role of women and providing upkeeping money for the family is the role of men.</p> <p><b>Equality</b> is the similarity of treatment as it is legally and constitutionally given. Example is providing all children (irrespective of ability, gender, socio-economic background etc.) with opportunities to achieve quality learning outcomes.</p> <p><b>Equity</b> is the state of being fair or just in terms of provision of resources, support or opportunities base on individual learners need; the result is equality in achievement.</p> <p><b>Inclusion</b> is the process of valuing all individuals and leveraging their diverse talent, not in spite of their differences, but because of their differences. Example Ensuring that all students (boys, girls and SEN) are given equal opportunities</p>		
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	<p>to participate in the classroom.)</p> <p><b>Gender Equality</b> is a state where males and females have equal rights, life prospects and opportunities to shape their own lives and contribute to society.</p> <p><b>Social Inclusion</b> is the process of improving the terms of participation for people who are disadvantaged, through enhancing opportunities and access to resources.</p> <p><b>1.2 Ask tutors to reflect on their understanding of GESI and justify the need for GESI in education.</b></p> <p>For instance, the classroom and school environment have been skewed in ways that condone gender bias and promote exclusion.</p> <p><b>Example 1:</b> Male characters are often represented than females in TLMs and textbooks.</p> <p><b>Eg. 2</b> Persons with SEN are often disadvantaged during some classroom activities: the blind learner loses out when pictures are used. The Deaf lose out when only verbal language is used. <b>Refer to Appendix L.</b></p>	<p><b>1.2 Reflect on your understanding of GESI and justify its importance in education.</b></p>	
<p><b>2. Identification and discussion of new learning</b></p>	<p><b>2.1 Through questioning, ask tutors to identify and discuss how each new GESI concept they have acquired could be</b></p>	<p><b>2.1 identify and discuss how the new GESI concepts you have acquired could be useful in your teaching and general school life.</b></p>	<p><b>15 mins</b></p>

<p><b>Potential barriers to learning for student teachers</b></p>	<p>useful in their teaching and general school life.</p> <p><i>Eq. a) Inclusion: mix ability/gender grouping, involving all categories of learners in every activity.</i></p> <p><i>Eq. b) Equity: provide support and resources in line with the needs of each learner.</i></p> <p><b>N/B:</b> Encourage tutors to support student teachers identify how each concept could be used during STS.</p> <p><b>2.2</b> Using think-pair-share ask tutors to identify possible barriers to learning GESI for student teachers and how to address them.</p> <p>Examples may include: <i>Misconceptions: those certain roles are for specific gender, boys are brave and can dissect a rabbit and girls are good cooks than boys. This can be addressed by citing instances where girls demonstrate bravery and boys have been better cooks.</i></p> <p><i>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)</i></p>	<p><b>2.2</b> Reflect individually, share with a colleague and then the entire group possible barriers to learning GESI for student teachers and how to address them.</p> <p>Examples may include: <i>Misconceptions: those certain roles are for specific gender, boys are brave and can dissect a rabbit and girls are good cooks than boys. This can be addressed by citing instances where girls demonstrate bravery and boys have been better cooks.</i></p> <p><i>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)</i></p>
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	(Tutors may share their experience of unfair treatment/unconscious biases that constitute barriers to GESI).	(Tutors may share their experience of unfair treatment/unconscious biases that constitute barriers to GESI).	
<b>3.0 Planning for teaching, learning and assessment activities for the lesson/s</b>	<p><b>3.1 Using talk for learning</b> (small group discussion, plenary discussion) guide tutors to identify and discuss GESI responsive practices that support in creating GESI friendly school and classroom environments. (reference to college context)</p> <p><i>Eg. a) Involving men and women equally in decision making</i></p> <p><i>b) ensuring that all college facilities are accessible by everyone (abled bodied and persons with disability),</i></p> <p><i>c) Equitable allocation of resources among all college actors (males, females, minority groups) etc</i></p> <p><b>3.2 Ask tutors to brainstorm aspects of the basic school curriculum that need improvement in the area of GESI.</b></p> <p><i>E.g. a) Play activities: girls and boys could play soccer and ampe.</i></p> <p><i>Eg. b) decision making school prefects are mostly boys: girls and students with special education needs could equally be appointed school prefects.</i></p>	<p><b>3.1 Identify and discuss</b> GESI responsive practices that support in creating GESI friendly school and classroom environments. (Reference to college context).</p> <p><i>Eg. a) Involving men and women equally in decision making</i></p> <p><b>3.2 Brainstorm aspects of the basic school curriculum that need improvement in the area of GESI.</b></p> <p><i>E.g. a) Play activities: girls and boys could play soccer and ampe.</i></p>	<b>30 mins</b>

<p>Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</p> <p><b>GESI responsive assessment</b></p> <p><b>Resources:</b> 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</p>	<p><b>3.3</b> Task tutors to discuss in their subject groups and come out with strategies on how GESI, ICT, and 21<sup>st</sup> Century skills can be integrated in their specific subject areas.</p> <p><b>3.4</b> Lead tutors to identify and possible strategies to make subjects projects and subject portfolios GESI responsive.</p> <p><i>Eg. a) Equitable distribution of relevant resources for the subject projects</i></p> <p><i>Eg. b) Ensure projects content do not portray GESI biases and stereotypes. In grouping students for subject projects ensure mix ability/gender groupings</i></p> <p><b>Note:</b> Remind tutors to consciously ensure GESI responsiveness in conducting continuous assessment in their various disciplines.</p> <p>Eg a) ensure that leadership roles are assigned equally among females, males and students with special education needs (SEN) when assessments (subject projects) are done in groups.</p> <p>Eg. b) Ensure equitable distribution of resources among males, female and (SEN).</p>	<p><b>3.3</b> Identify strategies on how GESI, ICT, and 21<sup>st</sup> Century skills can be integrated in their specific subject areas.</p> <p><b>3.4</b> identify and discuss possible strategies to make subjects projects and subject portfolios GESI responsive.</p> <p><i>Eg. a) Equitable distribution of relevant resources for the subject projects</i></p> <p><b>Note:</b> Make conscious efforts to ensure GESI responsiveness in conducting continuous assessment for student teachers (eg subject project)</p>
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	<p>3.5 Task tutors in their subject groups, to identify and discuss the links to existing GESI resources such as the Gender Handbook for CoEs</p>	<p>3.5 identify and discuss the links to existing GESI resources such as the Gender Handbook for CoEs</p> <p>Read GESI resources for new ideas to improve your lesson preparation and classroom practice.</p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors need to identify critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Invite critical friend (male/female) to observe a lesson using the observation checklist and give feedback on next PD session. <i>Example: equal involvement of both males, females and SEN learners.</i></p> <p>4.2 Write the concepts learned on pieces of paper and call tutors at random to pick one and explain to the whole group. Give further clarification where applicable.</p> <p><b>Advance Preparation for lessons</b></p> <p>4.3 Encourage tutors to read GESI related resources for new ideas to improve their lesson preparation and classroom practices.</p>	<p>4.2 Invite critical friend (male/female) to observe a lesson using the observation checklist and give feedback on next PD session. <i>Example: equal involvement of both males, females and SEN learners</i></p> <p>4.2 Pick and explain GESI concepts learnt giving examples in classroom and out of class situations.</p> <p><b>Advance Preparation for lessons</b></p> <p>4.3 Read GESI related resources for new ideas to improve their lesson preparation and classroom practices.</p>	<p>15 mins</p>

## Tutor PD Session for Lesson 2 Onwards 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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<p><b>1. Introduction to the session</b></p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <p><b>NB</b> The guidance for SL/HoD should identify and address any areas where tutors might require</p>	<p><b>Introduction to the session</b></p> <p><b>1.0 Starter: Silent tears in the classroom.</b></p> <p>Ask a volunteer to read the silent tears aloud and slowly for individuals to reflect and discuss.</p> <p><b>1.1 Using questions allow tutors to reflect and share what they learnt from the previous session and how it was useful in their lessons. Example social inclusion (mixed ability and mixed gender grouping), equity (able to give support to both male, female and learners with SEN according to their individual needs).</b></p> <p><b>1.2 Invite critical friend (male/female) to give feedback on lesson</b></p>	<p><b>Introduction to the session</b></p> <p><b>1.0 Starter: Silent tears in the classroom.</b></p> <p>Read, reflect and discuss the scenario</p> <p><b>1.1 Reflect and share previous learning and how it was useful in your lessons.</b></p> <p><b>1.2 Give feedback on lesson observation for discussion.</b></p>	<p><b>20 mins</b></p>

<p>clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>observation for discussion. Example, equal involvement of males, females and SEN learners.</p> <p>1.3 Allow a male and female to read the introductory session on promoting GESI responsive pedagogy in schools aloud for the group to discuss (appendix 2). 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.</p> <p>1.4 Ask tutors to read overview of the session (appendix 2) and identify the distinctive aspects. 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</p>	<p>1.3 Read and discuss the introduction to the session in appendix 2.</p> <p>1.4 Read the overview of the session and identify the distinctive aspects in appendix 2.</p>	
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	<p>outcomes of all learners. This require teachers to be GESI responsive in lesson planning, selection and use of teaching and learning materials, methodologies etc.</p>		
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</li> </ul> <p><b>NB</b> The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p><b>2.0 Concept Development</b></p> <p><b>2.1</b> Task tutors in their subject groups to discuss the components of a GESI responsive lesson. Eg. a. GESI responsive lesson planning (Content, choice of learning materials to use) b. Selection and use of materials (review TLMs to deal with stereotypes), c. Teaching methodologies (ensure equal participation of girls, boys and students with special needs). Allow tutors to do a quick read on components of GESI responsive lesson in appendix 2.</p> <p><b>2.1.1</b> Through small group discussion, (still in subject groups) ask tutors to mention and discuss possible barriers that may hinder tutors' and student teachers' implementation of GESI responsive pedagogy in CoE and in basic schools respectively. Task tutors to identify appropriate strategies to mitigate barriers.</p>	<p><b>2.0 Concept Development</b></p> <p><b>2.1</b> Discuss the components of a GESI responsive lesson in your various subjects and read appendix 2 for validation.</p> <p><b>2.1.1</b> Mention and discuss possible barriers that may hinder implementation of GESI responsive pedagogy in CoE and in basic school and identify appropriate strategies to mitigate barriers.(use phones and laptops to surfer additional information)</p>	15 mins

	<p><i>Eg. large class size (employ small group work; mix ability/gender), unavailability of appropriate learning materials (improvise using local materials), tutors' biases, lack of knowledge of appropriate pedagogical skills (reorientation and reading around GESI pedagogy).</i></p> <p>NB: tutors can use phones and laptops to search for additional barriers online.</p>		
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of continuous assessment</li> </ul>	<p><b>3.0 Teaching and learning activities</b></p> <p><b>3.1 Using talk for learning strategy</b> ask tutors to mention and discuss appropriate teaching and learning activities in a GESI responsive lesson.</p> <p><i>Eg. Mixed gender/ability group activities, using differentiated and universal design for learning teaching approaches (eg. multiple means of learner engagement, representation and action).</i></p> <p>NB: tutors can search for additional information online.</p> <p><b>3.2 Allow tutors to seek clarification</b> on issues where necessary. You may allow any member to provide clarification.</p>	<p><b>3.0 Teaching and learning activities</b></p> <p><b>3.1 Mention and discuss</b> appropriate teaching and learning activities in a GESI responsive lesson. (Search for additional information online)</p> <p><b>3.2 Seek clarification</b> on issues that are not clear.</p>	<p><b>40 mins</b></p>

<p>opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning</p> <ul style="list-style-type: none"> <li>• Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p>3.3 In their subject groups, ask tutors to discuss the GESI responsive activities student teachers could use during STS.</p> <p><i>(eg. give equal opportunity for boys, girls and learners with SEN to take leadership position, participate in all activities)</i></p> <p>3.4 Using questions, tutors should discuss how GESI, ICT, and 21<sup>st</sup> Century skills can be integrated in their specific subject areas.</p> <p>3.5 Using dialogue discuss with tutors to identify possible strategies to make subjects projects and subject portfolios GESI responsive.</p> <p><i>Eg. a. In grouping students for subject projects ensure mix ability/gender groupings</i>  <i>b. Ensure subject projects have GESI components.</i></p> <p><i>Eg. A check list for an observation project must include equal participation of boys, girls and learners with SEN.</i></p> <p>3.6 In their subject groups, task tutors to identify and discuss the links to existing GESI documents and videos.</p>	<p>3.3 Discuss GESI responsive activities student teachers could use during STS.</p> <p>3.4 Discuss how GESI, ICT, and 21<sup>st</sup> Century skills can be integrated in their specific subject areas.</p> <p>3.5 Identify possible strategies to make subjects projects and subject portfolios GESI responsive.</p> <p>3.6 Identify and discuss links to existing GESI documents and videos. (visit sites at your convenience for further information)</p>	
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	3.7 Encourage tutors to regularly read on GESI responsive pedagogies to guide their lesson planning and delivery.	3.7 Regularly read on GESI responsive pedagogies to guide your lesson planning and delivery.	
<b>4. Evaluation and review of sessions:</b> <ul style="list-style-type: none"> <li>• Tutors should identify critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	4.1 Encourage tutors to invite critical friends to observe lessons using the GESI responsive check list (see appendix 3) 4.2 Allow tutors to ask questions for further discussion and clarification.	4.1 Invite critical friends to observe lessons using the GESI responsive check list (see appendix 3) 4.2 Ask questions for further discussion and clarification.	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 in 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**

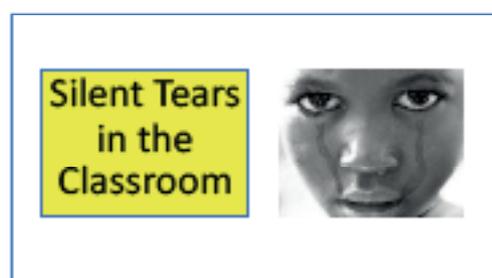
**Ways the barriers can be addressed**

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



- 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 I'm 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 requires 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 Interactions:** 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

<b>Name of Tutor</b>		<b>Sex</b>			
<b>Course Title</b>		<b>Level</b>			
<b>Subject/Topic</b>					
<b>Gender and Inclusion Responsive competency</b>	<b>Some Strategies and Actions to observe:</b>	<b>Not achieved</b>	<b>Partially achieved</b>	<b>Half achieved</b>	<b>Fully achieved</b>
		0	1	2	3
<b>1. The Tutor uses Gender and Inclusion responsive pedagogy in class</b>  (aim for a score of 19-21)	<b>The Tutor:</b> 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				
<b>Total score</b>					
<b>2. The Tutor uses Gender and Inclusion responsive language and interaction</b>	<b>The Tutor:</b> 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 instill 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 <u>should not</u> have sexual undertones, and Tutors <u>should not</u> use terms like 'girlfriend' or 'sweetie'.				
<b>Total score</b>					
3. The Tutor uses Gender and Inclusion responsive TLMs  (aim for a score of 10-12)	<b>The Tutor:</b> 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				
<b>Total score</b>					
4. The Tutor challenges	<b>The Tutor:</b> 1) empowers males to be critical of and challenge traditional views of masculinity				

<b>traditional Gender and Inclusion roles</b>  (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 <i>challenge or reverse</i> 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)				
<b>Total score</b>					
<b>5. The Tutor uses Gender and Inclusion responsive planning</b>  (aim for a score of 15-18)	<b>The Tutor:</b> 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 TUMs 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 <i>challenges or reverses</i> traditional Gender and Inclusion roles				
<b>Total score</b>					
<b>Overall score</b>					

<b>Class size</b>	
<b>Number of Females</b>	
<b>Number of Males</b>	

**Name of Peer Tutor (Observer)**

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**Signature**

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**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 21<sup>st</sup> 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 21<sup>st</sup> 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 21 <sup>st</sup> century skills	1.1 Mention and describe some basic ICT tools and how to use them, including: Computers, and other hardware, software. 1.2 21 <sup>st</sup> 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 messages 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

**Eduastic:** Allows you to make standards-aligned assessments and get instant feedback.

**Quizlet** 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.

**Nanonk** 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.

## Tutor PD Session on ICT Integration & 21<sup>st</sup> Century Skills

**Age Levels/s:** EG,UP,JHS

**Name of Subject/s:** ICT Integration

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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<p><b>Introduction to the session</b></p>	<p>1.1 Self-introduction: Ask tutors to introduce themselves.</p> <p>1.2 Ask tutors to share any successes and issues they had when using ICT tools in a previous semester <i>employing talk for learning strategies.</i></p> <p>1.3 Asks 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.</p>	<p>1.1 Kindly introduce yourself to the group.</p> <p>1.2 Tutors share any successes and issues they had when using ICT tools in a previous semester <i>employing talk for learning strategies.</i></p> <p>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.</p>	<p><b>20 mins</b></p>

	<p><b>1.4. Ask tutors to read the purpose, the learning outcomes and learning indicators of the manual and use the think-pair-share approach to share their views about how the manual can help them to integrate ICT into their lessons.</b></p> <p><b>Distinctive aspects</b> Lead 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.</p> <p><b>Note:</b> 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.</p> <p><b>1.5 Ask tutors to pair with a colleague and share their views about the ICT tools that they have used in their everyday life and how the unique qualities of these tool(s) can be incorporated into their classroom teaching.</b></p>	<p><b>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.</b></p> <p><b>Distinctive aspects</b> 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.</p> <p><b>Note:</b> 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.</p> <p><b>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.</b></p>
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	<p>1.6 In groups ask tutors to write on a flip chart using Concept Cartoons:</p> <p>a. ICT tool (s) tutors are familiar with. e.g., email, mobile phones, computers, slides, animation, zoom, telegram, etc.</p> <p>b. ICT tool(s) tutors use and integrate in their teaching at the College of Education</p> <p>1.7 Let tutors present their findings via <i>radio reporting</i>.</p>	<p>1.6 In groups, write on a flip chart using Concept Cartoons:</p> <p>a. The distinctive features of ICT tool(s) you are familiar with</p> <p>b. ICT tools you use and integrate in your teaching at the College of Education.</p> <p>1.7 Present your findings via <i>radio reporting</i>.</p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</li> </ul> <p><b>NB</b> The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p><b>Concept Development</b></p> <p>2.1. Using the think, pair, share approach, assign tutors sub-topics of integrating ICT into teaching and learning (<i>equity, health and safety issues relating to the use of ICT tools</i>) to tutors to discuss and write points on a flip chart for presentation. Allow time for each presentation and whole group discussion.</p> <p>2.2 Ask tutors to work in pairs and examine the misconceptions in teaching and learning with ICT tool(s) and share ideas on how to address them.</p> <p>E.g. computers can do everything a teacher can do</p>	<p><b>Concept Development</b></p> <p>2.1. Discuss the sub-topic, assigned to you with your partner and share your views with the larger group</p> <p>2.2 In pairs, discuss misconceptions in teaching and learning with ICT tool (s) and share possible ways of addressing them.</p> <p>E.g. computers can do everything a teacher can do</p>	25 mins

	2.3 Ask tutors to 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).	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).	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous</li> </ul>	<p><b>Teaching and learning activities:</b></p> <p>3.1. Discuss with tutors, general ICT tools for teaching and learning</p> <p>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</p> <p>E.g.,  Geomaths  Maths kits  Microsoft maths solver  Photomaths  Scratch  kasahorow</p> <ul style="list-style-type: none"> <li>• Software</li> <li>• <u>Office Professional</u> – E.g. XP.</li> <li>• <b>Good photo software</b> e.g. <u>Microsoft Digital Photo Suite</u></li> <li>• <b>"Photostory 2</b> – comes with service pack 2.</li> </ul>	<p><b>Teaching and learning activities:</b></p> <p>3.1 Discuss general ICT tools for teaching and learning</p> <p>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</p> <p>E.g.,  Geomaths  Maths kits  Microsoft maths solver  Photomaths  Scratch  kasahorow</p> <ul style="list-style-type: none"> <li>• Software</li> <li>• <u>Office Professional</u> – E.g. XP.</li> <li>• <b>Good photo software</b> e.g. <u>Microsoft Digital Photo Suite</u></li> <li>• <b>"Photostory 2</b> – comes with service pack 2.</li> </ul>	40 mins

<p>assessment to support student teacher learning</p> <ul style="list-style-type: none"> <li>• Resources: <ul style="list-style-type: none"> <li>◦ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</li> <li>◦ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> </ul> </li> <li>• Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Inspiration</u></li> <li>• <u>Smart Notebook</u> <ul style="list-style-type: none"> <li>◦ <u>United Streaming</u> subscription</li> </ul> </li> <li>• <u>Hardware</u></li> <li>• <u>Flat Screen monitor</u> Good quality printer preferably a laser black and color photo. E.g. HP</li> <li>• <u>CD/DVD RW drive(s)</u></li> <li>• <u>USB ports</u></li> <li>• <u>Scanner</u> – e.g. Epson brand</li> <li>• <u>Digital camera</u> – e.g. of Canon</li> <li>• <u>External storage</u> - an <u>external hard drive</u> to back up data</li> <li>• <u>Portable storage</u> - USB flash drive, 2 GB minimum.</li> <li>• <u>Palm</u> or other <u>handheld device</u> to keep schedules, dates, reminders, and store pictures and music. E.g. Tungsten Palm</li> <li>• <u>Smart board</u> or <u>Smart Airliner</u>, with projection unit for classroom use.</li> <li>• <u>CPS (classroom performance system)</u> also for classroom use.</li> </ul> <p>Teaching 21st Century Skills with ICT</p> <p>Collaborative Problem Solving</p>	<ul style="list-style-type: none"> <li>• <u>Inspiration</u></li> <li>• <u>Smart Notebook</u> <ul style="list-style-type: none"> <li>◦ <u>United Streaming</u> subscription -</li> </ul> </li> <li>• <u>Hardware</u></li> <li>• <u>Flat Screen monitor</u> Good quality printer preferably a laser black and color photo. E.g. HP</li> <li>• <u>CD/DVD RW drive(s)</u></li> <li>• <u>USB ports</u></li> <li>• <u>Scanner</u> – e.g. Epson brand</li> <li>• <u>Digital camera</u> – e.g. of Canon</li> <li>• <u>External storage</u> - an <u>external hard drive</u> to back up data</li> <li>• <u>Portable storage</u> - USB flash drive, 2 GB minimum.</li> <li>• <u>Palm</u> or other <u>handheld device</u> to keep schedules, dates, reminders, and store pictures and music. E.g. Tungsten Palm</li> <li>• <u>Smart board</u> or <u>Smart Airliner</u>, with projection unit for classroom use.</li> <li>• <u>CPS (classroom performance system)</u> also for classroom use.</li> </ul> <p>Teaching 21st Century Skills with ICT</p> <p>Collaborative Problem Solving</p>	
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	<p><a href="https://youtu.be/cnkKHL_dyGE">https://youtu.be/cnkKHL_dyGE</a>  <b>Creativity</b>  <a href="https://www.youtube.com/watch?v=qV7DiTFdtvw">https://www.youtube.com/watch?v=qV7DiTFdtvw</a>  <b>Hands-On Learning</b>  <a href="https://youtu.be/vYUNfJ9IKzS">https://youtu.be/vYUNfJ9IKzS</a>  <b>Effective Written and Oral Communication</b>  <a href="https://www.youtube.com/watch?v=D5hMN_XkPQA">https://www.youtube.com/watch?v=D5hMN_XkPQA</a></p> <p><b>Ethical Decision Making</b>  <a href="https://youtu.be/lwk8dGFn1tY">https://youtu.be/lwk8dGFn1tY</a></p> <p><b>Information and Media Literacy</b>  <a href="https://youtu.be/bjYhmTC3lrc">https://youtu.be/bjYhmTC3lrc</a></p> <p><b>Critical Thinking</b>  <a href="https://youtu.be/y7iMEH7jGfk">https://youtu.be/y7iMEH7jGfk</a>  <a href="https://youtu.be/88DoGrqEuJk">https://youtu.be/88DoGrqEuJk</a></p> <p><b>Leadership</b>  <a href="https://youtu.be/-NF10F6bX_g">https://youtu.be/-NF10F6bX_g</a></p> <p><b>Personal Responsibility and Initiative</b>  <a href="https://youtu.be/nRE131ErclM">https://youtu.be/nRE131ErclM</a></p> <p><b>3.2 Lead tutors to discuss Special Education Needs (SEN) ICT tools for teaching, learning and assessment.</b></p> <p>E.g., Teachers dealing with the SEN will require special ICT tools like; text magnifier, head wands,</p>	<p><a href="https://youtu.be/cnkKHL_dyGE">https://youtu.be/cnkKHL_dyGE</a>  <b>Creativity</b>  <a href="https://www.youtube.com/watch?v=qV7DiTFdtvw">https://www.youtube.com/watch?v=qV7DiTFdtvw</a>  <b>Hands-On Learning</b>  <a href="https://youtu.be/vYUNfJ9IKzS">https://youtu.be/vYUNfJ9IKzS</a>  <b>Effective Written and Oral Communication</b>  <a href="https://www.youtube.com/watch?v=D5hMN_XkPQA">https://www.youtube.com/watch?v=D5hMN_XkPQA</a></p> <p><b>Ethical Decision Making</b>  <a href="https://youtu.be/lwk8dGFn1tY">https://youtu.be/lwk8dGFn1tY</a></p> <p><b>Information and Media Literacy</b>  <a href="https://youtu.be/bjYhmTC3lrc">https://youtu.be/bjYhmTC3lrc</a></p> <p><b>Critical Thinking</b>  <a href="https://youtu.be/y7iMEH7jGfk">https://youtu.be/y7iMEH7jGfk</a>  <a href="https://youtu.be/88DoGrqEuJk">https://youtu.be/88DoGrqEuJk</a></p> <p><b>Leadership</b>  <a href="https://youtu.be/-NF10F6bX_g">https://youtu.be/-NF10F6bX_g</a></p> <p><b>Personal Responsibility and Initiative</b>  <a href="https://youtu.be/nRE131ErclM">https://youtu.be/nRE131ErclM</a></p> <p><b>3.2 Discuss Special Education Needs (SEN) ICT tools for teaching, learning and assessment.</b></p> <p>E.g., Teachers dealing with the SEN will require special ICT tools like; text magnifier, head wands,</p>
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	<p>keyboard for cerebral Palsy, braille, typing aids, large prints, audio books.</p> <p><b>3.3 Lead tutors to discuss some useful Education Technology Resources for teaching, learning and assessment.</b></p> <p><u>E.g., Office 365 vs G-Suite for Education</u>  <u>Google Meet for Online Teaching</u>  <u>Google Classroom for Online</u>  <u>Assignment submissions</u>  <u>Plagiarism checking</u>  <u>Softwares</u>  <u>Tools for Checking Grammar errors Online</u>  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.</p> <ul style="list-style-type: none"> <li>▪ <b>Further links to videos for further application of ICT tools in the teaching and learning process</b></li> </ul>	<p>keyboard for cerebral Palsy, braille, typing aids, large prints, audio books.</p> <p><b>3.3 Discuss some useful Education Technology Resources for teaching, learning and assessment.</b></p> <p><u>E.g. Office 365 vs G-Suite for Education</u>  <u>Google Meet for Online Teaching</u>  <u>Google Classroom for Online</u>  <u>Assignment submissions</u>  <u>Plagiarism checking</u>  <u>Softwares. Tools for Checking Grammar errors Online</u>  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.</p> <ul style="list-style-type: none"> <li>▪ <b>Further links to videos for further application of ICT tools in the teaching and learning process</b></li> </ul>
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	<p><a href="https://www.youtube.com/watch?v=k8nMh71ky4Y">https://www.youtube.com/watch?v=k8nMh71ky4Y</a></p> <p><b>3.4 Ask tutors to suggest ICT-mediated teaching, learning and assessment activities in their respective subjects taking into account GESI.</b> E.g., Making reasonable adjustments using ICT for physically challenged learners. E.g. Both male and female learners playing leading roles in ICT-based group tasks.</p> <p><b>3.5 Let tutors present their findings to the larger group</b></p>	<p><a href="https://www.youtube.com/watch?v=k8nMh71ky4Y">https://www.youtube.com/watch?v=k8nMh71ky4Y</a></p> <p><b>3.4 Suggest ICT-mediated teaching, learning and assessment activities in your respective subjects. taking into account GESI.</b> E.g., Making reasonable adjustments for physically challenged learners.</p> <p><b>Both male and female learners playing leading roles in a group task.</b></p> <p><b>3.5 Present your findings to the larger group</b></p>	
<ul style="list-style-type: none"> <li>• <b>Evaluation and review of session:</b></li> <li>• <b>Tutors need to identify critical friends to observe lessons and report at next session</b></li> <li>• <b>Identifying and addressing any outstanding issues relating to the lesson/s for clarification</b></li> </ul>	<p><b>4.1 Ask tutors to identifying any outstanding issues relating to the lesson/s for clarification</b></p> <p><b>4.2 Ask tutors to identify a critical friend who will observe their first lesson and give them feedback on how they integrated ICT in the lesson.</b></p>	<p><b>4.1 Identifying any outstanding issues relating to the lesson/s for clarification.</b></p> <p><b>4.2 Identify a critical friend who will observe your first lesson and give you feedback on how you integrated ICT in the lesson.</b></p>	<p><b>5 mins</b></p>

## **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 (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.

<p><b>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/</b></p>	<p><b>Guidance notes on Leading the session.</b> <i>What the SL/HoDs will have to say during each stage of the session</i></p>	<p><b>Guidance Notes on Tutor Activity during the PD Session.</b> What PD Session participants (Tutors) will do during each stage of the session.</p>	<p><b>Time in session</b></p>

<p><b>1(a) Introduction to the semester – in session one</b></p> <ul style="list-style-type: none"> <li>• Introduction to the purpose of the specialisms: EG, UP and JHS</li> <li>• Overview of subject/s age level/s to be covered in the PD sessions and guidance on grouping tutors according to the subject/s, age levels/s.</li> <li>• Introduction to the course manual/s</li> <li>• Overview of course learning outcomes</li> <li>• Introduction to the two continuous assessment components to be undertaken in each subject during the semester (See Course Assessment Components at a Glance Appendix 2) NB in subjects where there are no assessment components in the course manuals examples will need to be provided <b>for SL/HoD.</b></li> </ul>	<p>1A</p> <p>1.1 Discuss with tutors the purpose of the specialisms: Early Grade (EG), Upper Primary (UP) and Junior High School (JHS). Ask them to recount how they were trained in the college as generalist teachers (jack of all trades but master of none), how they thought it benefited them or affected their work and how they taught it in the basic school.</p> <p>NB: Now, explain to them that the specialisms, thus, EG, UP and JHS is a requirement in the new 4 year B.Ed. Curriculum framework and that early childhood education, primary education and junior high school education are distinct areas of knowledge with their own specialist concerns, concepts, praxis and methodological perspectives. So, it is important that these different levels are strengthened as distinct but integrated discourses.</p> <p>1.2 Ask a tutor from each group to remind their members on how the phases of these PD manuals are organised and how they will be covered</p>	<p>1A</p> <p>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 person and what was the effects on your work as you taught in the basic school?</p> <p>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.</p>	<p><b>20 mins</b></p>
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	<p><i>E.g., tutors should be made aware that this English PD manual comprises one EG course, two UP courses and three JHS courses, thus, a total of six (6) courses) and that from time to time they will be asked to refer to activities in their respective course manuals). Let them know that even though there are generic issues to be discussed, there are specific issues relevant to the courses of each phase courses - EG, UP and JHS. (refer them to the introductory part of the manual).</i></p> <p>1.3 Ask tutors to refer to their respective course manuals for Year 2 Semester 1 of the English language and discuss the structure and content of the course manuals.</p> <p>1.4 Ask tutors to write one expectation each of the PDS (i.e. what they expect to know at the end of the PD Session) on a post-it-note and paste it on a flip chart.</p> <p>1.5 Select, read out and discuss some of the expectations with tutors and how they understand the concepts to be treated in the lesson.</p>	<p>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.</p> <p>1.4 Write one expectation you have for the PD session on a post-it-note and paste it on the flip chart.</p> <p>1.5 Listen to each expectation and share how you understand the concept to be treated in the lesson with the class.</p>	
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	<p>1.6 Ask tutors to talk to their elbow partners about the main purpose of the current PD Session and how they understand the concepts to be treated in the lesson.</p> <p>1.7 In their course groups, ask tutors to read the course Learning Outcomes (CLOs) and their indicators (LIs) in their respective course manuals, discuss, and write down two relationships each between the CLOs and the LIs to be shared with the larger group.</p> <p>1.8 Ask tutors to look for the opposite sex and pair (if possible) and refer them to appendix 2 in the PD manual. 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) to be undertaken in each subject/course during the semester.</p> <p>1.9 Ask tutors ‘what has changed’ in terms of the previous process of continuous assessment and this current</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>1.9 Compare the current procedure of assessment with the previous one. Identify what has changed.</p>	
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<p><b>1(b) Introduction to the session</b></p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <p>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>procedure of continuous assessment?</p> <p>Notes: Discuss with them further about what should go into subject projects and subject portfolio. Let them know, for example, that the subject project is a mini classroom research on the course being taught ranging from content to pedagogy and the subject portfolio is how well organised the student has gathered and or documented his/her lived experience and past records and the selection of her/his two or three best assignments, quizzes, presentations, etc.</p> <p><b>NOTE:</b> <b>Subject Project:</b> <i>Overall weighting of project = 30%</i> <i>Weighting of individual parts of the subject project out of 100</i></p> <ul style="list-style-type: none"> <li>• <i>Introduction – 10</i></li> <li>• <i>Methodology – 20</i></li> <li>• <i>Substantive section – 40</i></li> <li>• <i>Conclusion – 30</i></li> </ul> <p><b>Subject Portfolio:</b> <i>Overall weighting of project = 30%</i> <i>Weighting of individual parts of portfolio out of 100</i> <i>i(a). Each of the three (3) items selected by the</i></p>	<p><b>NOTE:</b> <b>Subject Project:</b> <i>Overall weighting of project = 30%</i> <i>Weighting of individual parts of the subject project out of 100</i></p> <ul style="list-style-type: none"> <li>• <i>Introduction – 10</i></li> <li>• <i>Methodology – 20</i></li> <li>• <i>Substantive section – 40</i></li> <li>• <i>Conclusion – 30</i></li> <li>•</li> </ul> <p><b>Subject Portfolio:</b> <i>Overall weighting of project = 30%</i> <i>Weighting of individual parts of portfolio out of 100</i> <i>i(a). Each of the three (3) items selected by the</i></p>	
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	<p><i>student teacher is 30 % (90%).</i></p> <p><i>i(b) Presentation and organisation of portfolio 10%.</i></p> <p><b>OR</b></p> <p><i>ii(a). Each of the two (2) items selected by the student teacher is 30 % (60%).</i></p> <p><i>ii(b) Mid semester assessment 30%</i></p> <p><i>ii(c) Presentation and organisation of portfolio 10%</i></p> <p><b>NOTE:</b> <i>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).</i></p> <p>1B</p> <p>1.10 Use ‘someone who ...’ strategy to recap the main issues raised in the previous PD session (thus, ask tutors to get up from their tables and move to other tables to find someone who will tell them what they can recall under the previous lesson.</p> <p>1.11 Put tutors in pairs (while being gender</p>	<p><i>student teacher is 30 % (90%).</i></p> <p><i>i(b) Presentation and organisation of portfolio 10%.</i></p> <p><b>OR</b></p> <p><i>ii(a). Each of the two (2) items selected by the student teacher is 30 % (60%).</i></p> <p><i>ii(b) Mid semester assessment 30%</i></p> <p><i>ii(c) Presentation and organisation of portfolio 10%</i></p> <p><b>NOTE:</b> <i>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).</i></p> <p>1B</p> <p>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.</p> <p>1.11 Discuss the main purpose of the current</p>	
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	<p>sensitive), and let them discuss the main purpose of the current PD Session and that of the current lesson and ask them to share their views. For example, one of the purposes is to ensure effective implementation of the key principles and practices of the B.Ed. Programme.</p> <p>1.12 Discuss with the group the main Learning Outcomes (LOs) and the Learning Indicators (LIs) stated in their respective course manuals. For example,</p> <p>(i) English Advanced Grammar: (Analyse various advanced uses of English Grammar as used in authentic discourses (NTS 2c, p.13);</p> <p>(ii) English Semantics: Demonstrate understanding and knowledge of the basic/key concepts in semantics (NTS 2c, 3i)</p> <p>(iii) Introduction to English: Demonstrate knowledge of English speech sounds. (NTS 2c, 13)</p> <p><i>(Refer to the learning outcomes and indicators sections of the lessons).</i></p> <p>1.13 Refer tutors to the lesson description of lesson 1 and identify the distinctive features of the lesson, e.g. the</p>	<p>PD Session and that of the current lesson and share your views.</p> <p>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.</p> <p>1.13 Refer to the lesson descriptions in the manuals and identify the distinctive features of the lesson</p>	
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	<p>models of curriculum development</p> <p>1.14 Ask tutors to dialogue about the controversial questions that are likely to arise from the introduction to the lesson.</p> <p><i>(An example of a question which might arise: What is Semantics?)</i></p> <p><i>What is the difference between Semantics and pragmatics?</i></p> <p><i>Why study Grammar?)</i></p> <p><i>Solution:</i></p> <p><i>Semantics is the study of meaning, or more precisely, the study of the relation between linguistic expressions and their meanings. ...</i></p> <p><i>Pragmatics is the study of context, or more precisely, a study of the way context can influence our understanding of linguistic utterances.</i></p>	<p>1.14 Tell your elbow partner the controversial questions that are likely to arise from the introduction to your lesson</p> <p><i>(An example of a question which might arise: What is Semantics?)</i></p> <p><i>What is the difference between Semantics and pragmatics?</i></p> <p><i>Why study Grammar?)</i></p> <p><i>Solution:</i></p> <p><i>Semantics is the study of meaning, or more precisely, the study of the relation between linguistic expressions and their meanings. ...</i></p> <p><i>Pragmatics is the study of context, or more precisely, a study of the way context can influence our understanding of linguistic utterances.</i></p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need</li> </ul>	<p>2.1 Using <i>think-pair-share</i> strategy, ask tutors to come out with the main content to be covered in lesson 1 and clarify issues that may arise from the discussion.</p> <p>2.1.1 Ask tutors to open to <i>lesson 1 and its sub-topics in the respective course manuals and examine the aspects that link to student-teachers' previous knowledge.</i></p>	<p>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.</p> <p>2.1.1 Open to <i>lesson 1 and its sub-topics in the respective course manuals and examine the aspects that link to student-teachers' previous knowledge.</i></p>	<p><b>15 mins</b></p>

<p>to be explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p><i>(e.g. Advanced Grammar: Noun Phrases; forms of noun phrases</i></p> <p><i>Semantics: What is Semantics; semantics and semiotics</i></p> <p><i>Introduction to Literature: Definition of Literature</i></p> <p><i>Introduction to English: Autography versus Sounds</i></p> <p>2.2 Put tutors in their course groups to discuss the challenges they might encounter when presenting some specific topics of their lessons.</p> <p>2.2.1 Use probing questions to tease out the challenges (potential barriers to learning for student teachers, concepts or pedagogy) they are likely to encounter in teaching these topics from them.</p> <p>E.g. students' linguistics and sociolinguistics background, their schemata, level of self-efficacy etc.</p> <p>2.3 Ask tutors, in their course groups, to consider the suggested strategies in the manual and choose the most appropriate ones for teaching the topics in their respective manuals. Example: Group work, Think, pair and share, School visits,</p>	<p>2.2 In your course groups discuss the challenges you might encounter when presenting topics of your lessons.</p> <p>2.2.1 Share your challenges with the whole group</p> <p>2.3 Still in your course groups, refer to the strategies <i>section of your</i> respective course manuals and consider the suggested strategies in the manual. Choose the most appropriate ones for teaching the topics.</p>	
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	<p>Discussion, Concept mapping, Individual work and presentation, Teacher modelling, Brainstorming, Questioning</p> <p>2.4 Still in their groups, ask them to 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 levels.</p>	<p>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.</p>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each</li> </ul>	<p>3.1 Lead discussion through questions and answers on the various suggested teaching and learning activities to be used in the lesson delivery;</p> <p><i>Examples:</i></p> <p><b>(i) Advanced English Grammar:</b> <i>Teaching and learning activities is guiding student teachers to identify pre-modifiers - headword - post-modifiers in noun phrases.</i></p> <p><b>(ii) English Semantics:</b> <i>Teaching and learning activities is brainstorming lexical, implied, inferred and textual meanings of semantics.</i></p> <p><b>(iii) Introduction to English:</b> <i>Teaching and learning activities include engaging student teachers in activities that will lead to</i></p>	<p>3.1 Discuss through questions and answers on the various suggested teaching and learning activities to be used in the lesson delivery;</p> <p><i>Examples:</i></p> <p><b>(i) Advanced English Grammar:</b> <i>Teaching and learning activities is guiding student teachers to identify pre-modifiers - headword - post-modifiers in noun phrases.</i></p> <p><b>(ii) English Semantics:</b> <i>Teaching and learning activities is brainstorming lexical, implied, inferred and textual meanings of semantics.</i></p> <p><b>(iii) Introduction to English:</b> <i>Teaching and learning activities include engaging student teachers in activities that will lead to</i></p>	

<p>lesson should include at least two opportunities to use continuous assessment to support student teacher learning</p> <ul style="list-style-type: none"> <li>• Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, youtube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</li> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> </ul> </li> <li>• Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p><i>differentiating between sounds of the English language and letters of the alphabet; between orthography and pronunciation; between phonetics and phonology.</i></p> <p><b>(iv) Introduction to Literature in English:</b> <i>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).</i></p> <p>3.2 Discuss how tutors will promote the delivery of English lessons in both the B.Ed. and Basic School Curricula, as well as GESI and 21<sup>st</sup> century skills. <i>(Refer tutors to the teaching and learning activities sections of the course manuals)</i></p> <p>3.3 Discuss with tutors 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</p>	<p><i>differentiating between sounds of the English language and letters of the alphabet; between orthography and pronunciation; between phonetics and phonology.</i></p> <p><b>(iv) Introduction to Literature in English:</b> <i>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).</i></p> <p>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 21<sup>st</sup> century skills. <i>(Refer tutors to the teaching and learning activities sections of the course manuals)</i></p> <p>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</p>	
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	<p>lessons in both the College of Education (B.ED) and the Basic School Curricula.</p> <p>3.4 Ask one tutor to model a selected activity in a teaching situation. <i>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).</i></p> <p>3.5 Refer tutors to the assessment section of their respective manuals. Ask them to read on Subject project and Subject portfolio. Invite them to share their understanding of each concept including the weightings on each component. Remind tutors that these components of assessment are very important and will form the modes for assessing the student teachers now.</p> <p>3.6 Ask tutors to 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</p>	<p>lessons in both the College of Education (B.ED) and the Basic School Curricula.</p> <p>3.4 Model a selected activity in a teaching situation. <i>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).</i></p> <p>3.5 Refer to the assessment section of your respective manuals. Read on Subject project and Subject portfolio. Share your understanding of each concept.</p> <p>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.</p>	
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	<p>semester examination. For example, have them to identify and discuss some areas for Subject projects for the semester.</p> <p>Briefly discuss the structure of the prospective subject projects topics in terms of the introduction, methodology, substantive section and the conclusion.</p> <p><i>Note: Remind tutors to be mindful of GESI issues such as the use of braille, the use of audio machines for orals, etc.</i></p> <p>3.7 Discuss the assessment instruments in the respective manuals and procedures used in assessing student teachers, for example, presentation, project, debate, quizzes, assignment and tests.</p>	<p>For example, identify and discuss some areas for your Subject projects for the semester.</p> <p>Explain the structure of the subject project in terms of the introduction, methodology, substantive section and the conclusion.</p> <p><i>Note: Be mindful of GESI issues such as the use of braille, the use of audio machines for orals, etc.</i></p> <p>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.</p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>Tutors need to identify critical friends to observe lessons and report at next session.</li> <li>Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Ask tutors to reflect on and share what they have learnt in the session which they will be using in their lessons.</p> <p>4.2 Ask tutors to identify critical friends who took part in the PD session to sit in their classes during lesson and report on observation made during next PD session.</p>	<p>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.</p> <p>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.</p>	<b>15 mins</b>

	4.3 Ask tutors to read lesson 2 from the PD manual in preparation for the next session.	4.3 Read lesson 2 to prepare for next week's PD session.	
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## 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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<b>1. Introduction to the session</b> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>• Overview of content and</li> </ul>	<p>Use an icebreaker to start the lesson.</p> <p>1.1 Use discussion strategy to recap the main issues raised in the previous PD session.</p> <p>1.2 Put tutors in pairs (while being gender sensitive), and let them discuss the main purpose of the current PD Session and that of the current</p>	<p>1.1 Discuss the main issues raised in the previous PD session.</p> <p>1.2 Discuss the main purpose of the current PD Session and that of the current lesson and share your views.</p>	<b>20 mins</b>

<p>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</p>	<p>lesson and ask them to share their views. For example, one of the purposes is to ensure effective implementation of the key principles and practices of the B.Ed. Programme.</p> <p>1.3 Discuss with the group the main Learning Outcomes (LOs) and the Learning Indicators (LIs) stated in their respective course manuals.</p> <p><i>For example,</i></p> <p>(i) <b>Advanced English Grammar:</b> <i>(Analyse various advanced uses of English Grammar as used in authentic discourses (NTS 2c, p.13);</i></p> <p>(ii) <b>English Semantics:</b> <i>Demonstrate understanding and knowledge of the basic/key concepts in semantics (NTS 2c, 3i)</i></p> <p>(iii) <b>Introduction to English:</b> <i>Demonstrate knowledge of English speech sounds. (NTS 2c, 13)</i> <i>(Refer to the learning outcomes and indicators sections of the lessons).</i></p> <p>1.4 Refer tutors to the lesson description of lesson 2 and identify the distinctive features of the lesson, e.g. sense</p>	<p>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.</p> <p><i>For example,</i></p> <p>(i) <b>Advanced English Grammar:</b> <i>(Analyse various advanced uses of English Grammar as used in authentic discourses (NTS 2c, p.13);</i></p> <p>(ii) <b>English Semantics:</b> <i>Demonstrate understanding and knowledge of the basic/key concepts in semantics (NTS 2c, 3i)</i></p> <p>(iii) <b>Introduction to English:</b> <i>Demonstrate knowledge of English speech sounds. (NTS 2c, 13)</i> <i>(Refer to the learning outcomes and indicators sections of the lessons).</i></p> <p>1.4 Refer to the lesson descriptions in the manuals and identify the distinctive features of the lesson</p>	
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	<p>and reference; denotation and connotation of words.</p> <p>1.5 Ask tutors to dialogue about the controversial questions that are likely to arise from the introduction to the lesson.</p> <p><i>Example of questions which might arise:</i></p> <p><b>(i) English Semantics:</b> <i>What is connotation of a word?</i></p> <p><i>Suggested answer: The meaning of a word based on the context in which the word is found.</i></p> <p><b>(ii) Advanced English Grammar:</b> <i>What is the structure of a verb phrase?</i></p> <p><i>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)</i></p> <p><b>(iii) Introduction to English:</b> <i>What is a consonant cluster?</i></p> <p><i>Suggested answer: a group of consonants pronounced in immediate succession, as str in strong</i></p>	<p>1.5 tell your elbow partner the controversial questions that are likely to arise from the introduction to your lesson.</p> <p><i>Example of questions which might arise:</i></p> <p><b>(i) English Semantics:</b> <i>What is connotation of a word?</i></p> <p><i>Suggested answer: The meaning of a word based on the context in which the word is found.</i></p> <p><b>(ii) Advanced English Grammar:</b> <i>What is the structure of a verb phrase?</i></p> <p><i>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)</i></p> <p><b>(iii) Introduction to English:</b> <i>What is a consonant cluster?</i></p> <p><i>Suggested answer: a group of consonants pronounced in immediate succession, as str in strong</i></p>	
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	<p><b>(iv) Introduction to English Literature:</b> What is a didactic poetry?</p> <p><i>Suggested answer:</i> Poetry that instructs, either in terms of morals or by providing knowledge of philosophy, religion, arts, science, or skills.</p>	<p><b>(iv) Introduction to English Literature:</b> What is a didactic poetry?</p> <p><i>Suggested answer:</i> Poetry that instructs, either in terms of morals or by providing knowledge of philosophy, religion, arts, science, or skills.</p>	
<p><b>2 Concept Development (New learning likely to arise in lesson/s) :</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</li> </ul> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Using <i>think-pair-share</i> strategy, ask tutors to come out with the main content to be covered in lesson 2 and clarify issues that may arise from the discussion.</p> <p>2.1.1 Ask tutors to open to lesson 2 of the manuals and discuss the topics and subtopics in the respective course manuals by examining the aspects that link to student-teachers' previous knowledge.</p> <p><i>Examples of topics and subtopics:</i></p> <p>(i) <b>Advanced Grammar:</b> <i>Verb phrases and their functions</i></p> <p>(ii) <b>English Semantics:</b> <i>Literal and non-literal meaning of words.</i></p> <p>(iii) <b>Introduction to Literature:</b> <i>Narrative, didactic, lyrical and descriptive poems.</i></p> <p>(iv) <b>Introduction to English:</b> <i>place and manner of articulations.</i></p>	<p>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.</p> <p>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.</p> <p><i>Examples of topics and subtopics:</i></p> <p>(i) <b>Advanced Grammar:</b> <i>Verbs phrases and their functions</i></p> <p>(ii) <b>English Semantics:</b> <i>Literal and non-literal meaning of words.</i></p> <p>(iii) <b>Introduction to Literature:</b> <i>Narrative, didactic, lyrical and descriptive poems.</i></p> <p>(iv) <b>Introduction to English:</b> <i>place and manner of articulations.</i></p>	<b>15 mins</b>

	<p>2.2 Put tutors in their course groups to discuss the challenges they might encounter when presenting some specific concepts of their lessons.</p> <p><i>Examples of challenges with concepts:</i>  <i>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).</i></p> <p>2.2.1 Discuss potential challenges or barriers to learning that student teachers are likely to encounter in teaching the topics in lesson 2.</p> <p><i>Examples of barriers:</i>  <i>Coping with mixed abilities of student teachers, differentiated activities in the teaching and learning of student teachers.</i></p> <p>2.3 Ask tutors, in their course groups, to consider the suggested strategies in the manual and choose the most appropriate ones for teaching the topics in their respective manuals.</p>	<p>2.2 In your course groups discuss the challenges you might encounter when presenting topics of your lessons.</p> <p><i>Example of challenges with concepts:</i>  <i>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)</i></p> <p>2.2.1 Share your challenges with the whole group</p> <p><i>Examples of barriers:</i>  <i>Coping with mixed abilities of student teachers, differentiated activities in the teaching and learning of student teachers.</i></p> <p>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.</p>	
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	<p><i>Examples of suggested strategies:</i>  <i>Group work, Think-pair-share, School visits, Discussion, Concept mapping, Individual work and presentation, Teacher modelling, Brainstorming, Questioning.</i></p> <p>2.4 Discuss with tutors how the selected strategies and activities will be used in the lessons to promote learning at the New 4-Year B.Ed. and Basic levels.</p>	<p><i>Examples of suggested strategies:</i>  <i>Group work, Think-pair-share, School visits, Discussion, Concept mapping, Individual work and presentation, Teacher modelling, Brainstorming, Questioning.</i></p> <p>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.</p>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of</li> </ul>	<p>3.1 Lead discussion through questions and answers on the various suggested teaching and learning activities to be used in the lesson delivery;</p> <p><i>Examples:</i></p> <p><i>(i) <b>Advanced English Grammar:</b> teaching and learning activities of guiding student teachers to examine the functions of verb phrases.</i></p> <p><i>(ii) <b>English Semantics:</b> teaching and learning activities of brainstorming on denotation and connotation of words.</i></p> <p><i>(iii) <b>Introduction to English:</b> teaching and learning activities include engaging student</i></p>	<p>3.1 discuss through questions and answers on the various suggested teaching and learning activities to be used in the lesson delivery;</p> <p><i>Examples:</i></p> <p><i>(i) <b>Advanced English Grammar:</b> teaching and learning activities of guiding student teachers to examine the functions of verb phrases.</i></p> <p><i>(ii) <b>English Semantics:</b> teaching and learning activities of brainstorming on denotation and connotation of words.</i></p> <p><i>(iii) <b>Introduction to English:</b> teaching and learning activities include engaging student</i></p>	<b>40 mins</b>

<p>continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning</p> <ul style="list-style-type: none"> <li>• Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</li> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> </ul> </li> <li>• Tutors should be expected to have a plan for the next</li> </ul>	<p><i>teachers in activities that will lead to explain the place and manner of articulation.</i></p> <p><i>(iii) Introduction to Literature in English: teaching and learning activities on the difference between narrative and lyrical poetry.</i></p> <p>3.2 Discuss how tutors will promote the delivery of English lessons in both the B.Ed. and Basic School Curricula, as well as GESI and 21<sup>st</sup> century skills. <i>(Refer tutors to the teaching and learning activities sections of the course manuals)</i></p> <p>3.3 Discuss with tutors 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.</p> <p>3.4 Ask one tutor to model a selected activity in a teaching situation.</p>	<p><i>teachers in activities that will lead to explain the place and manner of articulation.</i></p> <p><i>(iv) Introduction to Literature in English: teaching and learning activities on the difference between narrative and lyrical poetry.</i></p> <p>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 21<sup>st</sup> century skills. <i>(Refer tutors to the teaching and learning activities sections of the course manuals)</i></p> <p>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.</p> <p>3.4 Model a selected activity in a teaching situation.</p>	
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<p>lesson for student teachers</p>	<p><i>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).</i></p> <p>3.5 Refer tutors to the assessment section of their respective manuals. Ask them to read on Subject project and Subject portfolio. Invite them to share their understanding of each concept including the weightings on each component.</p> <p>Remind tutors that these components of assessment are very important and will form the modes for assessing the student teachers now.</p> <p>3.6 Ask tutors to 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.</p> <p><i>For example: Have them to identify and discuss some areas for Subject projects for the semester.</i></p>	<p><i>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).</i></p> <p>3.5 Refer to the assessment section of your respective manuals. Read on Subject project and Subject portfolio. Share your understanding of each concept.</p> <p>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.</p> <p><i>For example: Identify and discuss some areas for your Subject projects for the semester.</i></p>	
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	<p><i>Briefly discuss the structure of the prospective subject projects topics in terms of the introduction, methodology, substantive section and the conclusion.</i></p> <p><i>Note: Remind tutors to be mindful of GESI issues such as the use of braille, the use of audio machines for orals, etc.</i></p> <p>3.7 Discuss the assessment instruments in the respective manuals and procedures used in assessing student teachers.</p> <p><i>For example: presentation, project, debate, quizzes, assignment and tests.</i></p>	<p><i>Explain the structure of the subject project in terms of the introduction, methodology, substantive section and the conclusion.</i></p> <p><i>Note: Be mindful of GESI issues such as the use of braille, the use of audio machines for orals, etc.</i></p> <p>3.7 Discuss the assessment instruments in your respective manuals and procedures used in assessing student teachers with whole group.</p> <p><i>For example: presentation, project, debate, quizzes, assignment and tests.</i></p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors need to identify critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Ask tutors to reflect on and share what they have learnt in the session which they will be using in their lessons.</p> <p>4.2 Ask tutors to identify critical friends who took part in the PD session to sit in their classes during lesson and report on observation made during next PD session.</p> <p>4.3 Ask tutors to read lesson 3 from the PD manual in preparation for the next session.</p>	<p>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.</p> <p>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.</p> <p>4.3 Read lesson 3 to prepare for next week's PD session.</p>	<b>15 mins</b>

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

**Lesson Title:**

**English:**

**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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<p><b>1. Introduction to the session</b></p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and lessons learned</li> </ul>	<p>1.1 Using ‘Tell a Friend’ strategy have tutors recap the main issues raised in the previous PD session in English.</p> <p>1.2 Invite critical friends to share their observations with the group and discuss possible</p>	<p>1.1 Tell your friend the main issues raised in the previous PD session in English.</p> <p>1.2 Share your observations with the whole group.</p>	<b>20 mins</b>

<ul style="list-style-type: none"> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <p>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>solutions to outstanding challenges from the lesson observations.</p> <p>1.3 Ask tutors to 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.</p> <p>For example:</p> <p><i>(i) EG: Introduction to English</i>  <i>Topic: Morphology</i>  <i>Lesson Description: This lesson is intended to introduce student teachers to word formation processes in the English language.</i>  <i>Student teachers' RPK: Student teachers can read and write.</i></p> <p><i>(ii) UP: Introduction to English Literature</i>  <i>Topic: Elements of Poetry</i>  <i>Lesson Description: This lesson introduces student teachers to the elements of Poetry.</i>  <i>Student teachers' RPK: Student teachers were introduced to the form and types of Poetry in the previous lesson.</i></p>	<p>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.</p> <p>For example:</p> <p><i>(i) EG: Introduction to English</i>  <i>Topic: Morphology</i>  <i>Lesson Description: This lesson is intended to introduce student teachers to word formation processes in the English language.</i>  <i>Student teachers' RPK: Student teachers can read and write.</i></p>	
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	<p><i>(iii) JHS: English Advanced Grammar</i>  <i>Topic: Adjective and adverb phrases</i>  <i>Lesson Description: This lesson introduces the student teacher to the features and uses of adjective and adverb phrases in phrasal construction.</i>  <i>Student teachers' RPK: Student teacher can identify noun phrases and use them effectively as parts of sentence construction.</i>  <b>Note:</b> Where the RPK is not related to the lesson topic and the description, discuss how to modify it with the tutors.</p> <p>1.4. Ask tutors to refer to the various course manuals, read the content to be taught, and identify the distinctive features of lesson 3 for the various levels. <i>(Refer them to the introductory part of the lesson manuals for the distinctive features of the various courses. Have them look at the courses and their break downs.</i></p> <p><i>For example: In semantics; Types of meaning: Denotational meaning and Connotational / Associative meaning, reflected meaning and Collocative meaning, Lexical meaning and Grammatical meaning,</i></p>	<p>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.</p>	
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	<p>1.5 Ask tutors to discuss the controversial questions and misconceptions that are likely to arise from the introduction to the lesson.</p> <p><i>Examples of questions may include:</i></p> <p><i>What is a morpheme? What is the difference between the functions of an adjective phrase and an adverb phrase? etc.</i></p> <p><i>(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</i></p>	<p>1.5 Tell your elbow partner the controversial questions that are likely to arise from the introduction to your lesson.</p> <p><i>Examples of questions may include:</i></p> <p><i>What is a morpheme? What is the difference between the functions of an adverb phrase? etc.</i></p> <p><i>(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.</i></p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</li> </ul> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Ask tutors to be in their course groups, come out with the main contents to be covered in lesson 3 and their distinct parts.</p> <p><i>Example:</i></p> <p><i>Advanced Grammar: Adjective and adverb phrases: Adjective and adverb phrases, Semantics: Types of meaning: Denotational meaning and Connotational/Associative meaning</i></p> <p><i>Introduction to Literature: Elements of Poetry: Imagery,</i></p> <p><i>Introduction to English: Morphology: Introduction to morphology</i></p>	<p>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.</p> <p><i>Example:</i></p> <p><i>Advanced Grammar: Adjective and adverb phrases: Adjective and adverb phrases, Semantics: Types of meaning: Denotational meaning and Connotational/Associative meaning</i></p> <p><i>Introduction to Literature: Elements of Poetry: Imagery,</i></p> <p><i>Introduction to English: Morphology: Introduction to morphology</i></p>	<p><b>15 mins</b></p>

	<p>2.2 Put tutors in their course groups to discuss the challenges they might encounter when presenting some specific topics of their lessons.</p> <p><i>Examples of misconceptions: Grammar is difficult; Challenge: How does the adverb phrase function?</i></p> <p>2.3 Lead tutors to discuss possible ways of dealing with the challenges e.g use games to teach grammar lessons.</p>	<p>2.2 In your course groups discuss the challenges you might encounter when presenting some specific topics of the lessons.</p> <p><i>Examples of misconceptions: Grammar is difficult; Challenge: How does the adverb phrase function?</i></p> <p>2.3 Discuss possible ways of dealing with the challenges e.g use games to teach grammar lessons</p>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and</li> </ul>	<p>3.1 Give tutors time to read the section on teaching and learning activities in the course manuals and identify activities suggested for the delivery of lesson 3 to the various age levels.</p> <p>Note: Examples of various suggested teaching and learning activities for the delivery of lesson 3 <b>(i) Advanced English Grammar</b> leading student teachers to identify the position of adjective phrases in sentences. <b>(ii) English Semantics:</b> discussion on the differences between lexical and bound morphemes <b>(iii) Introduction to English:</b> brainstorming to arrive at the definition of morphology.</p>	<p>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.</p> <p>Examples of various suggested teaching and learning activities for the delivery of lesson 3. <b>(i) Advanced English Grammar</b> leading student teachers identify the position of adjective phrases in sentences. <b>(ii) English Semantics:</b> discussion on the differences between lexical and bound morphemes <b>(iii) Introduction to English:</b> brainstorming to arrive at the definition of morphology.</p>	<p><b>40 mins</b></p>

<p>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</p> <ul style="list-style-type: none"> <li>• Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</li> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> </ul> </li> </ul>	<p><b><i>(iv) Introduction to Literature in English:</i></b>  <i>making student teachers listen to the narrative and each mention what the narrative makes them see, feel, hear, smell or taste in their mind.</i></p> <p>3.2 Discuss with tutors 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</p> <p>3.3 Assist tutors to identify areas that need clarification.</p> <p>3.4 Lead tutors to discuss in their 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.</p> <p>3.5 Ask one tutor to model a selected activity in a teaching situation. For</p>	<p><b><i>(iv) Introduction to Literature in English:</i></b>  <i>making student teachers listen to the narrative and each mention what the narrative makes them see, feel, hear, smell or taste in their mind.</i></p> <p>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</p> <p>3.3 Identify areas that need clarification.</p> <p>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.</p> <p>3.5 Model a selected activity in a teaching situation. For example</p>	
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<p>Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p>example, modeling the teaching of: Denotational meaning and Connotational / Associative meaning, (English Semantics); Introduction to morphology (Introduction to English); Adjective and adverb phrases (Advanced English Grammar); Imagery, (Introduction to literature).</p> <p>3.6 Ask tutors to discuss how GESI issues related to the teaching and learning activities of the lesson would be addressed.</p> <p>Examples: <i>(i) Equal representation of males and females and mix ability grouping as appropriate.</i> <i>(ii) Assign leadership roles to females as well as to males.</i></p> <p>3.7 Ask tutors to identify where, and which, 21<sup>st</sup> century skills that can be developed or applied in the lesson and how they can help student teachers to support basic school learners to develop these skills through STS activities.</p> <p>Examples: <i>(i) The use of appropriate videos to prepare and present lessons.</i></p>	<p>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 ).</p> <p>3.6 Discuss how GESI issues related to the teaching and learning activities of the lesson would be addressed.</p> <p>Examples: <i>(i) Equal representation of males and females and mix ability grouping as appropriate.</i> <i>(ii) Assign leadership roles to females as well as to males.</i></p> <p>3.7. Identify where, and which, 21<sup>st</sup> century skills that can be developed or applied in the lesson and how they can help student teachers to support basic school learners to develop these skills through STS activities.</p> <p>Examples: <i>(i) The use of appropriate videos to prepare and present lessons.</i></p>	
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	<p>(ii) <i>Development of collaborative and communicative skills through group works and presentations.</i></p> <p>3.8 Ask tutors to examine 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.</p> <p>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.</p> <p>3.9 Briefly ask tutors to report on how far they have gone regarding subject projects encourage them to educate student teachers on the need to keep working on the project in order to avoid late submission.</p>	<p>(ii) <i>Development of collaborative and communicative skills through group works and presentations.</i></p> <p>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.</p> <p><i>Note: Be mindful of GESI issues such as the use of braille, the use of audio machines for orals, etc.</i></p> <p>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.</p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should Identifying critical friends to observe</li> </ul>	<p>4.1 Ask tutors to reflect on and share what they have learnt in the session which they will be using in their lessons.</p>	<p>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.</p>	<p><b>15 mins</b></p>

<p>lessons and report at next session.</p> <ul style="list-style-type: none"> <li>Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.2 Ask tutors to identify critical friends who took part in the PD session to sit in their classes during lesson and report on observation made during next PD session.</p> <p>4.3 Ask tutors to read lesson 4 from the PD manual in preparation for the next session.</p>	<p>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.</p> <p>4.3 Read lesson 4 to prepare for next week's PD session.</p>	
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## 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 words<sup>1</sup>: 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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<b>1. Introduction to the session</b> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>• Overview of content and identification of any distinctive</li> </ul>	<p>1.1 Use an icebreaker to start the session: provide it or invite any volunteer(s) to provide one.</p> <p>1.2 In recapping the main issues raised in the previous PD session, use the strategy called ‘someone who ...’. (Thus, ask tutors to get up from their tables and move to other tables to find someone who will tell them what they can</p>	<p>1.1 Listen and respond to an icebreaker, and volunteer one if necessary.</p> <p>1.2 Move from your tables to other tables to find someone who will tell you what they can recall from the previous lesson.</p>	<b>20 mins</b>

<p>aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>recall in the previous lesson.</p> <p>1.3 Focusing on gender, put tutors in pairs and let them discuss the main purpose of the current PD session and that of the current lesson and ask them to share their views. For example: <i>The purpose of this PD session and the current lesson is to help student teachers to identify diverse meanings in English in relation to grammar and literature.</i></p> <p>1.4 Discuss with the gender groups, the main Learning Outcomes (LOs) and the Learning Indicators (LIs) stated in their respective course manuals. For example: (iv) English Advanced Grammar: <i>Analyse various advanced uses of English Grammar as used in authentic discourses (NTS 2c, p.13);</i> (v) English Semantics: <i>Demonstrate understanding and knowledge of the basic/key concepts in semantics (NTS 2c, 3i)</i> (vi) Introduction to English: <i>Demonstrate basic knowledge and understanding of English word-forms and how they are used to create meaning (NTS 2c, 13)</i></p>	<p>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.</p> <p>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.</p>	
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	<p><i>(Refer to the learning outcomes and indicators sections of the lessons in the course manuals).</i></p> <p>1.5 Refer tutors to the lesson description of lesson 4 and identify the distinctive features of the lesson.</p> <p>1.6 Ask tutors to brainstorm on likely controversial questions that are possible to arise from the introductory part of the lesson. <i>An example of a question which might arise: Will meanings in the student-teacher's mother tongue interfere with meanings in English?)</i></p>	<p>1.5 Identify the lesson descriptions in the manuals and the distinctive features of the lesson.</p> <p>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.</p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</li> </ul> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Using think-pair-share strategy, ask tutors to come out with the main content to be covered in lesson 4 and clarify issues that may arise from the discussion.</p> <p>2.1.1 Ask tutors to 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.</p> <p>Example: <i>Advanced Grammar: Prepositional phrases, Meaning and identification &amp; Functions of prepositional phrases.</i></p>	<p>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.</p> <p>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.</p> <p>Example: <i>Advanced Grammar: Prepositional phrases, Meaning and identification &amp; Functions of prepositional phrases.</i></p>	<b>15 mins</b>

	<p><i>Semantics: Sense relations among words1: Lexical Fields: Kinship, Synonyms &amp; Antonyms.</i></p> <p><i>Introduction to Literature: Interpreting the selected text, (literal meaning), Sound devices in the poem &amp; Figurative language. Introduction to English: Semantics: definition of semantics, types of meaning, semantic vrs pragmatic, sense relations.</i></p> <p>2.2 Put tutors in their course groups to discuss the challenges they might encounter when presenting some specific topics of their lessons.</p> <p>2.2.1 Use probing questions to identify potential barriers student teachers are likely to encounter in learning some concepts or pedagogy in teaching these topics. Example: <i>Student teachers may confuse prepositional phrases with other types of phrases and student teachers may find it difficult to distinguish between literal and literary meaning.</i></p> <p>2.3 Ask tutors in their course groups, to consider the suggested strategies in the manual and choose the most appropriate</p>	<p><i>Semantics: Sense relations among words1: Lexical Fields: Kinship, Synonyms &amp; Antonyms.</i></p> <p><i>Introduction to Literature: Interpreting the selected text, (literal meaning), Sound devices in the poem &amp; Figurative language. Introduction to English: Semantics: definition of semantics, types of meaning, semantic vrs pragmatic, sense relations.</i></p> <p>2.2 In your course groups discuss probable challenges you might encounter when presenting topics of your lessons.</p> <p>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.</p> <p>2.3 Still in your course groups, refer to the strategies <i>section of your</i> respective course manuals and consider</p>	
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	<p>ones for teaching the topics in their respective manuals.</p> <p>Examples: <i>Think-pair-share strategy, school visits, Discussion, Concept mapping, Individual work and presentation, Teacher modelling, Brainstorming and Questioning.</i></p> <p>2.4 Still in their course groups, ask tutors to 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. programme and Basic school levels.</p>	<p>the suggested strategies in the manual. Choose the most appropriate ones for teaching the topics.</p> <p>Examples: <i>Think-pair-share strategy, school visits, Discussion, Concept mapping, Individual work and presentation, Teacher modelling, Brainstorming and Questioning.</i></p> <p>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 New 4-Year B.Ed. programmes and Basic school levels.</p>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI</li> </ul>	<p>3.1 Lead discussion through questions and answers on the various suggested teaching and learning activities to be used in the lesson delivery.</p> <p>Examples: Advanced English Grammar: <i>Teaching and learning activity is to discuss with student teachers to identify the elements in a prepositional phrase.</i></p> <p>English Semantics: <i>Teaching and learning activity is to ask student teachers to brainstorm on lexical field, show the differences and similarities among words in</i></p>	<p>3.1 Answer questions that arise from the discussion on the various suggested teaching and learning activities to be used in the lesson delivery.</p> <p>Examples: Advanced English Grammar: <i>Teaching and learning activity is to guide student teachers to identify the elements in a prepositional phrase through discussion.</i></p> <p>English Semantics: <i>Teaching and learning activity is to allow student teachers to brainstorm on lexical field, show the differences and similarities among words in</i></p>	

<p>responsiveness and ICT and 21<sup>st</sup> C skills</p> <ul style="list-style-type: none"> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning</li> <li>• Resources: 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 guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> <li>• Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p><i>the same lexical field and give examples.</i></p> <p>Introduction to English: <i>Teaching and learning activities is to engage student teachers to brainstorm on the various definitions of meanings.</i></p> <p>Introduction to Literature in English: <i>Teaching and learning activities is to guide student teachers to discuss the literal meaning of the poem by asking them to say what the poem is talking about distinguishing between literal and literary meaning.</i></p> <p>3.2 Discuss how tutors will promote the delivery of English lessons in both the B.Ed. and Basic School Curricula, as well as GESI and 21<sup>st</sup> century skills. <i>(Refer tutors to the teaching and learning activities sections of the course manuals)</i></p> <p>3.3 Discuss with tutors 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</p>	<p><i>the same lexical field and give examples.</i></p> <p>Introduction to English: <i>Teaching and learning activities include guiding student teachers to brainstorm on the various definitions of meanings.</i></p> <p>Introduction to Literature in English: <i>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.</i></p> <p>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 21<sup>st</sup> century skills. <i>(Refer to the teaching and learning activities sections of the course manuals)</i></p> <p>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</p>	
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	<p>(B.ED) and the Basic School Curricula.</p> <p>3.4 Ask one tutor to model a selected activity in a teaching situation. For example: <i>In English semantics, model the teaching of some of the lexical fields.</i> <i>In Advanced English Grammar, model the teaching of identifying the elements in a prepositional phrase.</i> <i>In Introduction to English, model the teaching on the various definitions of meanings.</i></p> <p>3.5 Refer tutors to the assessment section of their respective manuals. Ask them to read on Subject project and Subject portfolio. Invite them to share their understanding of each concept including the weightings on each component. Remind tutors that these components of assessment are very important and will form the modes for assessing the student teachers' knowledge.</p> <p>3.6 Ask tutors to 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</p>	<p>(B.ED) and the Basic School Curricula.</p> <p>3.4 Model a selected activity in a teaching situation. For example: <i>In English semantics, model the teaching of some of the lexical fields.</i> <i>In Advanced English Grammar, model the teaching of identifying the elements in a prepositional phrase.</i> <i>In Introduction to English, model the teaching on the various definitions of meanings.</i></p> <p>3.5 Refer to the assessment section of your respective manuals. Read on Subject project and Subject portfolio. Share your understanding of each concept.</p> <p>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</p>	
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	<p>portfolio including those gathered from school visits (STS) and end of semester examination. For example, have them to identify and discuss some areas for Subject projects for the semester.</p> <p>Briefly discuss the structure of the prospective subject projects' topics in terms of the introduction, methodology, substantive section and the conclusion.</p> <p><i>Note: Remind tutors to be mindful of GESI issues such as the use of braille, the use of audios, videos etc.</i></p> <p>3.7 Discuss the assessment instruments in the respective manuals and procedures used in assessing student teachers.</p> <p>For example: <i>presentation, projects, debate, quizzes, assignments and tests.</i></p>	<p>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.</p> <p>Explain the structure of the subject project in terms of the introduction, methodology, substantive section and the conclusion.</p> <p><i>Note: Be mindful of GESI issues such as the use of braille, the use of audios, videos etc.</i></p> <p>3.7 Discuss the assessment instruments in your respective manuals and procedures used in assessing student teachers with whole group.</p> <p>For example: <i>presentation, projects, debate, quizzes, assignments and tests.</i></p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors need to identify critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Ask tutors to reflect on the lesson and share what they have learnt in the session which they will be using in their lessons.</p> <p>4.2 Ask tutors to identify critical friends who took part in the PD session to sit in their classes during lesson and report on observation made during next PD session.</p>	<p>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.</p> <p>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.</p>	<b>15 mins</b>

	4.3 Ask tutors to read lesson 5 from the PD manual in preparation for the next session.	4.3 Read lesson 5 to prepare for next week's PD session.	
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## 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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<b>1. Introduction to the session</b> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>• Overview of content and identification of any distinctive</li> </ul>	<p>1.1 Use an icebreaker <i>e.g. song or rhyme</i>, to start the session: provide it or invite any volunteer(s) to provide one.</p> <p>1.2 Use question and answer to recap the main issues raised in the previous PD session.</p> <p>1.3 Put tutors in gender groups and let them discuss the main purpose of the current PD session.</p>	<p>1.1 Listen, respond and participate to the icebreaker, and volunteer one if necessary.</p> <p>1.2 Provide answers to the questions to recap some of the main issues discussed in the previous PD session.</p> <p>1.3 Discuss in your gender groups the main purpose of the current PD session and share your views with the larger group.</p>	<b>20 mins</b>

<p>aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>For example: <i>The purpose of this PD session and the current lesson is to help student teachers to identify diverse meanings in English in relation to grammar and literature.</i></p> <p>1.4 Discuss with the gender groups, the main Learning Outcomes (LOs) and the Learning Indicators (LIs) stated in their respective course manuals. <i>(Refer to the learning outcomes and indicators sections of the lessons. How are the indicators related to the learning outcome?)</i></p> <p>For example: (i) English Advanced Grammar: <i>Analyse various advanced uses of English Grammar as used in authentic discourses (NTS 2c, p.13);</i> (ii) English Semantics: <i>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).</i> (iii) Introduction to English: <i>Demonstrate basic knowledge and understanding of English word-forms and</i></p>	<p>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.</p> <p>For example: (i) English Advanced Grammar: <i>Analyse various advanced uses of English Grammar as used in authentic discourses (NTS 2c, p.13);</i> (ii) English Semantics: <i>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).</i> (iii) Introduction to English: <i>Demonstrate basic knowledge and understanding of English word-forms and</i></p>	
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	<p><i>how they are used to create meaning (NTS 2c, 13)</i> (Refer to the learning outcomes and indicators sections of the lessons in the course manuals).</p> <p>1.5 Refer tutors to the lesson description of lesson 5 and identify the distinctive features of the lesson.</p> <p>1.6 Ask tutors to brainstorm on likely controversial questions that are possible to arise from the introductory part of the lesson. <i>An example of a question which might arise: What is the difference among gerund, infinitive, participle and absolute phrases.</i></p>	<p><i>how they are used to create meaning (NTS 2c, 13)</i> (Refer to the learning outcomes and indicators sections of the lessons in the course manuals).</p> <p>1.5 Identify the lesson descriptions in the manuals of lesson 5 and the distinctive features of the lesson.</p> <p>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.</p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</li> </ul> <p>NB The guidance for SL/HoD should set</p>	<p>2.1 Use question and answer technique to identify key elements of the lesson description in the various manuals and address issues that may arise. (Refer to the lesson descriptions in the various manuals – e.g., what are the main issues to be covered in the lesson?)</p> <p>2.1.1 Using <i>think-pair-share</i> strategy, ask tutors to come out with the main content to be covered in the lessons and clarify issues that may arise from the discussion.</p>	<p>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)</p> <p>2.1.1 Through the <i>think-pair-share</i>, state the main content to be covered in the lesson and clarify issues that may arise from the discussion.</p>	<b>15 mins</b>

<p>out what they need to do to introduce and explain the issues/s with tutors</p>	<p>Example:  <i>Advanced Grammar: Forms and functions of phrases in English: Gerund phrases and their functions, Infinitive phrases and their functions, Participle phrases and Absolute phrases</i></p> <p><i>Introduction to Literature: Introduction to Drama: what is drama?, Nature of drama and Types of drama</i>  English semantics: <i>Sense Relations among words 2: hyponymy, homonymy, homophony, Homography and Polysemy</i></p> <p><i>Introduction to English: Word classes: Nouns and Pronouns. (Refer to the sections on topics and sub-topics in the respective course manuals)</i></p> <p>2.2 Put tutors in their course groups to discuss the challenges they might encounter when presenting some specific topics of their lessons.</p> <p>2.2.1 Use probing questions to identify potential barriers student teachers are likely to encounter in learning some concepts or pedagogy in teaching these topics.</p> <p>Example:  <i>Student –teachers may have problems associating words with the appropriate word classes in the English language. In addition,</i></p>	<p>Example:  <i>Advanced Grammar: Forms and functions of phrases in English: Gerund phrases and their functions, Infinitive phrases and their functions, Participle phrases and Absolute phrases</i></p> <p><i>Introduction to Literature: Introduction to Drama: what is drama?, Nature of drama and Types of drama</i>  English semantics: <i>Sense Relations among words 2: hyponymy, homonymy, homophony, Homography and Polysemy</i></p> <p><i>Introduction to English: Word classes: Nouns and Pronouns. (Refer to the sections on topics and sub-topics in the respective course manuals).</i></p> <p>2.2 In your course groups discuss any challenges you anticipate in presenting the topics of various lessons</p> <p>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.</p>	
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	<p><i>student teachers may have challenges with different meanings assigned to word classes in the sentence structure in the English language.</i></p> <p>2.3 Ask tutors in their course groups, to consider the suggested strategies in the manual and choose the most appropriate ones for teaching the topics in their respective manuals.</p> <p>Examples: <i>Think-pair-share strategy, school visits, Discussion, Concept mapping, Individual work and presentation, Teacher modelling, Brainstorming and Questioning.</i></p>	<p>2.3 Still in your course groups, refer to the strategies <i>section of your</i> respective course manuals and consider the suggested strategies in the manual. Choose the most appropriate ones for teaching the topics.</p> <p>Examples: <i>Think-pair-share strategy, school visits, Discussion, Concept mapping, Individual work and presentation, Teacher modelling, Brainstorming and Questioning.</i></p>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for</li> </ul>	<p>3.1 Have tutors do discussion on the various teaching and learning activities used in the lesson delivery such as group work and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula. <i>(Refer tutors to the teaching and learning activities sections of their course manuals)</i></p> <p>Examples: <i>Advanced English Grammar: teaching and learning activity is to discuss with student teachers to identify the forms and functions of</i></p>	<p>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 <i>(refer to the teaching and learning activities section of your course manual)</i></p> <p>Examples: <i>Advanced English Grammar: teaching and learning activity is to discuss with student teachers to identify the forms and functions of</i></p>	

<p>integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</p> <ul style="list-style-type: none"> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for example, action research, questioning and to other external reference</li> </ul> </li> <li>• Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p><i>phrases in English: Gerund phrases and their functions, Infinitive phrases and their functions, Participle phrases and Absolute phrases.</i></p> <p>English Semantics: <i>teaching and learning activity is to ask student teachers to brainstorm on sense relations among words 2: hyponymy, homonymy, homophony, Homography and Polysemy</i></p> <p>Introduction to English: <i>teaching and learning activities is to engage student teachers to brainstorm on word classes: Nouns and Pronouns.</i></p> <p>Introduction to Literature in English: <i>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.</i></p> <p>3.2 Discuss how tutors will promote the delivery of English lessons in both the B.Ed. and Basic School Curricula, as well as GESI and 21<sup>st</sup> century skills. <i>(Refer tutors to the teaching and learning activities sections of the course manuals)</i></p> <p>3.3 Discuss with tutors the appropriateness of the activities and strategies <i>(Use of traffic light in</i></p>	<p><i>phrases in English: Gerund phrases and their functions, Infinitive phrases and their functions, Participle phrases and Absolute phrases.</i></p> <p>English Semantics: <i>teaching and learning activity is to ask student teachers to brainstorm on sense relations among words 2: hyponymy, homonymy, homophony, Homography and Polysemy</i></p> <p>Introduction to English: <i>teaching and learning activities is to engage student teachers to brainstorm on word classes: Nouns and Pronouns.</i></p> <p>Introduction to Literature in English: <i>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.</i></p> <p>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 21<sup>st</sup> century skills. <i>(Refer to the teaching and learning activities sections of the course manuals)</i></p> <p>3.3 Deliberate on the appropriateness of the activities and strategies <i>(strategies (Use of</i></p>	
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	<p><i>teaching, think-pair-share strategy, school visits, Discussion, Concept mapping, Individual work and presentation, Teacher modelling, Brainstorming and Questioning) 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.</i></p> <p>3.4 Ask one tutor to model a selected activity in a teaching situation. For example: <i>In English semantics, model the teaching of some of the sense Relations among words 2: hyponymy, homonymy, homophony, Homography and Polysemy</i></p> <p><i>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</i></p>	<p><i>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.</i></p> <p>3.4 Model a selected activity in a teaching situation. For example: For example: <i>In English semantics, model the teaching of some of the sense Relations among words 2: hyponymy, homonymy, homophony, Homography and Polysemy</i></p> <p><i>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</i></p>	
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	<p><i>classes: Nouns and Pronouns.</i></p> <p>3.5 Refer tutors to the assessment section of their respective manuals. Ask them to read on subject project and subject portfolio. Invite them to share their understanding of each concept including the weightings on each component. Remind tutors that these components of assessment are very important and will form the modes for assessing the student teachers' knowledge.</p> <p>3.6 Ask tutors to 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, have them to identify and discuss some areas for Subject projects for the semester. Briefly discuss the structure of the prospective subject projects' topics in terms of the introduction, methodology, substantive section and the conclusion.</p>	<p><i>classes: Nouns and Pronouns.</i></p> <p>3.5 Refer to the assessment section of your respective manuals. Read on Subject project and Subject portfolio. Share your understanding of each concept.</p> <p>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.</p>	
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	<p><i>Note: Remind tutors to be mindful of GESI issues such as the use of braille, the use of audios, videos etc.</i></p> <p>3.7 Discuss the assessment instruments in the respective manuals and procedures used in assessing student teachers.</p> <p><i>For example: presentation, projects, debate, quizzes, assignments and tests.</i></p>	<p><i>Note: Be mindful of GESI issues such as the use of braille, the use of audios, videos etc.</i></p> <p>3.7 Discuss the assessment instruments in your respective manuals and procedures used in assessing student teachers with whole group.</p> <p><i>For example: presentation, projects, debate, quizzes, assignments and tests.</i></p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors need to identify critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Ask tutors to reflect on the lesson and share what they have learnt in the session which they will be using in their lessons.</p> <p>4.2 Ask tutors to identify critical friends who took part in the PD session to sit in their classes during lesson and report on observation made during next PD session.</p> <p>4.3 Ask tutors to read lesson 6 from the PD manual in preparation for the next session.</p>	<p>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.</p> <p>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.</p> <p>4.3 Read lesson 6 to prepare for next week's PD session.</p>	<b>15 mins</b>

## Tutor PD Session for Lesson 6 in the Course Manual

**Lesson Title:**

**English:**

**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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<p><b>1. Introduction to the session</b></p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> </ul>	<p>1.1 Use an icebreaker to start the session: provide it or invite any volunteer(s) to provide one.</p> <p>1.2 Let tutors write down the main ideas raised in the previous PD Session. Example: - <i>What were the main concepts you learnt</i></p>	<p>1.1 Listen and respond to an icebreaker, and volunteer one if necessary.</p> <p>1.2 Write down the main concepts raised in the previous PD Session in the manual.</p>	<b>20 mins</b>

<ul style="list-style-type: none"> <li>Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</li> </ul>	<p><i>in the previous PD sessions?</i></p> <ul style="list-style-type: none"> <li>- <i>Ask tutors to reflect on the lesson observed by a colleague on the application of the previous PD session in the classroom.</i></li> </ul> <p>1.3 Lead tutors to discuss the student-teacher prior knowledge that will facilitate the success of the delivery of the current lessons. (<i>Refer tutors to the RPK section of the course manual RPK</i>).</p> <p>1.4 Focusing on gender, put tutors in pairs and let them discuss the purpose of this current PD session and the current lesson. For example: <i>The purpose of this PD session and the current lesson is to help student teachers to identify diverse meanings in English in relation to grammar and literature.</i></p> <p>1.5 Discuss with the gender groups, the main Learning Outcomes (LOs) and the Learning Indicators (LIs) stated in their respective course manuals. (<i>Refer to the learning outcomes and indicators sections of the lessons. How are the indicators related to the learning outcome?</i></p>	<p>Reflect on the application of the previous PD session practised in the classroom and provide comments and feedback.</p> <p>1.3 Think and share with the whole group the student-teacher's knowledge and experience upon which you may build your lesson.</p> <p>1.4 Discuss in your gender groups the main purpose of the current PD sessions. And the current lesson.</p> <p>1.5 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. (<i>Refer to the learning outcomes and indicators section of the various lessons</i>)</p>	
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	<p>For example:  English Advanced Grammar:  <i>Analyse various advanced uses of English Grammar as used in authentic discourses (NTS 2c, p.13).</i>  English Semantics:  <i>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).</i></p> <p>Introduction to English:  <i>Demonstrate basic knowledge and understanding of English word-forms and how they are used to create meaning (NTS 2c, 13)</i>  <i>(Refer to the learning outcomes and indicators sections of the lessons in the course manuals).</i></p> <p>1.6 Refer tutors to the lesson description of lesson 6 and identify the distinctive features of the lesson.</p> <p>1.7 Ask tutors to brainstorm on likely controversial questions that are possible to arise from the introductory part of the lesson.  <i>An example of a question which might arise:</i></p> <p>Advanced Grammar:  <i>Student teachers may</i></p>	<p>1.6 Identify the lesson descriptions in the manuals of lesson 6 and the distinctive features of the lesson.</p> <p>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.</p>	
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	<p><i>confuse phrases with clauses.</i></p> <p>English Semantics: <i>Student –teachers may have problems associating words with the appropriate word classes in the English language. In addition, student teachers may have challenges with different meanings assigned to word classes in the sentence structure in the English language.</i></p> <p>Introduction to English: <i>students teachers may not know how to use correct forms of adjectives and verbs that are used in English.</i></p>		
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</li> </ul> <p>NB The guidance for SL/HoD should set out what they need to do to introduce</p>	<p>2.1 Use question and answer technique to identify key elements of the lesson description in the various manuals and address issues that may arise. <i>(Refer to the lesson descriptions in the various manuals – e.g., what are the main issues to be covered in the lesson?)</i></p> <p>2.1.1 Using <i>think-pair-share</i> strategy, ask tutors to come out with the main content to be covered in the lessons and clarify issues that may arise from the discussion. <i>(Refer to the sections on topics and sub-topics in the respective course manuals)</i></p>	<p>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. <i>(Refer to the lesson description in the course manual)</i></p> <p>2.2.1 Through the <i>think-pair-share</i>, state the main content to be covered in the lesson and clarify issues that may arise from the discussion. <i>(Refer to the section on topics and sub-topics in the respective course manuals).</i></p>	<b>15 mins</b>

<p>and explain the issues/s with tutors</p>	<p>Example:  <i>Advanced Grammar: Noun clauses: what is a clause, The noun clause: constituents and position.</i>  <i>Semantics: Words as grammatical categories</i>  <i>1: Meaning of nouns and adjectives: forms/feature of nouns, categories of nouns, functions of nouns in sentence structure, forms &amp; types of adjectives and functions of adjectives in sentence structure.</i></p> <p>Introduction to Literature:  <i>Elements of Drama: Elements of Drama (Setting and Plot), Elements of Drama - (1) dialogue, aside, monologue and soliloquy (2) character and characterization.</i></p> <p>Introduction to English:  Word classes: <i>Adjectives &amp; Verbs</i></p> <p>2.2 Put tutors in their course groups to discuss the challenges they might encounter when presenting some specific topics of their lessons.</p> <p>2.3 Use probing questions to identify potential barriers student teachers are likely to encounter in learning some concepts or</p>	<p>2.2 In your course groups discuss any challenges you anticipate in presenting the topics of various lessons.</p> <p>2.3 Provide answers to likely questions that will be raised by student teachers relating to barriers to learning some concepts or</p>	
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	<p>pedagogy in teaching these topics.</p> <p>Example:  <i>Student –teachers may have problems associating words with the appropriate word classes in the English language. In addition, student teachers may have challenges with different meanings assigned to word classes in the sentence structure in the English language.</i></p> <p>2.4 Ask tutors in their course groups, to consider the suggested strategies in the manual and choose the most appropriate ones for teaching the topics in their respective manuals.</p> <p>Examples:  <i>Think-pair-share strategy, school visits, Discussion, Concept mapping, Individual work and presentation, Teacher modelling, Brainstorming and Questioning.</i></p>	<p>pedagogy in teaching these topics with the whole group.</p> <p>2.4 Demonstrate the selected activity in real classroom teaching situation.</p> <p>Examples:  <i>Think-pair-share strategy, school visits, Discussion, Concept mapping, Individual work and presentation, Teacher modelling, Brainstorming and Questioning.</i></p>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas</li> </ul>	<p>3.2 Have tutors do discussion on the various teaching and learning activities used in the lesson delivery such as group work and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula. <i>(Refer tutors</i></p>	<p>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 Basic School Curricula. E.g., group work, think-pair-share, independent study, brainstorming <i>(refer to</i></p>	

<p>where tutors may require clarification</p> <ul style="list-style-type: none"> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be</li> </ul> </li> </ul>	<p><i>to the teaching and learning activities sections of their course manuals</i></p> <p><i>Examples:</i>  <i>Advanced English Grammar: teaching and learning activity is to discuss with student teachers to identify noun clauses: what is a clause, the noun clause: constituents and position.</i></p> <p><i>English Semantics: teaching and learning activity is to ask student teachers to brainstorm on meaning of nouns and adjectives: forms/feature of nouns, categories of nouns, functions of nouns in sentence structure, forms &amp; types of adjectives and functions of adjectives in sentence structure</i></p> <p><i>Introduction to English: teaching and learning activities is to engage student teachers to brainstorm on the word classes: Adjectives &amp; Verbs</i></p> <p><i>Introduction to Literature in English: teaching and learning activities is to guide student teachers to discuss the Elements of Drama (Setting and Plot), Elements of Drama - (1) dialogue, aside, monologue and soliloquy (2) character and characterization</i></p> <p>3.2 Discuss how tutors will promote the delivery of</p>	<p><i>the teaching and learning activities section of your course manual)</i></p> <p><i>Examples:</i>  <i>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.</i></p> <p><i>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 &amp; types of adjectives and functions of adjectives in sentence structure</i></p> <p><i>Introduction to English: teaching and learning activities include guiding student teachers to brainstorm on the word classes: Adjectives &amp; Verbs</i></p> <p><i>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</i></p> <p>3.2 Deliberate on how you will promote the</p>	
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<p>given to local availability</p> <ul style="list-style-type: none"> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> </ul> <p>Tutors should be expected to have a plan for the next lesson for student teachers</p>	<p>English lessons in both the B.Ed. and Basic School Curricula, as well as GESI and 21<sup>st</sup> century skills. (<i>Refer tutors to the teaching and learning activities sections of the course manuals</i>)</p> <p>3.3 Discuss with tutors the appropriateness of the activities and strategies (<i>Use of traffic light in teaching, think-pair-share strategy, school visits, Discussion, Concept mapping, Individual work and presentation, Teacher modelling, Brainstorming and Questioning</i>) 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.</p> <p>3.4 Ask one tutor to model a selected activity in a teaching situation. For example: <i>In English semantics, model the teaching of meaning of nouns and adjectives: forms/feature of nouns.</i></p>	<p>delivery of English lessons in both the B.Ed. and Basic School Curricula, as well as GESI and 21<sup>st</sup> century skills. (<i>Refer to the teaching and learning activities sections of the course manuals</i>)</p> <p>3.3 Deliberate on the appropriateness of the activities and strategies (strategies (<i>Use of traffic light in teaching, think-pair-share strategy, school visits, Discussion, Concept mapping, Individual work and presentation, Teacher modelling, Brainstorming and Questioning</i>) 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.</p> <p>3.4 Model a selected activity in a teaching situation. For example: <i>In English semantics, model the teaching of meaning of nouns and adjectives: forms/feature of nouns.</i></p>	
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	<p><i>In Advanced English Grammar, model the teaching of Noun clauses: what is a clause?</i>  <i>In Introduction to English, model the teaching of Word classes: Adjectives &amp; Verbs.</i></p> <p>3.5 Refer tutors to the assessment section of their respective manuals. Ask them to read on Subject project and Subject portfolio. Invite them to share their understanding of each concept including the weightings on each component. Remind tutors that these components of assessment are very important and will form the modes for assessing the student teachers' knowledge.</p> <p>3.6 Ask tutors to 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, have them to identify and discuss some areas for Subject projects for the semester.</p> <p>Briefly discuss the structure of the prospective subject projects' topics in terms of</p>	<p><i>In Advanced English Grammar, model the teaching of Noun clauses: what is a clause?</i>  <i>In Introduction to English, model the teaching of Word classes: Adjectives &amp; Verbs.</i></p> <p>3.5 Refer to the assessment section of your respective manuals. Read on Subject project and Subject portfolio. Share your understanding of each concept.</p> <p>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,</p>	
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	<p>the introduction, methodology, substantive section and the conclusion. <i>Note: Remind tutors to be mindful of GESI issues such as the use of braille, the use of audios, videos etc.</i></p> <p>3.7 Discuss the assessment instruments in the respective manuals and procedures used in assessing student teachers.</p> <p>For example: <i>presentation, projects, debate, quizzes, assignments and tests.</i></p>	<p>methodology, substantive section and the conclusion. <i>Note: Be mindful of GESI issues such as the use of braille, the use of audios, videos etc.</i></p> <p>3.7 Discuss the assessment instruments in your respective manuals and procedures used in assessing student teachers with whole group.</p> <p>For example: <i>presentation, projects, debate, quizzes, assignments and tests.</i></p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors need to identify critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Ask tutors to reflect on the lesson and share what they have learnt in the session which they will be using in their lessons.</p> <p>4.2 Ask tutors to identify critical friends who took part in the PD session to sit in their classes during lesson and report on observation made during next PD session.</p> <p>4.3 Ask tutors to read lesson 7 from the PD manual in preparation for the next session.</p>	<p>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.</p> <p>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.</p> <p>4.3 Read lesson 7 to prepare for next week's PD session.</p>	<b>15 mins</b>

## 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)

Word 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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<b>1. Introduction to the session</b> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> </ul>	1.1 Use 'someone who ...' strategy to recap the main issues raised in the previous PD session (thus, ask tutors to get up from their tables and move to other tables to find someone who will tell them what they can recall under the previous 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.	<b>20 mins</b>

<ul style="list-style-type: none"> <li>Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <p>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>1.2 Put tutors in pairs (while being gender sensitive), and let them discuss the main purpose of the current PD Session and that of the current lesson and ask them to share their views. For example, one of the purposes is to ensure effective implementation of the key principles and practices of the B.Ed. Programme.</p> <p>1.3 Discuss with the group the main Learning Outcomes (LOs) and the Learning Indicators (LIs) stated in their respective course manuals. For example,</p> <p>(i) Advanced English Grammar: (Analyse various advanced uses of English Grammar as used in authentic discourses (NTS 2c, p.13);</p> <p>(ii) English Semantics: Demonstrate understanding and knowledge of the basic/key concepts in semantics (NTS 2c, 3i)</p> <p>(vii) Introduction to English: Demonstrate knowledge of English speech sounds. (NTS 2c, 13)</p> <p><i>(Refer to the learning outcomes and indicators sections of the lessons).</i></p> <p>1.4 Refer tutors to the lesson description of</p>	<p>1.2 Discuss the main purpose of the current PD Session and that of the current lesson and share your views.</p> <p>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.</p> <p>1.4 Refer to the lesson descriptions in the</p>	
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	<p>lesson 2 and identify the distinctive features of the lesson, e.g. sense and reference; denotation and connotation of words.</p> <p>1.5 Ask tutors to dialogue about the controversial questions that are likely to arise from the introduction to the lesson.</p> <p><i>Example of questions which might arise:</i></p> <p><i>(i) English Semantics: What is connotation of a word?</i></p> <p><i>Suggested answer: The meaning of a word based on the context in which the word is found.</i></p> <p><i>(ii) Advanced English Grammar: What is the structure of a verb phrase?</i></p> <p><i>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)</i></p> <p><i>(iii) Introduction to English: What is a consonant cluster?</i></p> <p><i>Suggested answer: a group of consonants</i></p>	<p>manuals and identify the distinctive features of the lesson</p> <p>1.5 tell your elbow partner the controversial questions that are likely to arise from the introduction to your lesson</p> <p><i>Example of questions which might arise:</i></p> <p><i>(i) English Semantics: What is connotation of a word?</i></p> <p><i>Suggested answer: The meaning of a word based on the context in which the word is found.</i></p> <p><i>(ii) Advanced English Grammar: What is the structure of a verb phrase?</i></p> <p><i>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)</i></p> <p><i>(iii) Introduction to English: What is a consonant cluster?</i></p> <p><i>Suggested answer: a group of consonants</i></p>	
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	<p><i>pronounced in immediate succession, as <b>str</b> in <b>strong</b></i></p> <p><i>(iv)Introduction to English Literature: What is a didactic poetry?</i></p> <p><i>Suggested answer: Poetry that instructs, either in terms of morals or by providing knowledge of philosophy, religion, arts, science, or skills.</i></p>	<p><i>pronounced in immediate succession, as <b>str</b> in <b>strong</b></i></p> <p><i>(iv)Introduction to English Literature: What is a didactic poetry?</i></p> <p><i>Suggested answer: Poetry that instructs, either in terms of morals or by providing knowledge of philosophy, religion, arts, science, or skills.</i></p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</li> </ul> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Using <i>think-pair-share</i> strategy, ask tutors to come out with the main content to be covered in lesson 7 and clarify issues that may arise from the discussion.</p> <p>2.1.1 Ask tutors to open to <i>lesson 7 of the manuals and discuss the topics and subtopics in the respective course manuals by examining the aspects that link to student-teachers' previous knowledge.</i></p> <p><i>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.</i></p>	<p>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.</p> <p><i>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.</i></p>	<b>15 mins</b>

	<p>2.2 Put tutors in their course groups to discuss the challenges they might encounter when presenting some specific concepts of their lessons.</p> <p><i>Examples of challenges with concepts:</i>  <i>Explaining the role of verbs in sentence structure (English Semantics); reason why prepositional phrases may function as adverbs - e.g. the boy is sitting <b>in the corner</b>, i.e. adverb of place. (Introduction to English); differentiating between finite and non-finite verb (Advanced English Grammar).</i></p> <p>2.2.1 Discuss potential challenges or barriers to learning that student teachers are likely to encounter in teaching the topics in lesson 2.</p> <p><b>Examples of barriers:</b>  <b>Advanced Grammar:</b>  <i>Inability to distinguish between verbal and other forms of clauses.</i>  <b>English Semantics:</b>  <i>Student-teachers' may have problems associating words with the appropriate word classes in the English language.</i>  <b>Introduction to English:</b>  <i>Student-teachers may be using wrong forms of adverbs and prepositions in their essays.</i></p>	<p>2.2 In your course groups discuss the challenges you might encounter when presenting topics of your lessons.</p> <p><i>Example of challenges with concepts:</i>  <i>Explaining the role of verbs in sentence structure (English Semantics); reason why prepositional phrases may function as adverbs - e.g. the boy is sitting <b>in the corner</b>, i.e. adverb of place. (Introduction to English); differentiating between finite and non-finite verb (Advanced English Grammar)</i></p> <p>2.2.1 Share your challenges with the whole group</p> <p><b>Examples of barriers:</b>  <b>Advanced Grammar:</b>  <i>Inability to distinguish between verbal and other forms of clauses.</i>  <b>English Semantics:</b>  <i>Student-teachers' may have problems associating words with the appropriate word classes in the English language.</i>  <b>Introduction to English:</b>  <i>Student-teachers may be using wrong forms of adverbs and prepositions in their essays.</i></p>	
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	<p><i>Introduction to Literature in English:</i>  <i>Student teachers may be confused with literal and contextual meaning of a text.</i></p> <p><b>General barriers:</b>  <i>Coping with mixed abilities of student teachers, differentiated activities in the teaching and learning of student teachers.</i></p> <p>2.3 Ask tutors, in their course groups, to consider the suggested strategies in the manual and choose the most appropriate ones for teaching the topics in their respective manuals.</p> <p><i>Examples of suggested strategies:</i>  <i>Group work, Think-pair-share, School visits, Discussion, Concept mapping, Individual work and presentation, Teacher modelling, Brainstorming, Questioning.</i></p> <p>2.4 Discuss with tutors how the selected strategies and activities will be used in the lessons to promote learning at the New 4-Year B.Ed. and Basic levels.</p>	<p><i>Introduction to Literature in English:</i>  <i>Student teachers may be confused with literal and contextual meaning of a text.</i></p> <p><b>General barriers:</b>  <i>Coping with mixed abilities of student teachers, differentiated activities in the teaching and learning of student teachers.</i></p> <p>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.</p> <p><i>Examples of suggested strategies:</i>  <i>Group work, Think-pair-share, School visits, Discussion, Concept mapping, Individual work and presentation, Teacher modelling, Brainstorming, Questioning.</i></p> <p>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.</p>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the</li> </ul>	<p>3.1 Lead discussion through questions and answers on the various suggested teaching and learning activities to be used in the lesson delivery;</p>	<p>3.1 Discuss through questions and answers on the various suggested teaching and learning activities to be used in the lesson delivery;</p>	

<p>teaching and learning activities</p> <ul style="list-style-type: none"> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical</li> </ul> </li> </ul>	<p><i>Examples:</i></p> <p><i>(i) Advanced English Grammar: Teaching and learning activities of guiding student teachers to examine finite and non-finite clauses.</i></p> <p><i>(iii) English Semantics: Teaching and learning activities of brainstorming the role of verbs in sentences.</i></p> <p><i>(iii) Introduction to English: Teaching and learning activities of engaging student teachers in types and roles of prepositions in sentences.</i></p> <p><i>(iv) Introduction to Literature in English: Teaching and learning activities of appreciating a literary text.</i></p> <p>3.2 Discuss how tutors will promote the delivery of English lessons in both the B.Ed. and Basic School Curricula, as well as GESI and 21<sup>st</sup> century skills.</p> <p>Examples:</p> <p>(i) Promoting GESI</p> <ul style="list-style-type: none"> <li>• Select a YouTube video that shows a male teacher teaching an EG class.</li> <li>• Select a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels.</li> </ul>	<p><i>Examples:</i></p> <p><i>(i) Advanced English Grammar: Teaching and learning activities of guiding student teachers to examine finite and non-finite clauses.</i></p> <p><i>(ii) English Semantics: Teaching and learning activities of brainstorming the role of verbs in sentences.</i></p> <p><i>(iii) Introduction to English: Teaching and learning activities of engaging student teachers in types and roles of prepositions in sentences.</i></p> <p><i>(iv) Introduction to Literature in English: Teaching and learning activities of appreciating a literary text.</i></p> <p>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 21<sup>st</sup> century skills.</p> <p>Examples:</p> <p>(i) Promoting GESI</p> <ul style="list-style-type: none"> <li>• Select a YouTube video that shows a male teacher teaching an EG class.</li> <li>• Select a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels.</li> </ul>	
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<p>resources, power point; how they should be used. Consideration needs to be given to local availability</p> <ul style="list-style-type: none"> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> <li>● Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Form mixed groups for group activities.</li> </ul> <p>(ii) Promoting 21<sup>st</sup> century skills</p> <ul style="list-style-type: none"> <li>● Using email, mobile phones, computers, slides, telegram</li> </ul> <p>3.3 Discuss with tutors the appropriateness of the activities and strategies and how they will be used to enhance the core and transferable skills.</p> <p>Examples:</p> <p>(i) 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).</p> <p>(ii) 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.</p> <p>3.4 Ask one tutor to model a selected activity in a teaching situation.</p> <p><i>For example: Modeling the teaching of tense and aspect in English (English Semantics); the state of the glottis</i></p>	<ul style="list-style-type: none"> <li>● Form mixed groups for group activities.</li> </ul> <p>(ii) Promoting 21<sup>st</sup> century skills</p> <ul style="list-style-type: none"> <li>● Using email, mobile phones, computers, slides, telegram</li> </ul> <p>3.3 Discuss the appropriateness of the activities and strategies and how they will be used to enhance the core and transferable skills.</p> <p>(i) 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).</p> <p>(ii) 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.</p> <p>3.4 Model a selected activity in a teaching situation.</p> <p><i>For example: Modeling the teaching of tense and aspect in English (English Semantics); the state of the glottis</i></p>	
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	<p><i>(Introduction to English); finite and non-finite clauses (Advanced English Grammar).</i></p> <p>3.5 Refer tutors to 1.8 and 1.9 of this PD manual and appendix 2 and ask them to read on Subject project and Subject portfolio. Invite them to share their understanding of each concept including the weightings on each component. Remind tutors that these components of assessment are very important and will form the modes for assessing the student teachers now.</p> <p>3.6 Ask tutors to 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.</p> <p><i>For example: Have them to identify and discuss some areas for Subject projects for the semester. Briefly discuss the structure of the prospective subject projects topics in terms of the introduction,</i></p>	<p><i>(Introduction to English); finite and non-finite clauses (Advanced English Grammar).</i></p> <p>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.</p> <p>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.</p> <p><i>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.</i></p>	
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	<p><i>methodology, substantive section and the conclusion.</i></p> <p><i>Note: Remind tutors to be mindful of GESI issues such as the use of braille, the use of audio machines for orals, etc.</i></p> <p>3.7 Discuss the assessment instruments in the respective manuals and procedures used in assessing student teachers.</p> <p><i>For example: presentation, project, debate, quizzes, assignment and tests.</i></p>	<p><i>Note: Be mindful of GESI issues such as the use of braille, the use of audio machines for orals, etc.</i></p> <p>3.7 Discuss the assessment instruments in your respective manuals and procedures used in assessing student teachers with whole group.</p> <p><i>For example: presentation, project, debate, quizzes, assignment and tests.</i></p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors need to identify critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Ask tutors to reflect on and share what they have learnt in the session which they will be using in their lessons.</p> <p>4.2 Ask tutors to identify critical friends who took part in the PD session to sit in their classes during lesson and report on observation made during next PD session.</p> <p>4.3 Ask tutors to read lesson 8 from the PD manual in preparation for the next session.</p>	<p>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.</p> <p>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.</p> <p>4.3 Read lesson 8 to prepare for next week's PD session.</p>	<b>15 mins</b>

## 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 clauses, 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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<b>1. Introduction to the session</b> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>• Overview of content and identification of</li> </ul>	<p>1.1 Use ‘someone who ...’ strategy to recap the main issues raised in the previous PD session (thus, ask tutors to get up from their tables and move to other tables to find someone who will tell them what they can recall under the previous lesson.</p> <p>1.2 Put tutors in pairs (while being gender sensitive), and let them discuss the</p>	<p>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.</p> <p>1.2 Discuss the main purpose of the current PD Session and that of</p>	<b>20 mins</b>

<p>any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>main purpose of the current PD Session and that of the current lesson and ask them to share their views. For example, one of the purposes is to ensure effective implementation of the key principles and practices of the B.Ed. Programme.</p> <p>1.3 Discuss with the group the main Learning Outcomes (LOs) and the Learning Indicators (LIs) stated in their respective course manuals.</p> <p>For example: (i) Advanced English Grammar: Analyse various advanced uses of English Grammar as used in authentic discourses (NTS 2c, p.13); (iii) English Semantics: Demonstrate understanding and knowledge of the basic/key concepts in semantics (NTS 2c, 3i) (viii) Introduction to English: Demonstrate knowledge of English speech sounds. (NTS 2c, 13) <i>(Refer to the learning outcomes and indicators sections of the lessons).</i></p>	<p>the current lesson and share your views.</p> <p>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.</p> <p>For example: (i) Advanced English Grammar: Analyse various advanced uses of English Grammar as used in authentic discourses (NTS 2c, p.13); (iv) English Semantics: Demonstrate understanding and knowledge of the basic/key concepts in semantics (NTS 2c, 3i) (ix) Introduction to English: Demonstrate knowledge of English speech sounds. (NTS 2c, 13) <i>(Refer to the learning outcomes and indicators sections of the lessons).</i></p>	
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	<p>1.2 Refer tutors to the lesson description of lesson 8 and identify the distinctive features of the lesson:</p> <p><i>Examples:</i></p> <p><b>Advanced Grammar:</b> <i>Adjectives and their functions.</i></p> <p><b>English Semantics:</b> <i>Argument structure in sentences and semantic roles and participants.</i></p> <p><b>Introduction to English:</b> <i>Elements of a sentence.</i></p> <p><b>Introduction to Literature in English:</b> <i>distinction between prose and fiction. sense and reference; denotation and connotation of words.</i></p> <p>1.4 Ask tutors to dialogue about the controversial questions that are likely to arise from the introduction to the lesson.</p> <p><i>Example of questions which might arise:</i></p> <p><b>English Semantics:</b> <i>What is an argument structure in semantics?</i></p> <p><i>Suggested answer: a construct that specifies the relation between the semantics of a verb and its syntactic expression.</i></p> <p><b>Advanced English Grammar:</b> <i>How can an adjective play the role of a noun?</i></p>	<p>1.3 Refer to the lesson description of lesson 8 and identify the distinctive features of the lesson:</p> <p><i>Examples:</i></p> <p><b>Advanced Grammar:</b> <i>Adjectives and their functions.</i></p> <p><b>English Semantics:</b> <i>Argument structure in sentences and semantic roles and participants.</i></p> <p><b>Introduction to English:</b> <i>Elements of a sentence.</i></p> <p><b>Introduction to Literature in English:</b> <i>distinction between prose and fiction. sense and reference; denotation and connotation of words.</i></p> <p>1.4 Tell your elbow partner the controversial questions that are likely to arise from the introduction to your lesson.</p> <p><i>Example of questions which might arise:</i></p> <p><b>English Semantics:</b> <i>What is an argument structure in semantics?</i></p> <p><i>Suggested answer: a construct that specifies the relation between the semantics of a verb and its syntactic expression.</i></p> <p><b>Advanced English Grammar:</b> <i>How can an adjective play the role of a noun?</i></p>	
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	<p><i>Suggested answer: When an adjective occupies the subject or object position, e.g. The rich shall help the poor.</i></p> <p><b>Introduction to English:</b> <i>What are the elements of a sentence?</i></p> <p><i>Suggested answer: Subject and its predicate (or subject, direct object, indirect object, complement, etc.)</i></p> <p><b>Introduction to English Literature:</b> <i>What is the difference between fiction and non-fiction?</i></p> <p><i>Suggested answer: Fiction is imaginative writing but non-fiction is writing that is based on fact.</i></p>	<p><i>Suggested answer: When an adjective occupies the subject or object position, e.g. The rich shall help the poor.</i></p> <p><b>Introduction to English:</b> <i>What are the elements of a sentence?</i></p> <p><i>Suggested answer: Subject and its predicate (or subject, direct object, indirect object, complement, etc.)</i></p> <p><b>Introduction to English Literature:</b> <i>What is the difference between fiction and non-fiction?</i></p> <p><i>Suggested answer: Fiction is imaginative writing but non-fiction is writing that is based on fact.</i></p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</li> </ul>	<p>2.1 Using <i>think-pair-share</i> strategy, ask tutors to come out with the main content to be covered in lesson 8 and clarify issues that may arise from the discussion.</p> <p>2.1.1 Ask tutors to open to <i>lesson 8 of the manuals and discuss the topics and subtopics in the respective course manuals by examining the aspects that link to student-teachers' previous knowledge.</i></p> <p><i>Examples of topics and subtopics:</i></p>	<p>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.</p> <p>2.1.1 Open to <i>lesson 1 and its subtopics in the respective course manuals and examine the aspects that link to student-teachers' previous knowledge.</i></p> <p><i>Examples of topics and subtopics:</i></p>	<p><b>15 mins</b></p>

<p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p><b>Advanced Grammar:</b> <i>Adjective clauses and their functions.</i></p> <p><b>English Semantics:</b> <i>Argument structure in English.</i></p> <p><i>Introduction to Literature:</i> <i>Difference between prose and fictions.</i></p> <p><i>Introduction to English:</i> <i>Elements of the sentence.</i></p> <p>2.2 Put tutors in their course groups to discuss the challenges they might encounter when presenting some specific concepts of their lessons.</p> <p><i>Examples of challenges with concepts:</i> <i>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).</i></p> <p>2.2.1 Discuss potential challenges or barriers to learning that student teachers are likely to encounter in teaching the topics in lesson 2.</p> <p><b>Examples of barriers:</b> <b>Advanced Grammar:</b> <i>Confusing adjectival clauses with other forms of clauses.</i> <b>English Semantics:</b></p>	<p><i>Examples of topics and subtopics:</i></p> <p><b>Advanced Grammar:</b> <i>Adjective clauses and their functions.</i></p> <p><b>English Semantics:</b> <i>Argument structure in English.</i></p> <p><i>Introduction to Literature:</i> <i>Difference between prose and fictions.</i></p> <p><i>Introduction to English:</i> <i>Elements of the sentence.</i></p> <p>2.2 In your course groups discuss the challenges you might encounter when presenting topics of your lessons.</p> <p><i>Example of challenges with concepts:</i> <i>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).</i></p> <p>2.2.1 Share your challenges with the whole group</p> <p><b>Examples of barriers:</b> <b>Advanced Grammar:</b> <i>Confusing adjectival clauses with other forms of clauses.</i> <b>English Semantics:</b></p>	
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	<p><i>Student teachers may have challenges with different meanings assigned to word classes in the sentence structure in the English language.</i></p> <p><b>Introduction to English:</b> <i>Challenges in the explanation of the differences of the elements of the sentence.</i></p> <p><i>Introduction to Literature in English:</i> <i>Student teachers may be confused with the explanation of the types of fiction.</i></p> <p><b>General barriers:</b> <i>Coping with mixed abilities of student teachers, differentiated activities in the teaching and learning of student teachers.</i></p> <p>2.3 Ask tutors, in their course groups, to consider the suggested strategies in the manual and choose the most appropriate ones for teaching the topics in their respective manuals.</p> <p><i>Examples of suggested strategies:</i> <i>Group work, Think-pair-share, School visits, Discussion, Concept mapping, Individual work and presentation, Teacher modelling, Brainstorming, Questioning.</i></p> <p>2.4 Discuss with tutors how the selected strategies and activities will be</p>	<p><i>Student teachers may have challenges with different meanings assigned to word classes in the sentence structure in the English language.</i></p> <p><b>Introduction to English:</b> <i>Challenges in the explanation of the differences of the elements of the sentence.</i></p> <p><i>Introduction to Literature in English:</i> <i>Student teachers may be confused with the explanation of the types of fiction.</i></p> <p><b>General barriers:</b> <i>Coping with mixed abilities of student teachers, differentiated activities in the teaching and learning of student teachers.</i></p> <p>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.</p> <p><i>Examples of suggested strategies:</i> <i>Group work, Think-pair-share, School visits, Discussion, Concept mapping, Individual work and presentation, Teacher modelling, Brainstorming, Questioning.</i></p> <p>2.4 Show how the selected strategies and activities will be used in the</p>	
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	used in the lessons to promote learning at the New 4-Year B.Ed. and Basic levels.	lessons to promote learning at the New 4-Year B.Ed. and Basic school levels.	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD</li> </ul> </li> </ul>	<p>3.1 Lead discussion through questions and answers on the various suggested teaching and learning activities to be used in the lesson delivery;</p> <p><i>Examples:</i></p> <p>(i) <i>Advanced English Grammar: teaching activities of guiding student teachers to examine the functions of adjective clauses.</i></p> <p>(ii) <i>English Semantics: teaching and learning activities of brainstorming semantic roles and participants.</i></p> <p>(iii) <i>Introduction to English: teaching and learning activities of examining the elements of the sentence.</i></p> <p>(iv) <i>Introduction to Literature in English: teaching and learning activities on the types of fiction.</i></p> <p>3.2 Discuss with tutors the means of promoting the delivery of English lessons in both the B.Ed. and Basic School Curricula, as well as GESI and 21<sup>st</sup> century skills.</p>	<p>3.1 discuss through questions and answers on the various suggested teaching and learning activities to be used in the lesson delivery;</p> <p><i>Examples:</i></p> <p>(i) <i>Advanced English Grammar: teaching activities of guiding student teachers to examine the functions of adjective clauses.</i></p> <p>(ii) <i>English Semantics: teaching and learning activities of brainstorming semantic roles and participants.</i></p> <p>(iii) <i>Introduction to English: teaching and learning activities of examining the elements of the sentence.</i></p> <p>(iv) <i>Introduction to Literature in English: teaching and learning activities on the types of fiction.</i></p> <p>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 21<sup>st</sup> century skills.</p>	

<p>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</p> <ul style="list-style-type: none"> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> <li>● Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p>Examples:</p> <p>(i) Promoting GESI</p> <ul style="list-style-type: none"> <li>● Select a YouTube video that shows a male teacher teaching an EG class.</li> <li>● Select a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels.</li> <li>● Form mixed groups for group activities.</li> </ul> <p>(ii) Promoting 21<sup>st</sup> century skills</p> <p>Using email, mobile phones, computers, slides, telegram</p> <p><i>(Refer tutors to the teaching and learning activities sections of the course manuals)</i></p> <p>3.3 Discuss with tutors the appropriateness of the activities and strategies and how they will be used to enhance the core and transferable skills.</p> <p>Examples:</p> <p>(i) Using types of fiction (Introduction to Literature), functions of adjective clauses (Advanced Grammar), Semantic roles and participants (English Semantics) to develop critical thinking, communication, collaboration, digital literacy).</p>	<p>Examples:</p> <p>(i) Promoting GESI</p> <ul style="list-style-type: none"> <li>● Select a YouTube video that shows a male teacher teaching an EG class.</li> <li>● Select a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels.</li> <li>● Form mixed groups for group activities.</li> </ul> <p>(ii) Promoting 21<sup>st</sup> century skills</p> <p>Using email, mobile phones, computers, slides, telegram.</p> <p><i>(Refer to the teaching and learning activities sections of the course manuals)</i></p> <p>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.</p>	
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	<p>(i) 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.</p> <p>3.4 Ask one tutor to model a selected activity in a teaching situation.</p> <p><i>For example: Modeling the teaching of argument structure 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).</i></p> <p>3.5 Refer tutors to 1.8 and 1.9 of this PD manual and appendix 2 and ask them to read on Subject project and Subject portfolio. Invite them to share their understanding of each concept including the weightings on each component. Remind tutors that these components of assessment are very important and will form the modes for assessing the student teachers now.</p> <p>3.6 Ask tutors to examine the mode of assessment</p>	<p>3.4 Model a selected activity in a teaching situation.</p> <p><i>For example: Modeling the teaching of argument structure 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).</i></p> <p>3.5 Refer to the assessment section of your respective manuals. Read on Subject project and Subject portfolio. Share your understanding of each concept.</p> <p>3.6 Examine the mode of assessment outlined in</p>	
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	<p>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.</p> <p><i>For example: Have them to identify and discuss some areas for Subject projects for the semester. Briefly discuss the structure of the prospective subject projects topics in terms of the introduction, methodology, substantive section and the conclusion.</i></p> <p><i>Note: Remind tutors to be mindful of GESI issues such as the use of braille, the use of audio machines for orals, etc.</i></p> <p>3.7 Discuss the assessment instruments in the respective manuals and procedures used in assessing student teachers.</p> <p><i>For example: presentation, project, debate, quizzes, assignment and tests.</i></p>	<p>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.</p> <p><i>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.</i></p> <p><i>Note: Be mindful of GESI issues such as the use of braille, the use of audio machines for orals, etc.</i></p> <p>3.7 Discuss the assessment instruments in your respective manuals and procedures used in assessing student teachers with whole group.</p> <p><i>For example: presentation, project, debate, quizzes, assignment and tests.</i></p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>Tutors need to identify critical friends to observe</li> </ul>	<p>4.1 Ask tutors to reflect on and share what they have learnt in the session which they will be using in their lessons.</p>	<p>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.</p>	<b>15 mins</b>

<p>lessons and report at next session.</p> <ul style="list-style-type: none"> <li>Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.2 Ask tutors to identify critical friends who took part in the PD session to sit in their classes during lesson and report on observation made during next PD session.</p> <p>4.3 Ask tutors to read lesson 9 from the PD manual in preparation for the next session.</p>	<p>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.</p> <p>4.3 Read lesson 9 to prepare for next week's PD session.</p>	
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## Tutor PD Session for Lesson 9 in the Course Manual

### 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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<b>1. Introduction to the session</b> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Reading and discussion of the introductory</li> </ul>	1.1 Using 'Give one Get one strategy', have tutors recap the main issues raised in the previous PD session in English.  1.2 Invite critical friends to share their observations with the group. (Discuss outstanding issues from the lesson observations if any).	1.1 Discuss the main purpose of the current PD Session and that of the current lesson and share your views.  1.2 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.	<b>20 mins</b>

<p>sections of the lesson up to and including learning outcomes and indicators</p> <ul style="list-style-type: none"> <li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <p>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>1.3. Ask tutors to read and discuss the introductory sections of lesson 9 up to and including learning outcomes and indicators in the respective course manuals; have them indicate how relevant the LIs are for the successful achievement of the LOs at the end of the course. Examples of LOs and LIs:</p> <p><b>English Advanced Grammar:</b>  <i>(LO: Analyse various advanced uses of English Grammar as used in authentic discourses (NTS 2c, p.13); LI: Analyse phrase and clause elements in compound sentences)</i></p> <p><b>English Semantics:</b>  <i>(LO: Show familiarity with the pillars of meaning construction in English (NTS2c, d, 3e, i); LI: Identify and explain ambiguity, paraphrases, contradiction, tautology, entailment and presupposition as sentence-based meaning relations in English)</i></p> <p><b>Introduction to English:</b>  <i>(LO: Demonstrate basic knowledge and understanding of English word-forms and how they are used to create meaning (NTS 2c, 13); LI: Describe types of sentences)</i></p> <p><b>Introduction to Literature in English:</b></p>	<p>1.3 Critical friends, take turns to give report on the lesson observation to the group  Read and discuss the introductory sections of lesson 9 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.</p>	
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	<p><b>(LO: Demonstrate knowledge and understanding of the major genres of Literature in English; LI: Identify and explain the characteristics and the elements of Prose.)</b></p> <p>1.4 Ask tutors to refer to the various course manuals, read the content to be taught, and identify the distinctive features of lesson 9 for the various levels. Lead them to discuss the topics, sub-topics and other distinctive features of the lesson. <i>(Refer them to the introductory part of the lesson manual for the distinctive features of the various courses for lesson.)</i></p> <p>1.5 Ask tutors to come out with controversial questions and misconceptions that are likely to arise from the introduction to the lessons.</p> <p><i>(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</i></p>	<p>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.</p> <p>1.5 Tell your elbow partner the controversial questions that are likely to arise from the introduction to the lessons.</p> <p><i>(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</i></p>	
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	<i>nonfiction is literature based in fact).</i>	<i>nonfiction is literature based in fact).</i>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</li> </ul> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Ask tutors to be in their subject groups, come out with the main contents to be covered in lesson 9 and list their distinct parts E.g.</p> <p><b>(i) Advanced Grammar:</b> <i>Forms and functions of Clauses in English</i> <i>[Subordinators or initiators of adverbial clause]</i></p> <p><b>(ii) Semantics:</b> <i>What is a semantic relation</i> <i>[Ambiguity]</i></p> <p><b>(iii) Introduction to Literature in English:</b> <i>[Characteristics and Types of Prose (1) Characteristics of Prose Fiction]</i></p> <p><b>(iv) Introduction to English:</b> <i>Types of sentences</i> <i>[Classification of sentences by function]</i></p> <p>2.2 Put tutors in their course groups to discuss the challenges and misconceptions they might encounter when presenting some specific topics of their lessons. E.g. <i>misconceptions: English words are confusing; Challenges: student teachers might have challenges with different meanings assigned to the same words in the English language</i></p> <p>2.3 Lead tutors to discuss possible ways of dealing with the</p>	<p>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.</p> <p><b>(i) Advanced Grammar:</b> <i>Forms and functions of Clauses in English</i> <i>[Subordinators or initiators of adverbial clause]</i></p> <p><b>(ii) Semantics:</b> <i>What is a semantic relation</i> <i>[Ambiguity]</i></p> <p><b>(iii) Introduction to Literature in English:</b> <i>[Characteristics and Types of Prose (1) Characteristics of Prose Fiction]</i></p> <p><b>(iv) Introduction to English:</b> <i>Types of sentences</i> <i>[Classification of sentences by function]</i></p> <p>2.2 In your course groups discuss the challenges you might encounter when presenting some specific topics of the lessons. E.g. <i>misconceptions (e.g. English words are confusing), student teachers might have challenges with different meanings assigned to the same words in the English language.</i></p> <p>2.3 Discuss possible ways of dealing with the challenges e.g. teaching</p>	<b>15 mins</b>

	challenges e.g teaching meaning in context makes clear the meaning a word has in a text.	meaning in context makes clear the meaning a word has in a text.	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning</li> <li>• Resources:</li> </ul>	<p>3.1 Give tutors time to read the section on teaching and learning activities in the course manuals and identify activities suggested for the delivery of lesson 9 to the various age levels.</p> <p>Note: Examples of various suggested teaching and learning activities for the delivery of lesson</p> <p>(i) <b>Advanced English</b> <i>Grammar: Leading student teachers to discuss given examples of adverbial clauses as modifying adverbs.</i></p> <p>(ii) <b>English Semantics:</b> <i>Student teachers give examples of sentences and identify the semantic relations (e.g. ambiguity) in them.</i></p> <p>(iii) <b>Introduction to English:</b> <i>Asking student teachers in groups to classify sentences into simple, compound, complex, and compound complex.</i></p> <p>(iv) <b>Introduction to Literature in English:</b> <i>Asking student teachers to mention books they have read in which the characters are animals or non-human.</i></p>	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.	<b>40 mins</b>

<ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</li> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> <li>● Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p>3.2 Discuss with tutors 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. <i>critical thinking, communication, collaboration, digital literacy and diversity issues, equal opportunities and non-sexist language in the classroom</i>).</p> <p>3.3 Assist tutors to identify activities that need clarification.</p> <p>3.4 Lead tutors to discuss in their 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.</p> <p><i>Example: 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)</i></p> <p><i>LI is: Students will be able to analyse elements and meanings of phrases</i></p>	<p>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. <i>critical thinking, communication, collaboration, digital literacy and diversity issues, equal opportunities, and non-sexist language in the classroom</i>)</p> <p>3.3 Identify activities that need clarification.</p> <p>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.</p> <p><i>Example: 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)</i></p> <p><i>LI is: Students will be able to analyse elements and meanings of phrases</i></p>	
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	<p><i>and clauses in sentences.</i></p> <p><i>One activity is: Tutor tasks student teachers to construct adverbial clauses using the subordinators.</i></p> <p><i>ii. In teaching 'Types of Prose Fiction (allegory/fable)', the LO is: Demonstrate knowledge and understanding of the major genres of Literature in English</i></p> <p><i>LI is: Identify and explain the characteristics and the elements of Prose.</i></p> <p><i>One activity is: Tutor discusses with student teachers the nature fable, parable and allegory.</i></p> <p><b>Note:</b> <i>By performing these activities in class, the LOs and the LIs are likely to be achieved.</i></p> <p>3.5 Ask a volunteer tutor to model a selected activity in a teaching situation. For example, modeling the teaching of: Paraphrases (English Semantics); Classification of sentences by function (Introduction to English); <i>Forms of adverbial clause</i> (Advanced English Grammar); <i>Types of Prose Fiction - allegory/fable</i>, (Introduction to literature).</p>	<p><i>and clauses in sentences.</i></p> <p><i>One activity is: Tutor tasks student teachers to construct adverbial clauses using the subordinators.</i></p> <p><i>ii. In teaching 'Types of Prose Fiction (allegory/fable)', the LO is: Demonstrate knowledge and understanding of the major genres of Literature in English</i></p> <p><i>LI is: Identify and explain the characteristics and the elements of Prose.</i></p> <p><i>One activity is: Tutor discusses with student teachers the nature fable, parable and allegory.</i></p> <p>3.5 Model a selected activity in a teaching situation. For example, modeling the teaching of Paraphrases in English Semantics.</p>	
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	<p>3.6 Ask tutors to discuss how GESI issues related to the teaching and learning activities of the lesson would be addressed.</p> <p>Examples: <i>Equal representation of males and females and mix ability grouping as appropriate.</i></p> <p><i>Assigning leadership roles to females as well as males.</i></p> <p>3.7 Ask tutors to identify the 21<sup>st</sup> century skills that can be developed or applied in the lesson and how they can help student teachers to support basic school learners to develop these skills through STS activities.</p> <p>Examples: (1) <i>The use of ICT to prepare and present lessons.</i></p> <p>(2) <i>Development of collaborative and communicative skills through group works and presentations.</i></p> <p>3.8 Ask tutors to read the assessment activities in the various manuals and identify areas that require clarification.</p> <p>3.9 Discuss with tutors areas that student teachers could research into for group presentation and class exercises.</p>	<p>3.6 Discuss how GESI issues related to the teaching and learning activities of the lesson would be addressed.</p> <p>Examples: <i>Equal representation of males and females and mix ability grouping as appropriate.</i></p> <p><i>Assign leadership roles to females as well as males.</i></p> <p>3.7 Identify which, 21<sup>st</sup> century skills can be developed or applied in the lesson and how they can help student teachers to support basic school learners to develop these skills through STS activities.</p> <p>Examples: (2) <i>The use of ICT to prepare and present lessons.</i></p> <p>(2) <i>Development of collaborative and communicative skills through group works and presentations.</i></p> <p>3.8 Read the assessment activities in the various manuals and identify areas that require clarification.</p> <p>3.9 Identify areas that student teachers could research into for group presentation and class exercises.</p>	
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	<p>Example of areas could include:  <i>Types of ambiguity in English language (Semantics); Discussing forms of adverbial clauses with illustrations (Advanced Grammar); collection of a number of prose fictions (from children’s literature) that are fables for group presentation (Introduction to Literature in English).; Classification of given number of sentences by their structures (Introduction to English). These could be added to their subject portfolio.</i></p> <p>3.10 Ask tutors to remind student teachers of the level the subject project should reach.</p>	<p>3.10 Remind student teachers of the level the subject project should reach.</p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should Identifying critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Ask tutors to reflect on and share what they have learnt in the session which they will be using in their lessons.</p> <p>4.2 Ask tutors to identify critical friends who took part in the PD session to sit in their classes during lesson and report on observation made during next PD session.</p> <p>4.3 Ask tutors to read lesson 10 from the PD manual in preparation for the next session.</p>	<p>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.</p> <p>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.</p> <p>4.3 Read lesson 10 to prepare for next week’s PD session.</p>	<p><b>15 mins</b></p>

## 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.

<b>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.</b>	<b>Guidance notes on Leading the session.</b> <i>What the SL/HoDs will have to say during each stage of the session</i>	<b>Guidance Notes on Tutor Activity during the PD Session.</b> What PD Session participants (Tutors) will do during each stage of the session.	<b>Time in session</b>
<b>1. Introduction to the session</b> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Reading and discussion of the introductory sections of the</li> </ul>	1.1 Ask each tutor to go round to find someone who will tell him or her how useful PD session 9 was and how it influenced the person’s teaching over the week.  1.2 Invite critical friends to share their observations with the group. Discuss outstanding issues from the lesson observations (if any).	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	<b>20 mins</b>

<p>lesson up to and including learning outcomes and indicators</p> <ul style="list-style-type: none"> <li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <p>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>1.3 Ask tutors to read and discuss the introductory sections of lesson 10 up to and including learning outcomes and indicators in the respective course manuals and indicate how relevant the LIs are for the successful achievement of the LOs at the end of the course E.g.</p> <p><b>i English Advanced Grammar: LO:</b> Communicate their thoughts in a grammatically-precise manner that is appropriate for professional, academic, or informal situations (NTS 1f. p. 12; NTS 2c, p. 13);</p> <p><b>.LI:</b> <i>Produce appropriate grammatical structures in a variety of communicative contexts.)</i></p> <p><b>ii. English Semantics: (LO:</b> <i>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 analyse meaning at different levels of language (NTS2c, d, 3e, i); LI: Analyse the semantic structure of a sentence)</i></p> <p><b>iii. Introduction to English: LO:</b> <i>Demonstrate basic knowledge and</i></p>	<p>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.</p>	
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	<p><i>understanding of English word-forms and how they are used to create meaning (NTS 2c, 13); LI: Explain how words are put together to form meaningful sentences in English (NTS 2c: 13))</i></p> <p><b>iv. Introduction to Literature in English: (LO: Demonstrate knowledge and understanding of the major genres of Literature in English; LI: Identify and explain the elements of Prose)</b></p> <p>1.4 Ask tutors to refer to lesson 10 in the various course manuals and read the content to be taught.</p> <p>1.4.1. Have them identify the distinctive features of lesson 10 at the various levels. <i>(Refer them to the introductory part of this lesson manual for the distinctive features of the various courses. Have them look at the courses and their break downs e.g. [Prose – Fiction: Elements of Prose I, Elements of Prose II. Elements of Prose III])</i></p> <p>1.5 Use Think-Pair-Share strategy to have tutors discuss controversial questions that are likely to arise from the introduction to the lesson.</p>	<p>1.4 Refer to lesson 10 in the various course manuals and read through the content to be taught.</p> <p>1.4.1. Identify the distinctive features of lesson 10 at the various levels.</p> <p>1.5 Using the Think-Pair-Share strategy, bring out the controversial questions that are likely to arise from the introduction to your lesson</p>	
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	<p>(e.g. i. What is a dangling modifier? ii. Is a misplaced modifier the same as a dangling modifier?</p> <p>i. <i>Dangling modifier is a clause or phrase that is not clearly and logically related to the word or words it modifies.</i></p> <p>ii. <i>They are not the same. A misplaced modifier is a word, phrase or clause that is improperly separated from the word it modifies/describes. Also, unlike a misplaced modifier, a dangling modifier cannot be corrected by simply moving it to a different place in the sentence.</i></p>		
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</li> </ul> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Ask tutors, in their course groups, to go through the respective manuals and come out with the main contents to be covered in lesson 10, and their distinct parts E.g.</p> <p><b>Advanced Grammar:</b> <i>Sentence forms and communicative functions in English</i> [Classification of sentences into forms]</p> <p><b>Semantics: Teaching meaning in second language context</b> [The process of translation, its element and stages.]</p> <p><b>Introduction to Literature in English: Prose – Fiction</b> [Elements of Prose I]</p> <p><b>Introduction to English: Sentence Faults</b></p>	<p>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,</p> <p>E.g.</p> <p><b>Advanced Grammar:</b> <i>Sentence forms and communicative functions in English</i> [Classification of sentences into forms]</p>	<p><b>15 mins</b></p>

	<p><i>[Sentence Fragments]</i>  <i>(Lead them to discuss the topics, sub- topics and other distinctive features of the lesson).</i></p> <p>Discuss the main purpose of the current PD Session and that of the current lesson and share your views.</p> <p>2.2 Ask tutors to identify familiar and unfamiliar concepts in their lessons as well as bring out issues that need clarification for discussion with the larger group</p> <p>2.3 Put tutors in their course groups to discuss the challenges they might encounter when presenting some specific topics of their lessons. E.g.  <i>misconceptions: Drama and prose are the same;</i>  <i>Challenges: student teachers might have little or no basic knowledge of translation theories, Student teachers may sometimes confuse the sentence types.</i></p> <p>2.4 Lead tutors to discuss possible ways of dealing with the challenges. E.g. giving students varied opportunities to identify varieties of the various types of sentences in texts and to construct given type</p>	<p>2.2 Identify familiar and unfamiliar concepts in the lessons as well as issues that need clarification for discussion with the larger group.</p> <p>2.3 In your course groups discuss the challenges you might encounter when presenting some specific topics of the lessons. E.g.  <i>misconceptions: Drama is the same as prose;</i>  <i>Challenges: Student teachers may sometimes confuse the sentence types.</i></p> <p>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</p>	
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	of sentences will eliminate the confusion of types of sentences.		
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for</li> </ul> </li> </ul>	<p>3.1 Ask tutors to read the section on teaching and learning activities in the course manuals and identify activities suggested for the delivery of lesson 10 to the various age levels.</p> <p>Examples of suggested teaching and learning activities for the delivery of lesson include:</p> <p><i>(i) <b>Advanced English Grammar:</b> Tasking student teachers to work in groups using available technology to search for the functions of declarative sentences, which must be followed by group presentations.</i></p> <p><i>(ii) <b>English Semantics:</b> Tasking student teachers in their mixed ability groups to browse the internet to search for the processes, the elements and stages of translation using their preferred search engines (Example goggle)</i></p> <p><i>(iii) <b>Introduction to English:</b> guiding student teachers to identify sentence fragments in a given passage</i></p> <p><i>(iv) <b>Introduction to Literature in English:</b> Guiding student teachers to differentiate between character and characterization.</i></p> <p>3.2 Discuss with tutors the appropriateness of the activities and strategies</p>	<p>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.</p> <p>3.2. Discuss the appropriateness of the activities and strategies</p>	<b>40 mins</b>

<p>example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</p> <ul style="list-style-type: none"> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> <li>● Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p>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 literacy as well as diversity issues, equal opportunities, non-sexist language in the classroom, etc.</p> <p>3.3 Ask tutors to identify activities that need clarification for discussion</p> <p>3.4 Lead tutors to discuss, in their 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.</p> <p>3.5 Invite a volunteer tutor to model a selected activity in a teaching situation. For example, modeling the teaching of:</p> <p><i>(i) The process of translation, its element and stages. (English Semantics);</i>  <i>(ii) Misplaced modifiers (Introduction to English);</i>  <i>(iii) Declarative sentence: meaning and functions</i></p>	<p>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 literacy as well as diversity issues, equal opportunities, non-sexist language in the classroom, etc.</p> <p>3.3 Identify activities that need clarification for discussion.</p> <p>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.</p> <p>3.5 Model a selected activity in a teaching situation. For example, modeling the teaching of <i>'the process of translation, its element and stages'</i> in English Semantics.</p>	
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	<p><b>(Advanced English Grammar);</b>  <i>(iv)Elements of Prose (Introduction to literature).</i></p> <p>3.6 Ask tutors to discuss how GESI issues related to the teaching and learning activities of the lesson would be addressed.  <i>E.g. Taking into consideration gender, linguistic backgrounds and mixed abilities of students as well as cultural diversity and inclusion in grouping the student teachers for a task.</i></p> <p>3.7 Ask tutors to identify where, and which, 21<sup>st</sup> century skills that can be developed or applied in the lesson and how they can help student teachers to support basic school learners to develop these skills through STS activities.  e.g.  (i) The use of ICT to prepare and present lessons.  (ii) Development of collaborative and communicative skills through group works and presentations.</p> <p>3.8 Ask tutors to read the assessment activities in the various manuals and identify areas that require clarification.</p> <p>3.9 Discuss with tutors areas that student</p>	<p>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.</p> <p>3.7 Identify where, and which, 21<sup>st</sup> century skills that can be developed or applied in the lesson and how they can help student teachers to support basic school learners to develop these skills through STS activities.</p> <p>3.8 Read the assessment activities in the various manuals and identify areas that require clarification.</p> <p>3.9 Identify areas that student teachers could</p>	
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	<p>teachers could research into for group presentation and class exercises. Example of areas could include:</p> <p><i>(i) Student teachers translating a given text for a class exercise (<b>Semantics</b>);</i></p> <p><i>(ii) Student teachers search for the functions of declarative and interrogative sentences for group presentations. (<b>Advanced Grammar</b>);</i></p> <p><i>(iii) Student teachers carrying out characterization on selected characters in a prose fiction for group presentation (<b>Introduction to Literature in English</b>)</i></p> <p><i>(iv) Student teachers researching on what sentence fragments are and how they come about (<b>Introduction to English</b>). These could be added to their subject portfolio.</i></p> <p>3.10 Ask tutors to remind student teachers of the level the subject project should reach.</p>	<p>research into for group presentation and class exercises.</p> <p>3.10 remind student teachers of the level the subject project should reach.</p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should Identifying critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Ask tutors to reflect on and share what they have learnt in the session which they will be using in their lessons.</p> <p>4.2 Ask tutors to identify critical friends who took part in the PD session to sit in their classes during lesson and report on observation made during next PD session.</p>	<p>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.</p> <p>4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report his/her observations to the group during the next PD session.</p>	<p><b>15 mins</b></p>

	4.3 Ask tutors to read lesson 11 from the PD manual in preparation for the next session.	4.3 Read lesson 11 to prepare for next week's PD session.	
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## 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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<p><b>1. Introduction to the session</b></p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>• Overview of content and identification of</li> </ul>	<p>1.1 Recap the main points addressed in the previous PD session using the "someone who..." technique (ask tutors to get up from their desks and move to other tables to find someone who can tell them what they remember from the previous lesson).</p> <p>1.2 Put tutors in pairs (male/female, if</p>	<p>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.</p> <p>1.2 Share your thoughts on the primary goal of the</p>	<b>20 mins</b>

<p>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. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>possible) and ask them to discuss the main aim of the current PD Session and the recent lesson and express their perspectives. <i>One of the goals, for example, is to guarantee that the B.Ed. Program's essential concepts and practices are implemented effectively.</i></p> <p>1.3 Discuss the primary Learning Outcomes (LOs) and Learning Indicators (LIs) in each course with the group.</p> <p><i>Example:</i></p> <p>(i) <i>Advanced English Grammar:</i> <i>(Communicate their thoughts in a grammatically precise manner appropriate for professional, academic, or informal situations (NTS 1f. p. 12; NTS 2c, p. 13);</i></p> <p>(ii) <i>English Semantics:</i> <i>demonstrate 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);</i></p>	<p>current PD Session and the current lecture</p> <p>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.</p> <p>(i) <i>Advanced English Grammar:</i> <i>(Communicate their thoughts in a grammatically precise manner appropriate for professional, academic, or informal situations (NTS 1f. p. 12; NTS 2c, p. 13);</i></p> <p>(ii) <i>English Semantics:</i> <i>demonstrate 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></p>	
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	<p><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.)</i></p> <p>1.4 Refer teachers to the lesson description for lesson 11 to identify the lesson's distinguishing qualities, such as Lexical semantic theory, affixation, and complementation</p> <p><i>E.g.,</i>  <b>Introduction to English:</b> <i>this lesson introduces student-teachers to some spelling rules in English</i>  <b>Advance Grammar:</b> <i>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.</i></p> <p><b>Semantics:</b> <i>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.</i></p>	<p><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.)</i></p> <p>1.4 Examine the lesson descriptions in the manuals to determine the lesson's distinguishing qualities.</p> <p><i>E.g.,</i>  <b>Introduction to English:</b> <i>this lesson introduces student-teachers to some spelling rules in English</i>  <b>Advance Grammar:</b> <i>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.</i></p> <p><b>Semantics:</b> <i>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.</i></p>	
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	<p>1.5 In their subject groups, ask tutors to discuss the contentious issues expected to surface during the lesson's introduction.</p> <p><i>Example:</i>  <i>(i) English Semantics: What is lexical semantics? What is lexical Semantic theory?</i></p> <p><i>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, Neosemantic Semantics, Cognitive Semantics</i></p> <p><i>(ii)Advanced English Grammar: What are the semantic category of the simple sentence?</i></p> <p><i>Possible answer: they are the imperative, interrogative, exclamation and declarative sentences.</i></p> <p><i>(iii)Introduction to English: What are suffixes?</i></p>	<p>1.5 Discuss with your elbow partner the potentially contentious questions that will come after your lesson's opening.</p> <p><i>Example:</i>  <i>(i) English Semantics: What is lexical semantics? What is lexical Semantic theory?</i></p> <p><i>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, Neosemantic Semantics, Cognitive Semantics</i></p> <p><i>(ii)Advanced English Grammar: What are the semantic category of the simple sentence?</i></p> <p><i>Possible answer: they are the imperative, interrogative, exclamation and declarative sentences.</i></p> <p><i>(iii)Introduction to English: What are suffixes?</i></p>	
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	<i>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.</i>	<i>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.</i>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</li> </ul> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Using the <i>think-pair-share</i> strategy, ask tutors to develop the primary content covered in lesson 11 and clarify any difficulties during the discussion.</p> <p>2.1.1 Request that tutors open their course manuals to lesson 11 and its subtopics and explore the components related to previous student-teacher interactions.</p> <p><i>Examples:</i>  <i>Advanced Grammar: Verb phrases and their functions</i>  <i>English Semantics: literal and non-literal meaning of words.</i>  <i>Introduction to Literature: Narrative, deductive, lyrical and descriptive poems.</i>  <i>Introduction to English: place and manner of articulations.</i>  <i>Examples: meaning and functions of Exclamatory sentence in advanced grammar;</i>  <i>English Semantics is Lexical semantic theory;</i>  <i>An Overview of Literature: Poems that are narrative, deductive, lyrical, or descriptive; and</i>  <i>In-fixes in Introduction to the English Language.</i></p>	<p>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.</p> <p>2.1.1 Examine the components that link to student-teachers previous knowledge in lesson 11 and its subtopics in the individual course manuals.</p> <p><i>Examples:</i>  <i>Grammar for Advanced Learners: statement - declarative sentences</i>  <i>English Semantics is the study of the literal and figurative meanings of words.</i>  <i>Narrative, deductive, lyrical, and descriptive poetry provides an introduction to literature.</i>  <i>Introduction to English- word formation</i></p>	<b>15 mins</b>

	<p>2.2 Put tutors in their course groups to talk about the issues they could face while delivering some of their lessons' unique subjects.</p> <p><i>Examples:</i>  <b>English Semantics:</b>  <i>Identifying lexical-semantic theory</i>  <b>Introduction to English:</b>  <i>what inflectional morphemes form a verb from nouns</i>  <b>Advance Grammar:</b>  <i>functions of the imperative sentences Advanced</i></p> <p>2.2.1 Discuss potential learning challenges or impediments that student teachers are likely to face when teaching the topics covered in lesson 11.  <i>for example, all kinds of misconceptions due to all manner of backgrounds,</i></p> <p><i>This can be solved by using differentiated activities in the teaching and learning of student teachers, dealing with diverse capacities of student teachers.</i></p> <p>2.3 Allow tutors to study the suggested strategies in the course manual for a moment and select the most relevant ones for teaching the themes in their separate manuals in their course groups.</p>	<p>2.2 Talk about the challenges you could face while delivering your lesson themes in your course groups.</p> <p><i>Examples:</i>  <b>English Semantics:</b>  <i>Identifying lexical-semantic theory</i>  <b>Introduction to English:</b>  <i>what inflectional morphemes form a verb from nouns</i>  <b>Advance Grammar:</b>  <i>functions of the imperative sentences Advanced</i></p> <p>2.2.1 Share your challenges with the whole group  <i>for example, all kinds of misconceptions due to all manner of backgrounds,</i></p> <p><i>This can be solved by using differentiated activities in the teaching and learning of student teachers, dealing with diverse capacities of student teachers.</i></p> <p>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.</p>	
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	<p><i>Example of activities are: Group work, Think-pair-share, School visits, Discussion, Concept mapping, Individual work and presentations, Teacher modelling, Brainstorming, and Questioning.</i></p> <p>2.4 In their course groups, allow tutors to discuss how the chosen strategies and activities will be used to encourage learning at the New 4-Year B.Ed. and Basic levels with your tutors.</p>	<p><i>Example of activities are: Group work, Think-pair-share, School visits, Discussion, Concept mapping, Individual work and presentations, Teacher modelling, Brainstorming, and Questioning.</i></p> <p>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.</p>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of</li> </ul>	<p>3.1 Facilitate tutors' conversation in male/female pair by asking and answering questions about the many suggested teaching and learning activities to be utilized throughout the lessons;</p> <p><i>Examples:</i>  <b><i>In Advanced English Grammar:</i></b>  <i>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</i>  <b><i>In introduction to English Literature,</i></b> <i>Example of activities are:</i>  <i>Group work, Think-pair-share, School visits, Discussion, Concept mapping, Individual work</i></p>	<p>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)</p> <p><i>Examples:</i>  <b><i>In Advanced English Grammar:</i></b>  <i>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</i>  <b><i>In introduction to English Literature,</i></b> <i>Example of activities are:</i>  <i>Group work, Think-pair-share, School visits, Discussion, Concept mapping, Individual work</i></p>	

<p>continuous assessment opportunities in the lesson. Each lesson should include at least two options to use continuous assessment to support student-teacher learning</p> <ul style="list-style-type: none"> <li>● Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, such as action research, questioning, and other external reference material: literature, on the web, Utube, physical resources, PowerPoint; how they should be used. Consideration needs to be given to local availability</li> <li>○ guidance on any PowerPoint presentations, TLM or other resources which need to be developed to support learning</li> </ul> </li> <li>● Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p><i>and presentations, Teacher modelling, Brainstorming, Questioning are some examples of proposed strategies.</i></p> <p><b>English Semantics:</b> <i>teaching and learning activities:</i> 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.</p> <p><b>Introduction to English:</b> <i>teaching and learning activities:s smartphones to explore some prefixes and the meaning they Convey.</i></p> <p>3.2 Allow tutors to discuss how they will promote the delivery of English courses in both the B.Ed. And Basic School Curricula, as well as GESI and 21st-century skills, in both the B.Ed. and Basic School Curricula. <i>(Refer tutors to the course manuals' of lesson 11 in teaching and learning activities session.)</i></p> <p>3.3 Ask tutors to determine whether the activities and strategies are appropriate and can be used to enhance core and transferable skills (e.g. critical thinking, communication, collaboration, digital</p>	<p><i>and presentations, Teacher modelling, Brainstorming, Questioning are some examples of proposed strategies.</i></p> <p><b>English Semantics:</b> <i>teaching and learning activities:</i> 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.</p> <p><b>Introduction to English:</b> <i>teaching and learning activities:s smartphones to explore some prefixes and the meaning they Convey.</i></p> <p>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. <i>(Refer tutors to the course manuals' sections on teaching and learning activities.)</i></p> <p>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</p>	
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	<p>literacy) and GESI (e.g. diversity issues, equal opportunities, non-sexist language) in lessons in both the College of Education (B.ED) and the Basic School Curricula.</p> <p>3.4 Have one tutor model activity in a classroom setting.</p> <p><i>For example: Modelling the teaching of semantic theory (English Semantics); infixes in English (Introduction to English); and identification categorization of interrogative (Advanced English Grammar).</i></p> <p>3.5 Refer tutors to the assessment section of their respective manuals. Ask them to read on the Subject project and Subject portfolio. Invite them to share their understanding of each concept, including the weightings on each component. Remind tutors that these assessment components are essential and form the modes for assessing the student teachers now.</p> <p>3.6 Ask tutors to examine the mode of assessment outlined in the various manuals</p>	<p>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.</p> <p>3.4 Model a selected activity in a teaching situation.</p> <p><i>For example: Modelling the teaching of semantic theory (English Semantics); infixes in English (Introduction to English); and identification categorization of interrogative (Advanced English Grammar).</i></p> <p>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.</p> <p>3.6 Examine the various manuals' assessment methods and see how they correspond with</p>	
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	<p>and determine how they align with the NTEAP in terms of the subject project and subject portfolio, including those gathered from School Visit (STS) and end of semester examination.</p> <p><i>For example, ask them to select and discuss some areas for semester-long subject projects.</i></p> <p><i>Discuss the organization of the proposed subject project themes in terms of the introduction, methodology, substantial section, and conclusion in a few sentences.</i></p> <p><b>Introduction to English:</b> <i>Project based on how to teach phonics in a chosen basic class.</i></p> <p><b>Introduction to English Literature:</b> <i>Project based on presentations, performances, dramatization, recitals, role-play, writing exercises, text analysis, and text reviews (NTECF p.16, 24, 25, 26; NTS3k: 14)</i></p> <p><b>Advanced Grammar:</b> <i>group based project on text analysis, problem-solving (NTECF p. 20, 23; NTS 2c:13; NTS3k: 14)</i></p> <p><b>Semantics:</b> <i>Project on planning a lesson for multilingual/diverse learners using their knowledge of their L1 as a basis (NTS 1a; 2c, f; 3g, i )</i></p>	<p>the NTEAP in terms of subject projects, subject portfolios (including those acquired during School Visits), and end-of-semester exams.</p> <p><i>For example, ask them to select and discuss some areas for semester-long subject projects.</i></p> <p><i>Discuss the organization of the proposed subject project themes in terms of the introduction, methodology, substantial section, and conclusion in a few sentences.</i></p> <p><b>Introduction to English:</b> <i>Project based on how to teach phonics in a chosen basic class.</i></p> <p><b>Introduction to English Literature:</b> <i>Project based on presentations, performances, dramatization, recitals, role-play, writing exercises, text analysis, and text reviews (NTECF p.16, 24, 25, 26; NTS3k: 14)</i></p> <p><b>Advanced Grammar:</b> <i>group based project on text analysis, problem-solving (NTECF p. 20, 23; NTS 2c:13; NTS3k: 14)</i></p> <p><b>Semantics:</b> <i>Project on planning a lesson for multilingual/diverse learners using their knowledge of their L1 as a basis (NTS 1a; 2c, f; 3g, i )</i></p>	
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	<p><i>Note: Remind tutors to keep GESI problems in mind, such as braille usage and audio equipment for orals.</i></p> <p>3.7 Allow tutors to discuss the evaluation tools and techniques used in evaluating student-teachers in the separate manuals. Presentations, projects, debates, quizzes, assignments, and examinations are just a few examples.</p>	<p>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.</p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors need to identify critical friends to observe lessons and report at the next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Request that tutors reflect on and discuss what they learned in the session that they will apply in their classes.</p> <p>4.2 Request that tutors pick critical friends who attended the PD session and have them sit in their classes during the lecture, reporting on their observations during the next PD session.</p> <p>4.3 To prepare for the following session, have tutors study lesson 12 from the PD manual.</p>	<p>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.</p> <p>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.</p> <p>4.3 Read lesson 12 to prepare for next week's PD session.</p>	<b>15 mins</b>

## Tutor PD Session for Lesson 12 in the Course Manual

### 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.

<b>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.</b>	<b>Guidance notes on Leading the session.</b> <i>What the SL/HoDs will have to say during each stage of the session</i>	<b>Guidance Notes on Tutor Activity during the PD Session.</b> What PD Session participants (Tutors) will do during each stage of the session.	<b>Time in session</b>
<b>1. Introduction to the session</b> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>• Overview of content and identification of</li> </ul>	1.1 Use ‘someone who ...’ strategy to recap the main issues raised in the previous PD session (thus, ask tutors to get up from their tables and move to other tables to find someone who will tell them what they can recall under the previous lesson.  1.2 Put tutors in pairs (while being gender sensitive), and let them discuss the	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	<b>20 mins</b>

<p>any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>main purpose of the current PD Session and that of the current lesson and ask them to share their views. For example, one of the purposes is to ensure effective implementation of the key principles and practices of the B.Ed. Programme.</p> <p>1.3 Discuss with the group the main Learning Outcomes (LOs) and the Learning Indicators (LIs) stated in their respective course manuals.</p> <p><i>For example:</i></p> <p><i>(i) Advanced English Grammar: Analyse various advanced uses of English Grammar as used in authentic discourses (NTS 2c, p.13);</i></p> <p><i>(ii) English Semantics: Demonstrate understanding and knowledge of the basic/key concepts in semantics (NTS 2c, 3i)</i></p> <p><i>(iii) Introduction to English: Demonstrate knowledge of English speech sounds. (NTS 2c, 13)</i> <i>(Refer to the learning outcomes and indicators sections of the lessons).</i></p>	<p>the current lesson and share your views.</p> <p>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.</p> <p><i>For example:</i></p> <p><i>(i) Advanced English Grammar: Analyse various advanced uses of English Grammar as used in authentic discourses (NTS 2c, p.13);</i></p> <p><i>(ii) English Semantics: Demonstrate understanding and knowledge of the basic/key concepts in semantics (NTS 2c, 3i)</i></p> <p><i>(iii) Introduction to English: Demonstrate knowledge of English speech sounds. (NTS 2c, 13)</i> <i>(Refer to the learning outcomes and indicators sections of the lessons).</i> <i>(Refer to the learning outcomes and indicators sections of the lessons).</i></p>	
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	<p>1.4 Refer tutors to the lesson description of lesson 8 and identify the distinctive features of the lesson:</p> <p><i>Examples:</i>  <b>Advanced Grammar:</b> <i>Other communicative functions - apology, complaint and echo-questions.</i>  <b>English Semantics:</b> <i>semantic theories.</i>  <b>Introduction to English:</b> <i>Punctuation rules - commas, colon, semi-colon and capitalisation.</i>  <b>Introduction to Literature in English:</b> <i>Elements of drama and interpretation of texts.</i></p> <p>1.5 Ask tutors to dialogue about the controversial questions that are likely to arise from the introduction to the lesson.</p> <p><i>Example of questions which might arise:</i>  <i>(i) English Semantics: What is a semantic feature theory?</i></p> <p><i>Suggested answer:</i>  <i>Semantic features enable linguistics to explain how words that share certain features may be members of the same semantic domain.</i></p> <p><i>(ii) Advanced English Grammar: What is communicative function?</i></p>	<p>1.4 Refer to the lesson description of lesson 8 and identify the distinctive features of the lesson:</p> <p><i>Examples:</i>  <b>Advanced Grammar:</b> <i>Other communicative functions - apology, complaint and echo-questions.</i>  <b>English Semantics:</b> <i>semantic theories.</i>  <b>Introduction to English:</b> <i>Punctuation rules - commas, colon, semi-colon and capitalisation.</i>  <b>Introduction to Literature in English:</b> <i>Elements of drama and interpretation of texts.</i></p> <p>1.5 Tell your elbow partner the controversial questions that are likely to arise from the introduction to your lesson.</p> <p><i>Example of questions which might arise:</i>  <i>(i) English Semantics: What is a semantic feature theory?</i></p> <p><i>Suggested answer:</i>  <i>Semantic features enable linguistics to explain how words that share certain features may be members of the same semantic domain.</i></p> <p><i>(ii) Advanced English Grammar: What is communicative function?</i></p>	
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	<p><i>Suggested answer:</i>  <i>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.</i></p> <p><i>(iii) Introduction to English:</i>  <i>What is punctuation?</i></p> <p><i>Suggested answer:</i>  <i>Punctuation is a set of marks that regulates and clarifies the meanings of different texts.</i></p> <p><i>(iv) Introduction to English Literature:</i>  <i>What are the elements of drama?</i></p> <p><i>Suggested answer: The main elements of drama include thought, theme, ideas; action or plot; characters; language; music; and spectacle.</i></p>	<p><i>Suggested answer:</i>  <i>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.</i></p> <p><i>(iii) Introduction to English:</i>  <i>What is punctuation?</i></p> <p><i>Suggested answer:</i>  <i>Punctuation is a set of marks that regulates and clarifies the meanings of different texts.</i></p> <p><i>(iv) Introduction to English Literature:</i>  <i>What are the elements of drama?</i></p> <p><i>Suggested answer: The main elements of drama include thought, theme, ideas; action or plot; characters; language; music; and spectacle.</i></p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students,</li> </ul>	<p>2.1 Using <i>think-pair-share</i> strategy, ask tutors to come out with the main content to be covered in lesson 12 and clarify issues that may arise from the discussion.</p> <p>2.1.1 Ask tutors to open to <i>lesson 12 of the manuals and discuss the topics and subtopics in</i></p>	<p>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.</p> <p>2.1.1 Open to <i>lesson 12 and its subtopics in the respective course manuals and examine</i></p>	<p><b>15 mins</b></p>

<p>concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p><i>the respective course manuals by examining the aspects that link to student-teachers' previous knowledge.</i></p> <p><i>Examples of topics and subtopics:</i></p> <p><b>Advanced Grammar:</b> <i>Communicative functions.</i></p> <p><b>English Semantics:</b> <i>Semantic theories.</i></p> <p><b>Introduction to Literature:</b> <i>Interpretation and appreciation of prose text.</i></p> <p><b>Introduction to English:</b> <i>Punctuation rules.</i></p> <p>2.2 Put tutors in their course groups to discuss the challenges they might encounter when presenting some specific concepts of their lessons.</p> <p><i>Examples of challenges with concepts:</i> <i>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)</i></p> <p>2.2.1 Discuss potential challenges or barriers to learning that student teachers are likely to</p>	<p><i>the aspects that link to student-teachers' previous knowledge.</i></p> <p><i>Examples of topics and subtopics:</i></p> <p><i>Examples of topics and subtopics:</i></p> <p><b>Advanced Grammar:</b> <i>Communicative functions.</i></p> <p><b>English Semantics:</b> <i>Semantic theories.</i></p> <p><b>Introduction to Literature:</b> <i>Interpretation and appreciation of prose text.</i></p> <p><b>Introduction to English:</b> <i>Punctuation rules.</i></p> <p>2.2 In your course groups discuss the challenges you might encounter when presenting topics of your lessons.</p> <p><i>Example of challenges with concepts:</i> <i>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)</i></p> <p>2.2.1 Share your challenges with the whole group</p>	
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	<p>encounter in teaching the topics in lesson 2.</p> <p><b>Examples of barriers:</b>  <b>Advanced Grammar:</b>  <i>Confusing with the distinction of the communicative functions, e.g. apology, complaint.</i></p> <p><b>English Semantics:</b>  <i>Differentiating lexical semantic theory from the other semantic theories.</i></p> <p><b>Introduction to English:</b>  <i>Challenges in the appropriate usage of punctuation marks in sentence construction.</i></p> <p><i>Introduction to Literature in English:</i>  <i>Challenges in the interpretation of the elements of drama.</i></p> <p><b>General barriers:</b>  <i>Coping with mixed abilities of student teachers, differentiated activities in the teaching and learning of student teachers.</i></p> <p>2.3 Ask tutors, in their course groups, to consider the suggested strategies in the manual and choose the most appropriate ones for teaching the topics in their respective manuals.</p> <p><i>Examples of suggested strategies:</i>  <i>Group work, Think-pair-share, School visits, Discussion, Concept mapping, Individual work and presentation, Teacher modelling, Brainstorming, Questioning.</i></p>	<p><b>Examples of barriers:</b>  <b>Advanced Grammar:</b>  <i>Confusing with the distinction of the communicative functions, e.g. apology, complaint.</i></p> <p><b>English Semantics:</b>  <i>Differentiating lexical semantic theory from the other semantic theories.</i></p> <p><b>Introduction to English:</b>  <i>Challenges in the appropriate usage of punctuation marks in sentence construction.</i></p> <p><i>Introduction to Literature in English:</i>  <i>Challenges in the interpretation of the elements of drama.</i></p> <p><b>General barriers:</b>  <i>Coping with mixed abilities of student teachers, differentiated activities in the teaching and learning of student teachers.</i></p> <p>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.</p> <p><i>Examples of suggested strategies:</i>  <i>Group work, Think-pair-share, School visits, Discussion, Concept mapping, Individual work and presentation, Teacher modelling, Brainstorming, Questioning.</i></p>	
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	2.4 Discuss with tutors how the selected strategies and activities will be used in the lessons to promote learning at the New 4-Year B.Ed. and Basic levels.	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.	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning</li> </ul>	<p>3.1 Lead discussion through questions and answers on the various suggested teaching and learning activities to be used in the lesson delivery;</p> <p><i>Examples:</i></p> <p>(i) <i>Advanced English Grammar: Teaching activities of guiding student teachers to use communicative functions effectively.</i></p> <p>(ii) <i>English Semantics: Teaching and learning activities of brainstorming semantic theories.</i></p> <p>(iii) <i>Introduction to English: Teaching and learning activities of guiding student teachers to effectively use punctuation rules.</i></p> <p>(iv) <i>Introduction to Literature in English: Teaching and learning activities of guiding student teachers to appropriately interpret text on drama.</i></p>	<p>3.1 discuss through questions and answers on the various suggested teaching and learning activities to be used in the lesson delivery;</p> <p><i>Examples:</i></p> <p>(i) <i>Advanced English Grammar: Teaching activities of guiding student teachers to use communicative functions effectively.</i></p> <p>(ii) <i>English Semantics: Teaching and learning activities of brainstorming semantic theories.</i></p> <p>(iii) <i>Introduction to English: Teaching and learning activities of guiding student teachers to effectively use punctuation rules.</i></p> <p>(iv) <i>Introduction to Literature in English: Teaching and learning activities of guiding student teachers to appropriately interpret text on drama.</i></p>	

<ul style="list-style-type: none"> <li>• Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</li> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> </ul> </li> <li>• Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p>3.2 Discuss with tutors the means of promoting the delivery of English lessons in both the B.Ed. and Basic School Curricula, as well as GESI and 21<sup>st</sup> century skills.</p> <p>Examples:</p> <p>(i) Promoting GESI</p> <ul style="list-style-type: none"> <li>• Select a YouTube video that shows a male teacher teaching an EG class.</li> <li>• Select a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels.</li> <li>• Form mixed groups for group activities.</li> </ul> <p>(ii) Promoting 21<sup>st</sup> century skills</p> <p>Using email, mobile phones, computers, slides, telegram</p> <p><i>(Refer tutors to the teaching and learning activities sections of the course manuals)</i></p> <p>3.3 Discuss with tutors the appropriateness of the activities and strategies and how they will be used to enhance the core and transferable skills.</p> <p>Examples:</p> <p>(i) Interpreting the elements of drama (Introduction to Literature), communicative</p>	<p>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 21<sup>st</sup> century skills.</p> <p>Examples:</p> <p>(i) Promoting GESI</p> <ul style="list-style-type: none"> <li>• Select a YouTube video that shows a male teacher teaching an EG class.</li> <li>• Select a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels.</li> <li>• Form mixed groups for group activities.</li> </ul> <p>(ii) Promoting 21<sup>st</sup> century skills</p> <p>Using email, mobile phones, computers, slides, telegram.</p> <p><i>(Refer to the teaching and learning activities sections of the course manuals)</i></p> <p>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-</p>	
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	<p>functions (Advanced Grammar), semantic theories (English Semantics) to develop critical thinking, communication, collaboration, digital literacy).</p> <p>(i) 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.</p> <p>3.4 Ask one tutor to model a selected activity in a teaching situation.</p> <p><i>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).</i></p> <p>3.5 Refer tutors to 1.8 and 1.9 of this PD manual and appendix 2 and ask them to read on Subject project and Subject portfolio. Invite them to share their understanding of each concept including the</p>	<p>sexist language) in the lessons in both the College of Education (B.ED) and the Basic School Curricula.</p> <p>3.4 Model a selected activity in a teaching situation.</p> <p><i>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).</i></p> <p>3.5 Refer to the assessment section of your respective manuals. Read on Subject project and Subject portfolio. Share your understanding of each concept.</p>	
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	<p>weightings on each component. Remind tutors that these components of assessment are very important and will form the modes for assessing the student teachers now.</p> <p>3.6 Ask tutors to 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.</p> <p><i>For example: Have them to identify and discuss some areas for Subject projects for the semester. Briefly discuss the structure of the prospective subject projects topics in terms of the introduction, methodology, substantive section and the conclusion.</i></p> <p><i>Note: Remind tutors to be mindful of GESI issues such as the use of braille, the use of audio machines for orals, etc.</i></p> <p>3.7 Discuss the assessment instruments in the respective manuals and procedures used in assessing student teachers.</p>	<p>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.</p> <p><i>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.</i></p> <p><i>Note: Be mindful of GESI issues such as the use of braille, the use of audio machines for orals, etc.</i></p> <p>3.7 Discuss the assessment instruments in your respective manuals and procedures used in assessing student</p>	
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		<p>teachers with whole group.</p> <p><i>For example: presentation, project, debate, quizzes, assignment and tests.</i></p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors need to identify critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Ask tutors to reflect on and share what they have learnt in the session which they will be using in their lessons.</p> <p>4.2 Ask tutors to identify critical friends who took part in the PD session to sit in their classes during lesson and report on observation made during next PD session.</p>	<p>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.</p> <p>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.</p>	<b>15 mins</b>

## Appendix 1

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

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

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

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

## Appendix 2. Course Assessment Components briefly

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

<b>EXAM</b>	<b>End of semester Exam, weight 40%. To assess:</b> achievement of one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of the Basic School Curriculum, ability to use GESI responsive approaches and to integrate ICT and 21 <sup>st</sup> C skills in teaching and learning
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	<p>age levels to be covered in the PD Session and let them group themselves according to age levels. <i>E.g. What are the age levels covered in this PD Session?</i>  <i>Suggested Answer: The levels are Early Grade, Upper Primary and JHS (refer to individual specialism in the course manual)</i></p> <p><b>1.1.3 Introduction to course manual</b></p> <p>1.1.3.1 Let tutors put themselves into groups according to area of specialism and discuss the overview of the course.  <b>Question:</b> What are the main elements of the course description?  <b>Suggested answer:</b> <i>the content (the concept of speaking and listening and how it contributes to language learning and literacy development, the skills in developing TLMs for teaching speaking and listening and techniques in assessing speaking at the EG, UP and JHS levels), integrating technology into teaching the course, approaches to teaching the course and assessment of the course. (refer to</i></p>	<p>and group yourself according to the age level you are teaching, e.g. Early Grade, Upper Primary and JHS</p> <p>1.1.3.1 Form groups according to your specialism and discuss the main elements of the course description of your manual. <i>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.</i></p>	
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	<p><i>course description in your course manual for details)</i></p> <p>1.1.3.2 Through the use of probing questions, help tutors identify the two main continuous assessment components of the course. Example, Question: What are the two main continuous assessment components of the course. Suggested Answer: These are</p> <ul style="list-style-type: none"> <li>- Component 1 (Subject Portfolio e.g. mid semester quiz) Assessment - 30%) made up of selected Items of students work, midterm assessment, reflective journal, organisation of the subject portfolio and</li> <li>- Component 2: Subject Project (e.g. mini child study on strategies teachers apply in teaching speaking and listening (30%) made up of introduction, methodology, main section and conclusion. (<i>refer to assessment section of your course manual for details</i>). Answer tutors' questions to address issues raised.</li> </ul>	<p>1.1.3.2 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 of the subject portfolio and Component 2: Subject Project (30%) made up of introduction, methodology, main section and conclusion. (<i>refer to assessment section of the course manual for details</i>). Ask question for further clarifications.</p>	
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<p><b>1b Introduction to the Session</b></p>	<p><b>1.2 Introduction to current PD Session</b></p> <p>1.2.1 Give tutors post-it-note and ask them to write at least four things they learnt from the previous PD session. Example,  <b>Question:</b> What four things do you remember in the previous PD Session?  <b>Suggested answer:</b> The concept of communication, barriers to communication, academic speaking, reading and writing, note taking and note making, time management and documenting sources.</p> <p>1.2.2. Put tutors in group based on specialism and let them 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.</p> <p><b>Expected answers</b>  - Barriers – (large class size and misconception that speaking and</p>	<p>1.2.1 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.</p> <p>1.2.2. 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,</p> <p>- Barriers – (large class size and misconception that speaking and</p>	
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	<p>listening does not contribute to language acquisition).</p> <ul style="list-style-type: none"> <li>- Core and transferable skills (communication, critical thinking, collaboration, inclusivity, digital literacy)</li> <li>- Lesson delivery mode (face to face, individualised learning, seminar, etc)</li> <li>- 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</li> <li>- 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 manuals for details)</li> </ul> <p>1.2.3 Discuss with the group the overview of the content of the lesson and identify any distinctive aspect of the lesson for the various levels.</p> <p><b>Expected Response:</b></p> <ul style="list-style-type: none"> <li>- Content: Introduction to speaking and listing (definition of speaking</li> </ul>	<p>listening does not contribute to language acquisition).</p> <ul style="list-style-type: none"> <li>- Core and transferable skills (communication, critical thinking, collaboration, inclusivity, digital literacy)</li> <li>- Lesson delivery mode (face to face, individualised learning, seminar, etc)</li> <li>- 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</li> <li>- 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)</li> </ul> <p>1.2.3 Discuss the overview of the content of the lesson and identify any distinctive aspect of the lesson.</p> <p><b>Outcome of discussion</b></p> <p>Content: Introduction to speaking and listing (definition of speaking</p>	
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	<p>and listening, types of speaking and listening and role of speaking and listening in language acquisition)</p> <p><b>Distinctive feature</b> (for example) - Types of listening – In the Early Grade we have discriminative listening, while the Upper Primary and JHS have comprehensive listening</p> <p><b>Note:</b> With colleagues, address issues that may arise from the discussion on the content for clarification in the lesson.</p>	<p>and listening, types of speaking and listening and role of speaking and listening in language acquisition)</p> <p><b>Distinctive feature</b> - Types of listening In the Early Grade we have discriminative listening, while the Upper Primary and JHS have comprehensive listening</p> <p>Ask questions on issues that need more clarification. e.g. how are the indicators related to the learning outcomes?)</p>	
<p><b>Q 2 Concept Development (New learning likely to arise in lesson/s)</b></p>	<p>2.1 Using think-pair-share strategy, ask tutors to come out with the main content to be covered in lesson 1 and clarify issues that may arise from the discussion.</p> <p><b>Question:</b> What are the main items in content of the lesson? <b>Expected Response:</b> Main content of the lesson are the definition of speaking and listening, types of speaking and listening, and the role of speaking and listening in language acquisition.</p> <p>2.1.1 Using think-pair-share strategy, ask tutors to</p>	<p>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.</p> <p>2.1.1 Use think-pair-share strategy come out with</p>	<p><b>15 mins</b></p>

	<p>come out with the main issue to be covered in lesson 1 and clarify issues that may arise from the discussion.</p> <p>2.1.1 Ask tutors to 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 <i>concept and types of listening and roles of speaking and listening in language acquisition</i>. The lesson is linked to the previous lesson because <i>speaking and listening relates to communication skills because they promote language acquisition</i>).</p> <p>2.2 Put tutors in their specialism groups to discuss the challenges they might encounter when presenting some specific subtopics of the lesson.</p> <p>2.2.1 Use questions and answer technique to tease out the challenges (potential barriers to learning for student teachers, concepts or pedagogy) they are likely to encounter in teaching the topic from them. E.g. inadequate knowledge on the topic, etc.</p>	<p>the main issue to be covered in lesson 1 and clarify issues that may arise from the discussion.</p> <p>2.1.1 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 <i>concept and types of listening and roles of speaking and listening in language acquisition</i>. The lesson is linked to the previous lesson because <i>speaking and listening relates to communication skills because they promote language acquisition</i>).</p> <p>2.2 Form groups based on your specialism and discuss the challenges you might encounter when presenting some specific subtopics of the lesson.</p> <p>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.</p>	
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	<p>2.3 Ask tutors, in their specialism groups, to consider the suggested strategies in the manual and choose the most appropriate ones for teaching the topic in your course manual. Example: <i>Group work, school visits, video presentation and class discussion.</i></p>	<p>2.3 Discuss the suggested strategies in the manual and choose the most appropriate ones for teaching the topic in the course manual. Example: <i>Group work, school visits, video presentation and class discussion.</i></p>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p>	<p>3.1 Use discussion technique 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. (<i>refer to the teaching and learning activities section of the course manual</i>)</p> <p>3.2 Ask tutors to discuss the appropriateness and effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills (<i>inclusivity, critical thinking, communication, etc.</i>) and GESI in the lessons in both the College of Education (B. ED) and Basic School Curricula. <i>For example, asking student to work in</i></p>	<p>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)</p> <p>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 (<i>inclusivity, critical thinking, communication, etc.</i>) and GESI in the lessons in both the College of Education (B.ED) and Basic School Curricula. <i>For example, asking student to work in</i></p>	<p><b>40 mins</b></p>

	<p><i>groups will ensure critical thinking, inclusivity, collaboration, leadership skills, communication, avoiding gender stereotype language and examples in the classroom.</i></p> <p>3.3 Help tutors discuss as a class and identify the continuous assessments used for the lesson.</p> <ul style="list-style-type: none"> <li>- Continuous assessment 1- group oral presentation on role of speaking and listening on literacy development of learners done in class.</li> <li>- Continuous assessment 2 – Write a report of about 200 words on teachers’ perception on the teaching of speaking and listening in the language curriculum.</li> </ul> <p><b>Note:</b> Discuss the challenges you may anticipate using these assessment strategies.</p> <p>3.4 Discuss with tutors:</p> <ul style="list-style-type: none"> <li>- the main teaching and learning resources including ICTs (e.g. computer, smartphone) and how they will be used in the lesson to promote learning at both the New 4-Year B. Ed and Basic levels and all learners.</li> </ul>	<p><i>groups will ensure critical thinking, inclusivity, collaboration, leadership skills, communication, avoiding gender stereotype language and examples in the classroom.</i></p> <p>3.3. Discuss as a class and identify the continuous assessments used for the lesson.</p> <ul style="list-style-type: none"> <li>- Continuous assessment 1 - group oral presentation on role of speaking and listening on literacy development of learners done in class</li> <li>- 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</li> </ul> <p>Discuss the challenges you may anticipate using these assessment strategies.</p> <p>3.4 Discuss</p> <ul style="list-style-type: none"> <li>- 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</li> </ul>	
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	<p>- 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 among all manner of learners.</p> <p>- the additional reading materials (Practical English language teaching: Speaking. [Chapter 2 and 3]) needed and how they will be used in the lesson to enhance effective learning among all manner of learners.</p> <p><b>Note:</b> Discuss with tutors the challenges they may encounter using the resources in delivering the lesson, e. g. no access to internet, unavailability of the textbook.</p> <p>3.5 Ask a tutor to model a selected activity, e.g. group work, in a teaching situation to come out with how it will promote GESI and the core and transferable skills.</p> <p><b>Note:</b> Ask tutors to note key points in the PD Session to use in their teaching of the lesson in their class.</p>	<p>- 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.</p> <p>- 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.</p> <p>Discuss challenges likely to be encountered in using the resources, e.g. students' inability to read and understand the textbook.</p> <p>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.</p> <p><b>Note</b> key points in the PD Session to use in your teaching of the lesson in your class.</p>	
<b>4. Evaluation and review of session:</b>	4.1 Use questions to recap the main issues in the PD session and discuss	4.1 Answer questions to recap the main issues in the PD session and	<b>15 mins</b>

	<p>any outstanding issues that relate to it for clarification. Let tutors</p> <p>4.2 Let tutor 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.</p> <p>4.3 Give an overview of the topic to be covered in the next PD Session and encourage tutors to read on the topic.</p>	<p>discuss any outstanding issues that relate to session for clarification.</p> <p>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.</p> <p>4.3 Listen to overview on the topic for the next PD Session and do advance reading.</p>	
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**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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	<b>Time in session</b>
1. Introduction to the session	<p>1.1 Let tutors write down the main ideas raised in the previous PD Session on the <i>definition and roles of speaking and listening in language acquisition (E.g. What are the roles of speaking and listening in language acquisition?)</i></p> <p><i>Expected Response:</i></p> <ul style="list-style-type: none"> <li>- Builds confidence</li> <li>- Helps with knowledge of rules</li> <li>- Builds fluency</li> </ul> <p>1.2 Let tutors share their reflections on the lesson they observed from a colleague on the application of the previous PD session in the classroom and discuss as a class.</p>	<p>1.1 Write down the main ideas raised in the previous PD Session on <i>definition and roles of speaking and listening in language acquisition. E.g. enhances communication skills</i></p> <p>1.2 Share reflections on the lesson observed on the application of the previous PD session in the classroom and discuss with colleagues.</p>	<b>20 mins</b>

	<p>1.3 Put tutors in group based on specialism and let them 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.</p> <p><b>Expected answers</b></p> <ul style="list-style-type: none"> <li>- <i>Barriers – (large class size and inadequate knowledge on the fact that speaking and listening have components)</i></li> <li>- <i>Core and transferable skills (communication, critical thinking, observation and enquiry skills, digital literacy)</i></li> <li>- <i>Lesson delivery mode (face to face, e-learning individualised learning, seminar, etc)</i></li> <li>- <i>LO (Demonstrate understanding and knowledge of the concepts of speaking and listening and their roles in literacy development of EG, UP and JHS learners and components of speaking and listening. (NTS 2c, d, NTS 3e and NTECF 3, p.25)</i></li> </ul>	<p>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.</p> <p>Example,</p> <ul style="list-style-type: none"> <li>- <i>Barriers – (large class size and inadequate knowledge on the fact that speaking and listening have components).</i></li> <li>- <i>Core and transferable skills (communication, critical thinking, observation and enquiry skills, digital literacy)</i></li> <li>- <i>Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc)</i></li> <li>- <i>LO (Demonstrate understanding and knowledge of the concepts of speaking and listening and their roles in literacy development of EG, UP and JHS learners and components of speaking and listening. (NTS 2c, d, NTS 3e and NTECF 3, p.25))</i></li> </ul>	
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	<p>- 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)</p> <p><b>Note:</b> Ask tutors to write down key notes as the PD Session progresses to help them teach the lesson effectively in your class.</p> <p>1.4 Discuss with the group the overview of the content of the lesson and identify any distinctive aspect of the lesson for the various levels.</p> <p><b>Expected Response:</b> - 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</p> <p>1.5 Distinctive feature Lead discussion on distinctive features that may occur in the lesson at the various levels of specialism. E.g.</p> <p>- The components of effective oral instruction may be the same for all levels but the strategies to be used may differ from</p>	<p>- 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)</p> <p>Write down key notes as the PD Session progresses to help you teach the lesson effectively in your class.</p> <p>1.4 Discuss the overview of the content of the lesson and identify any distinctive aspect of the lesson.</p> <p><b>Outcome of discussion</b> 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.</p> <p>1.5 Distinctive feature</p> <p>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</p>	
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	<p><i>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.</i></p> <p>Note: With colleagues, address issues that may arise from the discussion on the content for clarification in the lesson.</p> <p><b>Expected response;</b> <i>The indicators help us to know we are achieving the LO.</i></p>	<p><i>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.</i></p> <p>Ask questions on issues that need more clarification. e.g. <i>How are the indicators related to the learning outcomes?</i></p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p>	<p>2.1 Using question and answer strategy, let tutors come out with the main content to be covered in lesson 2 and clarify issues that may arise from the discussion.</p> <p>Question: <i>What are the main items in the content of the lesson?</i></p> <p><b>Expected Response:</b> <i>Main content of the lesson are the components of speaking, views of listening, and components of effective oral instruction.</i></p> <p>2.1.1 Ask tutors to read lesson 2 in the course manual and discuss the subtopics and examine the aspects that link to student-teachers' previous knowledge.</p>	<p>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.</p> <p><b>Expected answer:</b> <i>Main content of the lesson are the components of speaking, views of listening and components of effective oral instruction.</i></p> <p>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.</p>	<p><b>15 mins</b></p>

	<p><i>(e.g. knowing the components of effective oral instruction will lead to student-teacher knowing how to teach speaking and listening at their level of specialism.</i></p> <p>2.2 Put tutors in mixed groups to discuss the challenges they might encounter when presenting some specific subtopics of the lesson.</p> <p>2.2 Use probing questions help tutors to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) they are likely to encounter in teaching the topic from them.</p> <p><i>E.g. students' language background, lack of internet access to help search for information on the topic, etc.</i></p> <p>2.3 Ask tutors, in their specialism groups, to consider the suggested strategies in the manual and choose the most appropriate ones for teaching the topic in your course manual. Examples: <i>Group work, Think, pair and share, School visits, Discussion, Concept mapping, Individual work and Seminar, Teacher modeling,</i></p>	<p><i>(e.g. knowing the components of effective oral instruction will lead to student-teacher knowing how to teach speaking and listening at their level of specialism)</i></p> <p>2.2 Form mixed groups based on gender and discuss the challenges you might encounter when presenting some specific subtopics of the lesson.</p> <p>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. <i>E.g. students' language background</i></p> <p>2.3 Discuss the suggested strategies in the manual and choose the most appropriate ones for teaching the topic in the course manual. Example: <i>Group work, Think, pair and share, School visits, Discussion, Concept mapping, Individual work and Seminar, Teacher modelling, Brainstorming and Questioning.</i></p>	
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	<i>Brainstorming and Questioning.</i>		
<b>3. Planning for teaching, learning and assessment activities for the lesson/s</b>	<p>3.1 Lead discussion through questions and answers 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. <i>(refer to the teaching and learning activities section of the course manual)</i></p> <p>3.2 Ask tutors to brainstorm on the appropriateness and effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills <i>(inclusivity, critical thinking, communication, etc.)</i> and GESI in the lessons in both the College of Education (B.ED) and Basic School Curricula and share with others. <i>For example, using discussion will ensure critical thinking, inclusivity, collaboration, and communication.</i></p> <p>3.3 Help tutors discuss as a class and identify the continuous assessments used for the lesson.</p>	<p>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. <i>(refer to the teaching and learning activities section of the course manual)</i></p> <p>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 <i>(inclusivity, critical thinking, communication, etc.)</i> and GESI in the lessons in both the College of Education (B.ED) and Basic School Curricula and share with colleagues. <i>For example, using discussion will ensure critical thinking, inclusivity, collaboration and communication).</i></p> <p>3.3. Discuss as a class and identify the continuous assessments used for the lesson.</p>	<b>40 mins</b>

	<p>- Continuous assessment 1- Reflective Journal - Write a 250 words reflective journal on how teacher teach orals skills during their school visit and present for their subject portfolio.</p> <p>- Continuous assessment 2 – Let students write a short quiz of 10 multiple choice questions on the <i>components of speaking, views of listening and effective oral instruction.</i></p> <p><b>Note:</b> <i>Discuss the challenges you may anticipate using these assessment strategies.</i></p> <p>3.4 Discuss with tutors:</p> <p>- the main teaching and learning resources including ICTs (e.g. computer, smartphone) and how they will be used in the lesson to promote learning at both the New 4-Year B. Ed and Basic levels and all learners.</p> <p>- the required text (<i>Introduction to language teaching skills: A resource for language teachers.</i> [Units 11 and 12]) and how it will be used in the lesson to promote learning among all manner of learners.</p>	<p>- 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.</p> <p>- Continuous assessment 2 - student- write short quiz of 10 multiple choice questions on the <i>components of speaking, views of listening and effective oral instruction</i></p> <p><i>Discuss the challenges you may anticipate using these assessment strategies.</i></p> <p>3.4 Discuss</p> <p>- 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</p> <p>- 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.</p>	
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	<p>- the additional reading materials (<i>Practical English language teaching: Speaking. [Chapter 2 and 3]</i>) needed and how they will be used in the lesson to enhance effective learning among all manner of learners.</p> <p><b>Note:</b> <i>Discuss with tutors the challenges they may encounter when using the resources in delivering the lesson, e.g. no access to internet, unfamiliarity of some strategies to tutors.</i></p> <p>3.5 Ask a tutor to model a selected activity, e.g. brainstorming, in a teaching situation to come out with how it will promote GESI and the core and transferable skills.</p>	<p>- the additional reading materials (<i>Practical English language teaching: Speaking. [Chapter 2 and 3]</i>) needed and how you will use them to promote learning among all manner of learners.</p> <p>Discuss challenges likely to be encountered in using the resources, e.g. students' inability to read and understand the textbook.</p> <p>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.</p>	
<p><b>4. Evaluation and review of session</b></p>	<p>4.1 Use discussion with tutors to recap the main issues in the PD session and discuss any outstanding issues that may arise in relation to the lesson for clarification.</p> <p>4.2 Let tutor 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.</p>	<p>4.1 Answer questions to recap the main issues in the PD session and discuss any outstanding issues that relate to session for clarification.</p> <p>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.</p>	<p><b>15 mins</b></p>

	4.3 Give an overview of the topic to be covered in the next PD Session and encourage tutors to read on the topic.	4.3 Listen to overview on the topic for the next PD Session and do advance reading.	
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**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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	<b>Time in session</b>
<b>1. Introduction to the session clarification on any aspect of the lesson.</b>	1.1 Let tutors use discussion to recap the main ideas deliberated on in the previous PD Session on the <i>components of speaking, views of listening and components of effective oral instruction (E.g. What are the components of effective oral instruction?)</i> <b>Expected Response:</b> e.g. - Promote auditory Memory - Teach and Extend Vocabulary and Conceptual Knowledge	1.1 Contribute to discussion to recap the main ideas deliberated on in the previous PD Session on the <i>components of speaking, views of listening and components of effective oral instruction.</i>  E.g. <i>What are the components of effective oral instruction?</i> <b>Answer:</b> - Teach a variety of spoken texts - Create a language learning environment	<b>20 mins</b>

	<p>1.2 Give tutors opportunity to share their reflections on the lesson they observed from a colleague on the application of the previous PD session in the classroom and discuss as a class.</p> <p>1.3 Put tutors in group based on specialism and let them read individually and discuss the introductory part of the lesson (Lesson 3 - <i>(strategies used in teaching EG, UP and JHS speaking, problems in using the strategies and how to address the problems.)</i>) for the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.</p> <p><b>Expected answers</b></p> <ul style="list-style-type: none"> <li>- <i>Barriers – (large class size and Student teachers lack of knowledge that teaching speaking and listening at the Early Grade may have unique strategies</i></li> <li>- <i>Core and transferable skills (communication, critical thinking, inclusivity, observation and enquiry skills, digital literacy)</i></li> </ul>	<p>1.2 Share reflections on the lesson observed on the application of the previous PD session in the classroom and discuss with colleagues.</p> <p>1.3 In groups of specialisms, read individually and discuss the introductory part of the lesson (Lesson 3 - <i>(strategies used in teaching EG, UP and JHS speaking, problems in using the strategies and how to address the problems.)</i>) for the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators. Example,</p> <ul style="list-style-type: none"> <li>- <i>Barriers – (large class size and Student teachers lack of knowledge that teaching speaking and listening at the Early Grade may have unique strategies).</i></li> <li>- <i>Core and transferable skills (communication, critical thinking, inclusivity, observation and enquiry skills, digital literacy)</i></li> </ul>	
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	<p>- Lesson delivery mode (face to face, e-learning individualised learning, seminar, etc)</p> <p>- 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))</p> <p>- 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)</p> <p><b>Note:</b> Ask tutors to note key ideas as the PD Session progresses to help them teach the lesson effectively in your class.</p> <p>1.4 Discuss with the group the overview of the</p>	<p>- Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc)</p> <p>- 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))</p> <p>- 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)</p> <p>Note key ideas as the PD Session progresses to help you teach the lesson effectively in your class.</p> <p>1.4 Discuss the overview of the content of the lesson</p>	
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	<p>content of the lesson and identify any distinctive aspect of the lesson for the various levels.</p> <p><b>Expected Response:</b></p> <p>- <i>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.</i></p> <p><b>1.5 Distinctive features</b></p> <p>Let tutors brainstorm on the distinctive features that may occur in the lesson at the various levels of specialism. E.g.</p> <p>- <i>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.</i></p> <p>Note: With colleagues, address issues that may arise from the discussion on the content for clarification in the lesson.</p>	<p>and identify any distinctive aspect of the lesson.</p> <p><b>Outcome of discussion</b></p> <p>- <i>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.</i></p> <p><b>1.5 Distinctive features</b></p> <p>Brainstorm on the distinctive features that may occur in the lesson at the various levels of specialism.</p> <p>E.g. <i>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</i></p> <p>Ask questions on issues that need more clarification. e.g. <i>What can be done to achieve the indicators in the lesson?</i></p>	
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	<p><b>Expected response;</b>  <i>Achieving the indicators will hinge on proper and advance planning before classes and involving the student in the teaching/learning process.</i></p>		
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p>	<p>2.1 Using individualised strategy, let tutors 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.  <b>Question:</b> <i>What are the main items in the content of the lesson?</i></p> <p><b>Expected Response:</b> <i>Main content of the lesson strategies for teaching speaking and listening, challenges of using the strategies and how to address the challenges.</i></p> <p>2.3 Ask tutors to read lesson 3 in the course manual and discuss the subtopics and examine the aspects that link to student-teachers' previous knowledge.  <i>(e.g. strategies for teaching speaking and listening, challenges of using the strategies and how to address the challenges at their level of specialism. This is linked to the previous knowledge of</i></p>	<p>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.  <b>Question:</b> <i>What are the main items in the content of the lesson?</i></p> <p><b>Expected answer:</b> <i>Main content of the lesson strategies for teaching speaking and listening, challenges of using the strategies and how to address the challenges.</i></p> <p>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.    <i>(e.g. strategies for teaching speaking and listening, challenges of using the strategies and how to address the challenges at their level of specialism)</i></p>	<p><b>15 mins</b></p>

	<p>learners on the components of effective oral instruction.</p> <p>2.2 Put tutors in their specialism groups to discuss the challenges they might encounter when presenting some specific subtopics of the lesson. Collaborate with tutors to address the challenges.</p> <p>2.3 Use probing questions help tutors to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) they are likely to encounter in teaching the topic from them. E.g. <i>students' weak language background, lack of internet access to help search for information on the topic, large class size, etc.</i></p> <p>2.4 Ask tutors, in their specialism groups, to consider the suggested strategies in the manual and choose the most appropriate ones for teaching the topic in your course manual. Examples: <i>Individualized work, class discussion, school visit, semantic mapping group work, school</i></p>	<p>2.2 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson.</p> <p>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. <i>students' weak language background</i></p> <p>2.4 Discuss the suggested strategies in the manual and choose the most appropriate ones for teaching the topic in the course manual. Example: <i>Individualized work, class discussion, school visit, semantic mapping group work, school visit,</i></p>	
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	<i>visit, semantic mapping and Seminar.</i>	<i>semantic mapping and Seminar.</i>	
<b>3. Planning for teaching, learning and assessment activities for the lesson/s</b>	<p>3.1 Lead discussion through questions and answers 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. <i>(refer to the teaching and learning activities section of the course manual)</i></p> <p>3.2 Ask tutors to 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 others and share with colleagues. <i>For example, using class discussion will ensure critical thinking, inclusivity, collaboration, digital literacy, leadership skills and communication skills.</i></p>	<p>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. <i>(refer to the teaching and learning activities section of the course manual)</i></p> <p>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. <i>For example, using class discussion will ensure critical thinking, inclusivity, collaboration, digital literacy, leadership skills and communication skills.</i></p>	<b>40 mins</b>

	<p><b>Note:</b> <i>During school visits let student-teachers take note of the strategies/activities teachers employ in delivery the topic and write report on it.</i></p> <p>3.3 Help tutors discuss as a class and identify the continuous assessments used for the lesson.</p> <ul style="list-style-type: none"> <li>- Continuous assessment 1- Reflective Journal <ul style="list-style-type: none"> <li>- Write a 250 words reflective journal on strategies teachers use in teaching speaking and listening at the various specialism levels during their school visit.</li> </ul> </li> <li>- Continuous assessment 2 – Let students do class presentation on the strategies used in teaching speaking at their specialism).</li> </ul> <p>3.4 Discuss with tutors:</p> <ul style="list-style-type: none"> <li>- the main teaching and learning resources including ICTs (e.g. computer, smartphone, video) and how they will be used in the lesson to promote learning at both the New 4-Year B. Ed and Basic levels and all learners.</li> </ul> <ul style="list-style-type: none"> <li>- the required text (<i>Introduction to language teaching</i>)</li> </ul>	<p>3.3 Discuss as a class and identify the continuous assessments used for the lesson.</p> <ul style="list-style-type: none"> <li>- Continuous assessment 1 Reflective Journal <ul style="list-style-type: none"> <li>- Write a 250 words reflective journal on strategies teachers use in teaching speaking and listening at the various specialism levels during their school visit.</li> </ul> </li> <li>- Continuous assessment 2 - students do class presentation on the strategies used in teaching speaking at their specialism).</li> </ul> <p>3.4 Discuss</p> <ul style="list-style-type: none"> <li>- 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</li> </ul> <ul style="list-style-type: none"> <li>- the required text (Introduction to language teaching skills: A resource</li> </ul>	
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	<p><i>skills: A resource for language teachers. [Units 11 and 12]) and how it will be used in the lesson to promote learning among all manner of learners.</i></p> <p>- the additional reading materials (<i>Teaching English as a foreign language for dummies- [Chapter 13]</i>) needed and how they will be used in the lesson to enhance effective learning among all manner of learners.</p> <p><b>Note:</b> <i>Discuss with tutors the challenges they may encounter when using the resources in delivering the lesson, e. g. no access to internet to look for information on the lesson.</i></p> <p>3.5 Ask a tutor to model a selected activity, e.g. semantic mapping, in a teaching situation to come out with how it will promote GESI and the core and transferable skills.</p>	<p>for language teachers. [Units 11 and 12]) and how it will be used in the lesson to promote learning.</p> <p>- the additional reading materials (<i>Teaching English as a foreign language for dummies [Chapter 13]</i>) needed and how you will use them to promote learning among all manner of learners.</p> <p>Discuss challenges likely to be encountered in using the resources, e.g. students' inability to read and understand the textbook.</p> <p>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.</p>	
<b>4. Evaluation and review of session:</b>	4.1 Through tell a friend strategy ask tutors to recap the main issues in the PD session and discuss any outstanding issues that may arise in relation to the lesson for clarification.	4.1 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.	<b>15 mins</b>

	<p>4.2 Let tutor 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.</p> <p>4.3 Give an overview of the topic to be covered in the next PD Session and encourage tutors to read on the topic.</p>	<p>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.</p> <p>4.3 Listen to overview on the topic for the next PD Session and do advance reading.</p>	
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**Age Levels/s:**

Early Grade (EG), Upper Primary (UP) and JHS

**Name of Subject/Course:**

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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	<b>Time in session</b>
<b>1. Introduction to the session</b>	<p>1.1 Let tutors use discussion to recap the main ideas deliberated on in the previous PD Session on the <i>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?)</i></p> <p><b>Expected Response:</b> e.g.</p> <ul style="list-style-type: none"> <li>- Promote auditory Memory</li> <li>- Teach and Extend Vocabulary and Conceptual Knowledge</li> </ul>	<p>1.1 Contribute to discussion to recap the main ideas deliberated on <i>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?)</i></p> <p><b>Answer:</b></p> <ul style="list-style-type: none"> <li>- Teach a variety of spoken texts</li> <li>- Create a language learning environment</li> </ul>	<b>20 mins</b>

	<p>1.2 Give tutors opportunity to share their reflections on the lesson they observed from a colleague on the application of the previous PD session in the classroom and discuss as a class.</p> <p>1.3 Put tutors in group based on specialism and let them read individually and discuss the introductory part of the lesson (Lesson 4 - <i>(strategies used in teaching EG, UP and JHS Listening comprehension and problems in using the strategies and how to address the problems.)</i> for the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.</p> <p><b>Expected answers</b></p> <ul style="list-style-type: none"> <li>- <i>Barriers – (large class size and Student teachers lack of knowledge that teaching speaking and listening at the EG, UP and JHS may have unique strategies</i></li> <li>- <i>Core and transferable skills (communication, critical thinking, inclusivity, observation</i></li> </ul>	<p>1.2 Share reflections on the lesson observed on the application of the previous PD session in the classroom and discuss with colleagues.</p> <p>1.3 In groups of specialisms, read individually and discuss the introductory part of the lesson (Lesson 4 - <i>(strategies used in teaching EG, UP and JHS listening comprehension and, problems in using the strategies and how to address the problems.)</i> for the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.</p> <p>Example,</p> <ul style="list-style-type: none"> <li>- <i>Barriers – (large class size and Student teachers lack of knowledge that teaching speaking and listening at the Early Grade may have unique strategies).</i></li> <li>- <i>Core and transferable skills (communication, critical thinking, inclusivity, observation and enquiry skills, digital literacy)</i></li> </ul>	
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	<p><i>and enquiry skills, digital literacy)</i></p> <ul style="list-style-type: none"> <li>- Lesson delivery mode (<i>face to face, e-learning individualised learning, seminar, etc</i>)</li> <li>- LO (<i>Demonstrate knowledge and understanding of appropriate 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))</i>)</li> <li>- LIs (<i>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)</i>)</li> </ul> <p><b>Note:</b> <i>Ask tutors to note key ideas as the PD Session progresses to help them teach the lesson effectively in your class.</i></p>	<ul style="list-style-type: none"> <li>- Lesson delivery mode (<i>face to face, individualised learning, seminar, e-learning, etc</i>)</li> <li>- LO (<i>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))</i>)</li> <li>- LIs (<i>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)</i>)</li> </ul> <p><i>Note key ideas as the PD Session progresses to help you teach the lesson effectively in your class.</i></p>	
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	<p>1.4 Discuss with the group the overview of the content of the lesson and identify any distinctive aspect of the lesson for the various levels.</p> <p><b>Expected Response:</b></p> <ul style="list-style-type: none"> <li>- <i>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.</i></li> </ul> <p><b>1.5 Distinctive features</b></p> <p>Let tutors brainstorm on the distinctive features that may occur in the lesson at the various levels of specialism.</p> <p>E.g.</p> <ul style="list-style-type: none"> <li>- <i>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.</i></li> </ul>	<p>1.4 Discuss the overview of the content of the lesson and identify any distinctive aspect of the lesson.</p> <p><b>Outcome of discussion</b></p> <ul style="list-style-type: none"> <li>- <i>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.</i></li> </ul> <p><b>1.5 Distinctive features</b></p> <p>Brainstorm on the distinctive features that may occur in the lesson at the various levels of specialism.</p> <p>E.g. <i>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.</i></p>	
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	<p>With colleagues, address issues that may arise from the discussion on the content for clarification in the lesson.</p> <p><b>Expected response;</b> <i>Achieving the indicators will hinge on proper and advance planning before classes and involving the student in the teaching/learning process.</i></p>	<p>Ask questions on issues that need more clarification. e.g. <i>What can be done to achieve the indicators in the lesson?</i></p>	
<p><b>Q 2 Concept Development (New learning likely to arise in lesson/s):</b></p>	<p>2.1 Using think-pair-share strategy, let tutors read on their own and come out with the main content to be covered in lesson 4, share with class and clarify issues that may arise from the discussion. <b>Question:</b> <i>What are the main items in the content of the lesson?</i></p> <p><b>Expected Response:</b> <i>Main content of the lesson strategies for teaching listening comprehension, challenges of using the strategies and how to address the challenges.</i></p> <p>2.2. Ask tutors to read lesson 4 in the course manual and discuss the subtopics and examine the aspects that link to student-</p>	<p>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. <b>Question:</b> <i>What are the main items in the content of the lesson?</i></p> <p><b>Expected answer:</b> <i>Main content of the lesson strategies for teaching listening comprehension, challenges of using the strategies and how to address the challenges.</i></p> <p>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.</p>	<p><b>15 mins</b></p>

	<p>teachers' previous knowledge.  <i>(e.g. strategies for teaching listening comprehension, challenges of using the strategies and how to address the challenges at their level of specialism.</i> This is linked to the previous knowledge of learners on the strategies of teaching speaking.</p> <p>2.3 Put tutors in their specialism groups to discuss the challenges they might encounter when presenting some specific subtopics of the lesson.  Collaborate with tutors to address the challenges.</p> <p>2.4 Through discussion, help tutors to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) they are likely to encounter in teaching the topic from them.  <i>E.g. students' weak language background, lack of internet access to help search for information on the topic, large class size, etc.</i></p> <p>2.5 Ask tutors, in their specialism groups, to discuss the suggested</p>	<p><i>(e.g. strategies for teaching listening comprehension, challenges of using the strategies and how to address the challenges at their level of specialism)</i></p> <p>2.3 Discuss in specialism group the challenges you might face teaching the subtopics in the lesson.</p> <p>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. <i>E.g. students' weak language background</i></p> <p>2.5 Discuss the suggested strategies in the manual and choose the most</p>	
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	<p>strategies in the manual and choose the most appropriate ones for teaching the topic. Examples: <i>Individualized work, class discussion, school visit, think-pair-share class discussion, school visit and seminar.</i></p>	<p>appropriate ones for teaching the topic in the course manual. Example: <i>Individualized work, class discussion, school visit, think-pair-share class discussion, school visit and seminar.</i></p>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p>	<p>3.1 Lead discussion to help tutors 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. <i>(refer to the teaching and learning activities section of the course manual)</i></p> <p>3.2 Ask tutors to 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 others and share with colleagues.</p>	<p>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. <i>(refer to the teaching and learning activities section of the course manual)</i></p> <p>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.</p>	<p><b>40 mins</b></p>

	<p><i>For example, think-pair-share discussion will ensure critical thinking, collaboration, digital literacy, inclusivity and communication skills.</i></p> <p><b>Note:</b> <i>During school visits let student-teachers take note of the strategies/activities teachers employ in delivery the topic and write report on it.</i></p> <p>3.3 Help tutors discuss as a class and identify the continuous assessments used for the lesson.</p> <ul style="list-style-type: none"> <li>- Continuous assessment 1- 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 they will apply them during their school visit.</li> <li>- Continuous assessment 2 – Let students do a short quiz on the strategies used in teaching listening comprehension, the challenges and how to address the challenges at their specialism level).</li> </ul>	<p><i>For example, using class discussion will ensure critical thinking collaboration, digital literacy, and communication skills.</i></p> <p>3.3. Discuss as a class and identify the continuous assessments used for the lesson.</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Continuous assessment 2 - students do class presentation on the strategies used in teaching listening comprehension at their specialism).</li> </ul>	
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	<p>3.4 Discuss with tutors:</p> <ul style="list-style-type: none"> <li>- the main teaching and learning resources including ICTs (e.g. computer, smartphone, video) and how they will be used in the lesson to promote learning at both the New 4-Year B. Ed and Basic levels and all learners. E. g. Video on teaching listening <a href="https://study.com/academy/lesson/teaching-listening-skills-to-children.html">https://study.com/academy/lesson/teaching-listening-skills-to-children.html</a></li> <li>- the required text <i>(Introduction to language teaching skills: A resource for language teachers. [Units 17])</i> and how it will be used in the lesson to promote learning among all manner of learners.</li> <li>- the additional reading materials (<i>Teaching English as a foreign language for dummies- [Chapter 13]</i>) needed and how they will be used in the lesson to enhance effective learning among all manner of learners.</li> </ul> <p><b>Note:</b> Discuss with tutors the challenges they may encounter when using the resources in delivering the lesson,</p>	<p>3.4 Discuss</p> <p>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</p> <ul style="list-style-type: none"> <li>- the required text <i>(Introduction to language teaching skills: A resource for language teachers. [Units 17])</i> and how it will be used in the lesson to promote learning.</li> <li>- the additional reading materials (<i>Teaching English as a foreign language for dummies [Chapter 13]</i>) needed and how you will use them to promote learning among all manner of learners.</li> </ul> <p>Brainstorm on the challenges likely to be encountered in using the resources, e.g. students' inability to read and understand the</p>	
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	<p><i>e. g. no access to internet to look for information on the lesson.</i></p> <p>3.5 Ask a tutor to model a selected activity, e.g. <i>think-pair-share</i>, in a teaching situation to come out with how it will promote GESI and the core and transferable skills.</p>	<p>textbook and discuss with colleagues.</p> <p>3.5 Model a selected activity (e.g. <i>think-pair-share</i>) in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills.</p>	
<b>4. Evaluation and review of session:</b>	<p>4.1 Through discussion strategy, ask tutors to recap the main issues in the PD session and discuss any outstanding issues that may arise in relation to the lesson for clarification.</p> <p>4.2 Let tutor 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.</p> <p>4.3 Give an overview of the topic to be covered in the next PD Session and encourage tutors to read on the topic (Technology and developing Early Grade speaking and listening materials).</p>	<p>4.1 Use discussion to recall the main issues in the PD session and discuss any outstanding issues that relate to session for clarification.</p> <p>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.</p> <p>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).</p>	<b>15 mins</b>

**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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	<b>Time in session</b>
<p><b>1. Introduction to the session tutors might require clarification on any aspect of the lesson.</b></p>	<p>1.1 Let tutors use semantic mapping technique to recap the main ideas discussed in the previous PD Session on <i>strategies used in teaching EG, UP and JHS listening, problems of using the strategies and how to address the problems (E.g. What are the challenges of using the strategies of teaching listening at your specialism?)</i></p> <p><b>Expected Response:</b> e.g.            – large class size            - lack of motivation</p>	<p>1.1 Contribute to discussion to recap the main ideas deliberated on <i>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?)</i></p> <p><b>Expected Answer:</b>            - lack of authentic materials            - lack of oral practice activities</p>	<b>20 mins</b>

	<p>1.2 Let tutors who observed their colleagues teach to share their reflections on the lesson they observed on the application of the previous PD session in the classroom and discuss as a class.</p> <p>1.3 Put tutors in group based on specialism and let them read individually and discuss the introductory part of the lesson (Lesson 5 - <i>(Technology and developing EG, UP and JHS speaking and listening materials)</i> 5or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.</p> <p><b>Expected answers</b></p> <ul style="list-style-type: none"> <li>- <i>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).</i></li> <li>- <i>Core and transferable skills (communication, critical thinking, observation and enquiry skills, digital literacy)</i></li> </ul>	<p>1.2 Share reflections on the lesson observed on the application of the previous PD session in the classroom and discuss with colleagues.</p> <p>1.3 In groups of specialisms, read individually and discuss the introductory part of the lesson (Lesson 5 - <i>(Technology and developing EG, UP and JHS speaking and listening materials)</i> for the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.</p> <p>Example,</p> <ul style="list-style-type: none"> <li>- <i>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).</i></li> <li>- <i>Core and transferable skills (communication, critical thinking, observation and enquiry skills, digital literacy)</i></li> </ul>	
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	<ul style="list-style-type: none"> <li>- Lesson delivery mode (face to face, e-learning individualised learning, seminar, etc)</li> <li>- 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).))</li> <li>- LIs (Identify - appropriate technology tools that can be used in teaching speaking and listening at EG, UP and JHS</li> <li>- Use appropriate technology to prepare speaking and listening TLMs, which fits the diverse needs and interest of learners in the EG, UP, JHS.</li> <li>- 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.</li> </ul> <p><b>Note:</b> Ask tutors to note key ideas as the PD Session progresses to help them teach the</p>	<ul style="list-style-type: none"> <li>- Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc)</li> <li>- 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).</li> <li>- LIs (Identify - appropriate technology tools that can be used in teaching speaking and listening at EG, UP and JHS</li> <li>- Use appropriate technology to prepare speaking and listening TLMs, which fits the diverse needs and interest of learners in the EG, UP, JHS.</li> <li>- 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.</li> </ul> <p>Note key ideas as the PD Session progresses to help you teach the lesson effectively in your class.</p>
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	<p><i>lesson effectively in your class.</i></p> <p>1.4 In group of specialisms, discuss the overview of the content of the lesson and identify any distinctive aspect of the lesson for the various levels.</p> <p><b>Expected Response:</b>  - <i>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.</i></p> <p>1.5 <b>Distinctive features</b>  Let tutors think-pair-share the distinctive features that may occur in the lesson at the various levels of specialism.  E.g.  - <i>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.</i></p>	<p>1.4 Discuss in specialism groups the overview of the content of the lesson and identify any distinctive aspect of the lesson.</p> <p><b>Outcome of discussion</b>  - <i>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.</i></p> <p>1.5 <b>Distinctive features</b>  Think-pair-share on the distinctive features that may occur in the lesson at the various levels of specialism.  E.g. <i>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.</i></p>
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	<p>Note: With colleagues, address issues that may arise from the discussion on the content for clarification in the lesson.</p> <p><b>Expected response;</b> <i>Achieving the indicators will hinge on proper and advance planning before classes and involving the student in the teaching/learning process.</i></p>	<p>Ask questions on issues that need more clarification. e.g. <i>What can be done to achieve the indicators in the lesson?</i></p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p>	<p>2.1 Using group work strategy, let tutors read and come out with the main content to be covered in lesson 5, share with class and clarify issues that may arise from the discussion.</p> <p><b>Question:</b> <i>What are the main items in the content of the lesson?</i></p> <p><b>Expected Response:</b> <i>Main content of the lesson: Definition of speaking and listening TLMs and using technology to prepare speaking and listening materials, and Problems of using technology.</i></p> <p>2.3 Ask tutors to read lesson 5 in the course manual and discuss the subtopics and examine the aspects that link to student-</p>	<p>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.</p> <p><b>Question:</b> <i>What are the main items in the content of the lesson?</i></p> <p><b>Expected answer:</b> <i>Definition of speaking and listening TLMs and using technology to prepare speaking and listening materials, and Problems of using technology.</i></p> <p>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.</p>	<p><b>15 mins</b></p>

	<p>teachers' previous knowledge.  <i>(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.</i></p> <p>2.2 Put tutors in their specialism groups to discuss the challenges they might encounter when presenting some specific subtopics of the lesson. Collaborate with tutors to address the challenges.</p> <p>2.2 Use think-pair-share technique to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) they are likely to encounter in teaching the topic from them.  <i>E.g. students' weak language background, lack of internet access to help search for information on the topic, large class size, etc.</i></p> <p>2.3 Ask tutors, in their specialism groups, to consider the suggested strategies in the manual and choose the most appropriate</p>	<p><i>(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.)</i></p> <p>2.2 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson.</p> <p>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. <i>E.g. students' weak language background</i></p> <p>2.3 Discuss the suggested strategies in the manual and choose the most appropriate ones for teaching the topic in the course manual. Example:</p>	
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	<p>ones for teaching the topic in your course manual. Examples: <i>Individualized work, class discussion, school visit, semantic mapping group work, school visit, and Seminar.</i></p>	<p><i>Individualized work, class discussion, school visit, semantic mapping group work, school visit, semantic and Seminar.</i></p>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p>	<p>3.1 Through questions and answers technique, lead discussion 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.</p> <p>Collaborate with tutor to address issue raised. <i>(refer to the teaching and learning activities section of the course manual)</i></p> <p>3.2 Ask tutors brainstorm on the appropriateness and effectiveness of the activities and strategies suggested for the lesson 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 a partner and latter with colleagues. <i>For example, using class brainstorming</i></p>	<p>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.</p> <p>Collaborate with tutor to address issue raised. <i>(refer to the teaching and learning activities section of the course manual)</i></p> <p>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. <i>For example, using brainstorming will ensure critical thinking, digital literacy and communication skills.</i></p>	<p><b>40 mins</b></p>

	<p><i>will ensure critical thinking, digital literacy, and communication skills.</i></p> <p><b>Note:</b> <i>During school visits let student-teachers take note of the strategies/activities teachers employ in delivery the topic and discuss their findings to class in the next class.</i></p> <p>3.3 Help tutors discuss as a class and identify the continuous assessments used for the lesson.</p> <ul style="list-style-type: none"> <li>- Continuous assessment 1- Prepare and use a TLM on a selected topic in teaching speaking and listening.</li> <li>- Continuous assessment 2 – Write a reflection after your school visit on challenges teachers face when using integrating technology in teaching speaking and listening at their specialism).</li> </ul> <p>3.4 Through question and answer technique, discuss with tutors:</p> <ul style="list-style-type: none"> <li>- the main teaching and learning resources including ICTs (e.g. computer,</li> </ul>	<p>3.3. Discuss as a class and identify the continuous assessments used for the lesson.</p> <ul style="list-style-type: none"> <li>- Continuous assessment 1 prepare and use a TLM on a selected topic in teaching speaking and listening.</li> <li>- 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).</li> </ul> <p>3.4 Contribute to discussion by answering and asking questions on</p> <ul style="list-style-type: none"> <li>- the main teaching and learning resources and how you will use them to enhance learning of the</li> </ul>	
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	<p>smartphone, video) and how they will be used in the lesson to promote learning at both the New 4-Year B. Ed and Basic levels and all learners.</p> <p>- the required text (<i>Introduction to language teaching skills: A resource for language teachers. [Units 33 and 34]</i>) and how it will be used in the lesson to promote learning among all manner of learners.</p> <p>- the additional reading materials (<i>Practical English language teaching: Speaking. [Chapter 12]</i>) needed and how they will be used in the lesson to enhance effective learning among all manner of learners.</p> <p><b>Note:</b> Discuss with tutors the challenges they may encounter when using the resources in delivering the lesson, e. g. no access to internet to look for information on the lesson,</p> <p>3.5 Ask a tutor to model a selected activity, e.g. <i>class discussion</i>, in a teaching situation to come out with how it will promote GESI and</p>	<p>topic at both the New 4-Year B. Ed and Basic levels</p> <p>- the required text (<i>Introduction to language teaching skills: A resource for language teachers. [Units 33 and 34]</i>) and how it will be used in the lesson to promote learning.</p> <p>- the additional reading materials (<i>Practical English language teaching: Speaking. [Chapter 12]</i>) needed and how you will use them to promote learning among all manner of learners.</p> <p>Discuss challenges likely to be encountered in using the resources, e.g. students' inability to read and understand the textbook.</p> <p>3.5 Model a selected activity (e.g. <i>discussion</i>) in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills.</p>	
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	the core and transferable skills.		
<b>4. Evaluation and review of session:</b>	<p>4.1 Through question and answer strategy ask tutors to recap the main issues in the PD session and discuss any outstanding issues that may arise in relation to the lesson for clarification.</p> <p>4.2 Let tutors 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.</p> <p>4.3 Give an overview of the topic to be covered in the next PD Session and encourage tutors to read on the topic.</p>	<p>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.</p> <p>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.</p> <p>4.3 Listen to overview on the topic for the next PD Session and do advance reading.</p>	<b>15 mins</b>

**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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	<b>Time in session</b>
<b>1. Introduction to the session</b>	<p>1.1 Let tutors individually do a semantic mapping of the previous PD Session on <i>assessing speaking and listening skills of learners</i> and share with their specialism group.</p> <p>1.2 Let tutors who observed their colleagues teach to share their reflections on the lesson they observed on the application of the previous PD session in the classroom and discuss as a class.</p> <p>1.3 Put tutors in group based on specialism</p>	<p>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.</p> <p>1.2 Share reflections on the lesson observed on the application of the previous PD session in the classroom and discuss with colleagues.</p> <p>1.3 In groups of specialisms, read individually and</p>	<b>20 mins</b>

	<p>and let them read individually and discuss the introductory part of the lesson (Lesson 8- <i>(Technology and developing speaking and listening materials for EG, UP and JHS</i> or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.</p> <p><b>Expected answers</b></p> <ul style="list-style-type: none"> <li>- <i>Barriers – (large class size and Student teachers lack of knowledge on using technology, inadequate technology tools).</i></li> <li>- <i>Core and transferable skills (critical thinking, collaboration, observation and enquiry skills, and digital literacy.)</i></li> <li>- <i>Lesson delivery mode (face to face, e-learning individualised learning, seminar, etc)</i></li> <li>- <i>LO (Integrate technology in preparing appropriate TLMs to teach speaking and listening effectively to enhance literacy in speaking and listening among Early Grade learners bearing in</i></li> </ul>	<p>discuss the introductory part of the lesson (Lesson 6 - <i>(Technology and developing speaking and listening materials for EG, UP and JHS</i> or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.</p> <p>Example,</p> <ul style="list-style-type: none"> <li>- <i>Barriers – (large class size and Student teachers lack of knowledge on using technology, inadequate technology tools).</i></li> <li>- <i>Core and transferable skills (critical thinking, observation and enquiry skills, digital literacy)</i></li> <li>- <i>Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc)</i></li> <li>- <i>LO (Integrate technology in preparing appropriate 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</i></li> </ul>	
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	<p><i>mind their interests and needs (NTS 3j and NTECF bullet 10, p.25).))</i></p> <p><i>- 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)</i></p> <p><b>Note:</b> <i>Ask tutors to note key ideas as the PD Session progresses to help them teach the lesson effectively in their class.</i></p> <p>1.4 In group of specialisms, discuss the overview of the content of the lesson and identify any distinctive aspect of the lesson for the various levels.</p> <p><b>Expected Response:</b>  <i>- 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.</i></p>	<p><i>(NTS 3j and NTECF bullet 10, p.25).</i></p> <p><i>- 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)</i></p> <p><i>Note key ideas as the PD Session progresses to help you teach the lesson effectively in your class.</i></p> <p>1.4 Discuss in specialism groups the overview of the content of the lesson and identify any distinctive aspect of the lesson.</p> <p><b>Outcome of discussion</b>  <i>- 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.</i></p>	
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	<p><b>1.5 Distinctive features</b> Let tutors do group discussion based on their specialism to come out with distinctive features that may occur in the lesson at the various levels of specialism.</p> <p>E.g. - <i>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.</i></p> <p>Note: With colleagues, address issues that may arise from the discussion on the content for clarification in the lesson.</p> <p><b>Expected response;</b> <i>Achieving the indicators will hinge on proper and advance planning before classes and involving the student in the teaching/learning process.</i></p>	<p><b>1.5 Distinctive features</b> Think-pair-share on the distinctive features that may occur in the lesson at the various levels of specialism.</p> <p>E.g. <i>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.</i></p> <p>Ask questions on issues that need more clarification. e.g. <i>What can be done to achieve the indicators in the lesson?</i></p>	
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<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p>	<p>2.1 Using whole class/group discussion, let tutors read and come out with the main content to be covered in lesson 6, and clarify issues that may arise from the discussion.  <b>Question:</b> <i>What are the main items in the content of the lesson?</i>  <b>Expected Response:</b> <i>Main content of the lesson:</i>  - <i>Factors to consider in selecting and using TLMs</i>  - <i>creating an environment for using the TLMs for EG, UP and JHS.</i></p> <p>2.3 Ask tutors to read lesson 6 in the course manual and discuss the subtopics and examine the aspects that link to student-teachers' previous knowledge.  <i>(e.g. Factors to consider in selecting and using TLMs and creating an environment for using the TLMs for EG, UP and JHS).</i></p> <p>2.2 Put tutors in their specialism groups to discuss the challenges they might encounter when presenting some specific subtopics of the lesson. Collaborate with tutors to address the challenges.</p>	<p>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.   <b>Question:</b> <i>What are the main items in the content of the lesson?</i>  <b>Expected answer:</b>  - <i>Factors to consider in selecting and using TLMs</i>  - <i>creating an environment for using the TLMs for EG, UP and JHS.</i></p> <p>2.3 Turn to lesson 6 in the course manual and discuss the subtopics and examine the aspects that link to student-teachers' previous knowledge.  <i>(e.g. Factors to consider in selecting and using TLMs and creating an environment for using the TLMs for EG, UP and JHS).</i></p> <p>2.2 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson.</p>	<p>15 mins</p>
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	<p>2.3 Use question and answer technique to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) they are likely to encounter in teaching the topic from them. E.g. <i>Unconducive classroom atmosphere to help use TLMs effective, inadequate knowledge of teachers on use of TLMs.</i></p> <p>2.4 Ask tutors, in their specialism groups, to consider the suggested strategies in the manual and choose the most appropriate ones for teaching the topic in your course manual. Examples: <i>Group work, class discussion, school visit, and question and answer.</i></p>	<p>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. <i>Unconducive classroom atmosphere to help use TLMs effective, inadequate knowledge of teachers on use of TLMs.</i></p> <p>2.4 Discuss the suggested strategies in the manual and choose the most appropriate ones for teaching the topic in the course manual. Example: <i>group work, class discussion, school visit, and question and answer.</i></p>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p>	<p>3.1 Through probing questions technique, lead discussion 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.</p>	<p>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. <i>(refer to the teaching and</i></p>	<p><b>40 mins</b></p>

	<p>Assist tutors to address issue raised. <i>(refer to the teaching and learning activities section of the course manual)</i></p> <p>3.2 Ask tutors brainstorm on the appropriateness and effectiveness of the activities and strategies suggested for the lesson 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 a partner and latter with colleagues. <i>For example, using group work will ensure critical thinking, digital literacy, and communication and leadership skills.</i></p> <p><b>Note:</b> <i>During school visits let student-teachers take note of the strategies/activities teachers create a conducive classroom atmosphere to enhance the use of TLMs to promote learners' speaking and listening skills.</i></p> <p>3.3 Help tutors discuss as a class and identify the continuous assessments used for the lesson.</p>	<p><i>learning activities section of the course manual)</i></p> <p>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. <i>For example, using brainstorming will ensure critical thinking, digital literacy and communication and leadership skills.</i></p> <p>3.3. Discuss as a class and identify the continuous assessments used for the lesson.</p>	
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	<ul style="list-style-type: none"> <li>- Continuous assessment 1- write (a page) on ways to create a conducive classroom environment for using speaking and listening TLMs effectively in teaching.</li> <li>- 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.</li> </ul> <p>3.4 Through question and answer technique, discuss with tutors:</p> <ul style="list-style-type: none"> <li>- the main teaching and learning resources including ICTs (e.g. computer, smartphone, video) and how they will be used in the lesson to promote learning at both the New 4-Year B. Ed and Basic levels and all learners.</li> <li>- the required text (<i>Introduction to language teaching skills: A resource for language teachers. [Units 33 and 34]</i>) and how it will be used in the lesson to promote learning among all manner of learners.</li> </ul>	<ul style="list-style-type: none"> <li>- Continuous assessment 1 prepare and use a TLM on a selected topic in teaching speaking and listening.</li> <li>- 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.</li> </ul> <p>3.4 Contribute to discussion by answering and asking questions on</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- the required text (<i>Introduction to language teaching skills: A resource for language teachers. [Units 33 and 34]</i>) and how it will be used in the lesson to promote learning.</li> </ul>	
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	<p>- the additional reading materials (<i>Practical English language teaching: Speaking. [Chapter 24]</i>) needed and how they will be used in the lesson to enhance effective learning among all manner of learners.</p> <p><b>Note:</b> <i>Discuss with tutors the challenges they may encounter when using the resources in delivering the lesson, e. g. uncondusive classroom atmosphere</i></p> <p>3.5 Ask a tutor to model a selected activity, e.g. <i>group work</i>, in a teaching situation to come out with how it will promote GESI and the core and transferable skills.</p>	<p>- the additional reading materials (<i>Practical English language teaching: Speaking. [Chapter 24]</i>) needed and how you will use them to promote learning among all manner of learners.</p> <p>Discuss challenges likely to be encountered in using the resources, e.g. <i>uncondusive classroom atmosphere.</i></p> <p>3.5 Model a selected activity (e.g. <i>discussion</i>) in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills.</p>	
<p><b>4. Evaluation and review of session:</b></p>	<p>4.1 Through brainstorming ask tutors to individually recap the main issues in the PD Session and share with colleagues and discuss any outstanding issues that may arise in relation to the lesson for clarification.</p> <p>4.2 Let tutors identify a critical friend who took part in the PD session to sit in your class during lesson and report on</p>	<p>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.</p> <p>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.</p>	<p><b>15 mins</b></p>

	<p>observation during next PD session.</p> <p>4.3 Give an overview of the topic <i>assessing EG, UP and JHS speaking and listening</i> to be covered in the next PD Session and encourage tutors to read on the topic.</p>	<p>4.3 Listen to overview on the topic for the next PD Session and do advance reading.</p>	
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**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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	<b>Time in session</b>
<b>1. Introduction to the session</b>	<p>1.1 Let tutors use group discussion based on specialism to recap the main ideas discussed in the previous PD Session on (<i>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</i>)</p> <p>1.2 Let tutors who observed their colleagues teach to share their reflections on the lesson they observed on the application of the previous PD session in the classroom and discuss as a class.</p>	<p>1.1 In group discussion, recap the main ideas in the previous PD Session on <i>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</i>)</p> <p>1.2 Share reflections on the lesson observed on the application of the previous PD session in the classroom and discuss with colleagues.</p>	<b>20 mins</b>

	<p>1.3 Put tutors in group based on specialism and let them read individually and discuss the introductory part of the lesson (Lesson 6 - <i>(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.</i></p> <p><b>Expected answers</b></p> <ul style="list-style-type: none"> <li>- <i>Barriers – (large class size and Student teachers lack of knowledge on using technology, inadequate technology tools).</i></li> <li>- <i>Core and transferable skills (critical thinking, collaboration, observation and enquiry skills, and digital literacy.)</i></li> <li>- <i>Lesson delivery mode (face to face, e-learning individualised learning, seminar, etc)</i></li> <li>- <i>LO (Integrate technology in preparing appropriate 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</i></li> </ul>	<p>1.3 In groups of specialisms, read individually and discuss the introductory part of the lesson (Lesson 6 - <i>(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.</i></p> <p>Example,</p> <ul style="list-style-type: none"> <li>- <i>Barriers – (large class size and Student teachers lack of knowledge on using technology, inadequate technology tools).</i></li> <li>- <i>Core and transferable skills (critical thinking, observation and enquiry skills, digital literacy)</i></li> <li>- <i>Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc)</i></li> <li>- <i>LO (Integrate technology in preparing appropriate 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</i></li> </ul>	
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	<p>(NTS 3j and NTECF bullet 10, p.25).)</p> <p>- 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)</p> <p><b>Note:</b> Ask tutors to note key ideas as the PD Session progresses to help them teach the lesson effectively in their class.</p> <p>1.4 In group of specialisms, discuss the overview of the content of the lesson and identify any distinctive aspect of the lesson for the various levels.</p> <p><b>Expected Response:</b></p> <p>- 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.</p> <p><b>1.5 Distinctive features</b> Let tutors do group discussion based on their specialism to come out with distinctive features that may occur in the lesson</p>	<p>(NTS 3j and NTECF bullet 10, p.25).</p> <p>- 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)</p> <p>Note key ideas as the PD Session progresses to help you teach the lesson effectively in your class.</p> <p>1.4 Discuss in specialism groups the overview of the content of the lesson and identify any distinctive aspect of the lesson.</p> <p><b>Outcome of discussion</b></p> <p>- 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.</p> <p><b>1.5 Distinctive features</b> Think-pair-share on the distinctive features that may occur in the lesson at the various levels of specialism.</p>	
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	<p>at the various levels of specialism.</p> <p>E.g.</p> <p>- <i>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.</i></p> <p>Note: With colleagues, address issues that may arise from the discussion on the content for clarification in the lesson.</p> <p><b>Expected response;</b> <i>Achieving the indicators will hinge on proper and advance planning before classes and involving the student in the teaching/learning process.</i></p>	<p>E.g.</p> <p>- <i>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.</i></p> <p>Ask questions on issues that need more clarification. e.g. <i>What can be done to achieve the indicators in the lesson?</i></p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p>	<p>2.1 Using whole class/group discussion, let tutors read and come out with the main content to be covered in lesson 6, and clarify issues that may arise from the discussion.</p> <p><b>Question:</b> <i>What are the main items in the content of the lesson?</i></p> <p><b>Expected Response:</b> <i>Main content of the lesson:</i></p>	<p>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.</p> <p><b>Question:</b> <i>What are the main items in the content of the lesson?</i></p> <p><b>Expected answer: -</b></p>	<p><b>15 mins</b></p>

	<p>- <i>Factors to consider in selecting and using TLMs</i></p> <p>- <i>creating an environment for using the TLMs for EG, UP and JHS.</i></p> <p>2.2 Ask tutors to read lesson 6 in the course manual and discuss the subtopics and examine the aspects that link to student-teachers' previous knowledge. (e.g. <i>Factors to consider in selecting and using TLMs and creating an environment for using the TLMs for EG, UP and JHS</i>).</p> <p>2.3 Put tutors in their specialism groups to discuss the challenges they might encounter when presenting some specific subtopics of the lesson. Collaborate with tutors to address the challenges.</p> <p>2.4 Use question and answer technique to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) they are likely to encounter in teaching the topic from them.</p> <p>E.g. <i>Unconducive classroom atmosphere to help use TLMs effective, inadequate knowledge of teachers on use of TLMs.</i></p>	<p>-<i>Factors to consider in selecting and using TLMs</i></p> <p>- <i>creating an environment for using the TLMs for EG, UP and JHS.</i></p> <p>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 <i>Factors to consider in selecting and using TLMs and creating an environment for using the TLMs for EG, UP and JHS</i>).</p> <p>2.3 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson.</p> <p>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.</p> <p>E.g. <i>Unconducive classroom atmosphere to help use TLMs effective, inadequate knowledge of teachers on use of TLMs.</i></p>	
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	<p>2.5 Ask tutors, in their specialism groups, to consider the suggested strategies in the manual and choose the most appropriate ones for teaching the topic in your course manual. Examples: <i>Group work, class discussion, school visit, and question and answer.</i></p>	<p>2.5 Discuss the suggested strategies in the manual and choose the most appropriate ones for teaching the topic in the course manual. Example: <i>group work, class discussion, school visit, and question and answer.</i></p>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p>	<p>3.1 Through probing questions technique, lead discussion 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.</p> <p>Assist tutors to address issue raised. (<i>refer to the teaching and learning activities section of the course manual</i>)</p> <p>3.2 Ask tutors brainstorm on the appropriateness and effectiveness of the activities and strategies suggested for the lesson 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</p>	<p>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.</p> <p>Contribute to address issue identifies. (<i>refer to the teaching and learning activities section of the course manual</i>)</p> <p>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.</p>	<p><b>40 mins</b></p>

	<p>a partner and latter with colleagues.  <i>For example, using group work will ensure critical thinking, digital literacy, and communication and leadership skills.</i></p> <p><b>Note:</b> <i>During school visits let student-teachers take note of the strategies/activities teachers create a conducive classroom atmosphere to enhance the use of TLMs to promote learners' speaking and listening skills.</i></p> <p>3.3 Help tutors discuss as a class and identify the continuous assessments used for the lesson.</p> <ul style="list-style-type: none"> <li>- Continuous assessment 1- write (a page) on ways to create a conducive classroom environment for using speaking and listening TLMs effectively in teaching.</li> <li>- Continuous assessment 2 – Write a reflection during your school visit on factors teachers consider before selecting a TLM for their class.</li> </ul> <p>3.4 Through question and answer technique, discuss with tutors:</p>	<p><i>For example, using brainstorming will ensure critical thinking, digital literacy and communication and leadership skills.</i></p> <p>3.3. Discuss as a class and identify the continuous assessments used for the lesson.</p> <ul style="list-style-type: none"> <li>- Continuous assessment 1 prepare and use a TLM on a selected topic in teaching speaking and listening.</li> <li>- Continuous assessment 2 - Write a reflection during your school visit on factors teachers consider before selecting a TLM for their class.</li> </ul> <p>3.4 Contribute to discussion by answering and asking questions on</p>	
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	<ul style="list-style-type: none"> <li>- the main teaching and learning resources including ICTs (e.g. computer, smartphone, video) and how they will be used in the lesson to promote learning at both the New 4-Year B. Ed and Basic levels and all learners.</li> <li>- the required text (<i>Introduction to language teaching skills: A resource for language teachers. [Units 33 and 34]</i>) and how it will be used in the lesson to promote learning among all manner of learners.</li> <li>- the additional reading materials (<i>Practical English language teaching: Speaking. [Chapter 24]</i>) needed and how they will be used in the lesson to enhance effective learning among all manner of learners.</li> </ul> <p><b>Note:</b> <i>Discuss with tutors the challenges they may encounter when using the resources in delivering the lesson, e.g. uncondusive classroom atmosphere</i></p> <p>3.5 Ask a tutor to model a selected activity, e.g. <i>group work</i>, in a teaching situation to come out with how it</p>	<ul style="list-style-type: none"> <li>- 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</li> <li>- the required text (<i>Introduction to language teaching skills: A resource for language teachers. [Units 33 and 34]</i>) and how it will be used in the lesson to promote learning.</li> <li>- the additional reading materials (<i>Practical English language teaching: Speaking. [Chapter 24]</i>) needed and how you will use them to promote learning among all manner of learners.</li> </ul> <p>Discuss challenges likely to be encountered in using the resources, e.g. <i>uncondusive classroom atmosphere.</i></p> <p>3.5 Model a selected activity (e.g. <i>discussion</i>) in real classroom teaching situation to come out with how it</p>	
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	will promote GESI and the core and transferable skills.	will promote GESI and core and transferable skills.	
<b>4. Evaluation and review of session:</b>	<p>4.1 Through brainstorming ask tutors to individually recap the main issues in the PD Session and share with colleagues and discuss any outstanding issues that may arise in relation to the lesson for clarification.</p> <p>4.2 Let tutors 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.</p> <p>4.3 Give an overview of the topic <i>assessing EG, UP and JHS speaking and listening</i> to be covered in the next PD Session and encourage tutors to read on the topic.</p>	<p>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.</p> <p>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.</p> <p>4.3 Listen to overview on the topic for the next PD Session and do advance reading.</p>	<b>15 mins</b>

**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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	<b>Time in session</b>
1. Introduction to the session	<p>1.1 Let tutors use semantic mapping to recap the main ideas discussed in the previous PD Session on <i>assessing speaking and listening skills of EG, UP and JHS level</i> and share with colleagues.</p> <p>1.2 Let tutors who observed their colleagues teach to share their observations on the lesson they observed on the application of the previous PD session in the classroom and discuss as a class.</p>	<p>1.1 Use semantic mapping to recap the main ideas in the previous PD Session on <i>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.</i></p> <p>1.2 Share reflections on the lesson you observed on the application of the previous PD session in the classroom and discuss with colleagues.</p>	<b>20 mins</b>

	<p>1.3 Group Discussion: Put tutors in groups based on their specialism and let them read individually and discuss the introductory part of the lesson (Lesson 8 - <i>(problems of assessing the speaking and listening skills of EG, UP and JHS learners. and how these problems will be addressed</i> or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.</p> <p><b>Expected answers</b></p> <ul style="list-style-type: none"> <li>- <i>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.</i></li> <li>- <i>Core and transferable skills (communication, critical thinking, observation and enquiry skills, and digital literacy)</i></li> <li>- <i>Lesson delivery mode (face to face, e-learning, individualised learning, seminar, etc)</i></li> <li>- <i>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)</i></li> </ul>	<p>1.3 In groups of specialisms, read individually and discuss the introductory part of the lesson (Lesson 8 - <i>(problems of assessing the speaking and listening skills of EG, UP and JHS learners. and how these problems will be addressed</i>) or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.</p> <p>Example,</p> <ul style="list-style-type: none"> <li>- <i>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.</i></li> <li>- <i>Core and transferable skills (communication, critical thinking, observation and enquiry skills, digital literacy)</i></li> <li>- <i>Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc)</i></li> <li>- <i>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)</i></li> </ul>	
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	<p>- Lis (Identify the problems of assessing EG, UP and JHS speaking and listening skills and how to addressing the problems of assessing speaking and listening at EG, UP and JHS.)</p> <p><b>Note:</b> Ask tutors to note key ideas as the PD Session progresses to help them teach the lesson effectively in their class.</p> <p>1.4 In group of specialisms, discuss the overview of the content of the lesson and identify any distinctive aspect of the lesson for the various levels.</p> <p><b>Expected Response:</b> - Content: The lesson deals with problems of assessing speaking and listening of EG, UP and JHS levels to cater for diverse needs of learners and how to address them.</p> <p>1.5 <b>Distinctive features</b> Based on their specialism, let tutors do group discussion to come out with 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</p>	<p>- Lis (Identify the problems of assessing EG, UP and JHS speaking and listening skills and how to addressing the problems of assessing speaking and listening at EG, UP and JHS.)</p> <p>1.4 Discuss in specialism groups the overview of the content of the lesson and identify any distinctive aspect of the lesson.</p> <p><b>Outcome of discussion</b> - 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.</p> <p>1.5 <b>Distinctive features</b> 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</p>	
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	<p><i>assessing UP and JHS; for example. it is difficult to get EG learners properly condition for adjustment to be assessed them and the materials to use might be different than for UP and JHS.</i></p> <p><b>Note:</b> With colleagues, address issues that may arise from the group discussion on the content for clarification in the lesson.</p> <p><b>Expected response;</b> <i>Achieving the indicators will hinge on proper and advance planning before classes and involving the student in the teaching/learning process.</i></p>	<p><i>assessing UP and JHS; for example, it is difficult to get EG learners properly condition for adjustment to be assessed that UP and JHS.</i></p> <p>Ask questions on issues that need more clarification. <i>e.g. What can be done to achieve the indicators in the lesson?</i></p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p>	<p>2.1 Using problem-solving strategy, give tutors clues and let them discover the main content to be covered in lesson 8, and clarify issues that may arise from the discussion.</p> <p><b>Question:</b> <i>What are the main items in the content of the lesson?</i></p> <p><b>Expected Response:</b> Main content of the lesson: The lesson deals with</p> <ul style="list-style-type: none"> <li>-<i>problems of assessing Early Grade speaking and listening of EG, UP and JHS levels –</i></li> <li>- <i>addressing the problems of assessing speaking and listening to cater for</i></li> </ul>	<p>2.1 Individually, read and discuss the main content to be covered in lesson 7, and clarify issues that may arise from the discussion.</p> <p><b>Question:</b> <i>What are the main items in the content of the lesson?</i></p> <p><b>Expected answer:</b> - <i>problems of assessing Early Grade speaking and listening of EG, UP and JHS levels –</i> - <i>addressing the problems of assessing speaking and listening to cater for diverse needs of EG, UP and JHS learners.</i></p>	<p><b>15 mins</b></p>

	<p><i>diverse needs of EG, UP and JHS learners.</i></p> <p>2.2 Ask tutors to read lesson 8 in the course manual and discuss the subtopics and examine the aspects that link to student-teachers' previous knowledge.</p> <p>2.3 Put tutors in their specialism groups to discuss the challenges they might encounter when presenting some specific subtopics of the lesson. Collaborate with tutors to address the challenges.</p> <p>2.4 Brainstorm individually and share with colleagues the challenges (potential barriers to learning for student teachers, concepts or pedagogy) they are likely to encounter in teaching the topic from them. E.g. <i>Teachers' inadequate knowledge of how to deal with problems associated with EG, UP and JHS speaking and listening assessment.</i></p> <p>2.5 Ask tutors, in their specialism groups, to discuss the suggested strategies/activities in the manual and choose the most appropriate ones for teaching the topic in your course manual. Examples:</p>	<p>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.</p> <p>2.3 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson.</p> <p>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. <i>Teachers' inadequate knowledge of how to deal with problems associated with EG, UP and JHS speaking and listening assessment</i></p> <p>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: <i>Problem-solving, discussion,</i></p>	
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	<i>Problem-solving, discussion, brainstorming and independent study.</i>	<i>brainstorming and independent study</i>	
<b>3. Planning for teaching, learning and assessment activities for the lesson/s</b>	<p>3.1 Through brainstorming, share your finding with colleague and share with entire class 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.</p> <p>Assist tutors to address issues raised. (<i>refer to the teaching and learning activities section of the course manual</i>)</p> <p>3.2 Give tutors the opportunity to discuss the appropriateness and effectiveness of the activities and strategies suggested for the lesson 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 a partner and latter with colleagues.</p> <p><i>For example, using problem-solving will ensure critical thinking, creativity, digital literacy, and communication and leadership skills.</i></p>	<p>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.</p> <p>Contribute to discussion to address issues identified. (<i>refer to the teaching and learning activities section of the course manual</i>)</p> <p>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.</p> <p><i>For example, using problem-solving will ensure critical thinking, digital literacy and communication and leadership skills.</i></p>	<b>40 mins</b>

	<p><b>Note:</b> <i>During school visits let student-teachers take note of the problems teachers face assessing learners' speaking and listening skills.</i></p> <p>3.3 Help tutors discuss as a class and identify the continuous assessments used for the lesson.</p> <ul style="list-style-type: none"> <li>- Continuous assessment 1- Write one-page report on the problems teachers face when assessing speaking and listening skills and present for their subject portfolio.</li> <li>- Continuous assessment 2 – group presentation on challenges of assessing EG, UP and JHS speaking and listening and addressing such challenges.</li> </ul> <p>3.4 Through group discussion, deliberate with tutors:</p> <ul style="list-style-type: none"> <li>- the main teaching and learning resources including ICTs (e.g. computer, smartphone, video - <a href="https://www.youtube.com/watch?v=xjfNo3l8LiQ">https://www.youtube.com/watch?v=xjfNo3l8LiQ</a> - Assessing Speaking: the challenges and opportunities of using a paired format) and how they will be used in the</li> </ul>	<p>3.3. Discuss as a class and identify the continuous assessments used for the lesson.</p> <ul style="list-style-type: none"> <li>- Continuous assessment 1 Write one-page report on the problems teachers face when assessing speaking and listening skills and present for their subject portfolio.</li> <li>- Continuous assessment 2 - group presentation on challenges of assessing EG, UP and JHS speaking and listening and addressing such challenges.</li> </ul> <p>3.4 Contribute to discussion and deliberate on</p> <ul style="list-style-type: none"> <li>- 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</li> </ul>	
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	<p>lesson to promote learning at both the New 4-Year B. Ed and Basic levels and all learners.</p> <ul style="list-style-type: none"> <li>- the required text (<i>Handbook of second language assessing (chapter 10)</i>) and how it will be used in the lesson to promote learning among all manner of learners.</li> <li>- the additional reading materials (<i>Language testing and assessment</i>) needed and how they will be used in the lesson to enhance effective learning among all manner of learners.</li> </ul> <p><b>Note:</b> <i>Discuss with tutors the challenges they may encounter when using the resources in delivering the lesson, e.g. inadequate knowledge on the topic</i></p> <p>3.5 Ask a tutor to model a selected activity, e.g. <i>problem-solving</i>, in a teaching situation to come out with how it will promote GESI and the core and transferable skills.</p>	<ul style="list-style-type: none"> <li>- the required text (<i>Handbook of second language assessing (chapter 10)</i>) and how it will be used in the lesson to promote learning.</li> <li>- the additional reading materials (<i>Language testing and assessment</i>) needed and how you will use them to promote learning among all manner of learners.</li> </ul> <p>Discuss challenges likely to be encountered in using the resources, e.g. <i>unconducive classroom atmosphere.</i></p> <p>3.5 Model a selected activity (e.g. <i>problem-solving</i>) in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills.</p>	
<b>4. Evaluation and review of session:</b>	4.1 Through group discussion, recap the main issues in the PD Session and discuss any outstanding issues that	4.1 In specialism groups, recap the main issues in the PD Session and discuss any outstanding issues that may arise in	<b>15 mins</b>

	<p>may arise in relation to the lesson for clarification.</p> <p>4.2 Let tutors 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.</p> <p>4.3 Give an overview of the topic <i>The speaking and listening component of the EG, UP and JHS curriculum to be covered in the next PD Session and encourage tutors to read on the topic.</i></p>	<p>relation to the lesson for clarification.</p> <p>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.</p> <p>4.3 Listen to overview on the topic for the next PD Session and do advance reading.</p>	
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**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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	<b>Time in session</b>
<b>1. Introduction to the session</b>	<p>1.1 Let tutors use discussion to recap the main ideas discussed in the previous PD Session on <i>assessing speaking and listening skills of EG, UP and JHS levels</i> and share with colleagues.</p> <p>1.2 Let tutors who observed their colleagues teach to share their observations on the lesson they observed on the application of the previous PD session in the classroom and discuss as a class.</p> <p>1.3 Group Discussion: Put tutors in groups based on their specialism and let them read</p>	<p>1.1 Discuss in groups to recap the main ideas in the previous PD Session on <i>assessing speaking and listening skills of EG, UP and JHS level and share with colleagues.</i></p> <p>1.2 Share reflections on the lesson you observed on the application of the previous PD session in the classroom and discuss with colleagues.</p> <p>1.3 In groups of specialisms, read individually and discuss the introductory part of the lesson</p>	<b>20 mins</b>

	<p>individually and discuss the introductory part of the lesson (Lesson 9 - <i>The speaking and listening component of the EG, UP and JHS curriculum</i>) or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.</p> <p><b>Expected answers</b></p> <ul style="list-style-type: none"> <li>- <i>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.</i></li> <li>- <i>Core and transferable skills (communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.)</i></li> <li>- <i>Lesson delivery mode (face to face, e-learning, individualised learning, seminar, etc.)</i></li> <li>- <i>LO (Interpret and understand key features of the speaking and listening component of the EG, UP, and JHS English curriculum (NTS</i></li> </ul>	<p>(Lesson 9 - <i>The speaking and listening component of the EG, UP and JHS curriculum</i>) or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.</p> <p>Example,</p> <ul style="list-style-type: none"> <li>- <i>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.</i></li> <li>- <i>Core and transferable skills (communication, critical thinking, observation and enquiry skills, digital literacy, Inclusivity including gender)</i></li> <li>- <i>Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc)</i></li> <li>- <i>LO (Interpret and understand key features of the speaking and listening component of the Early Grade (KG-P3) English curriculum (NTS</i></li> </ul>	
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	<p><i>2b, d; NTECF bullet 11, 13; p. 25))</i></p> <p><i>- 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 EG, UP and JHS speaking and listening component of the) (refer to LI section of the manual)</i></p> <p><b>Note:</b> <i>Ask tutors to note key ideas as the PD Session progresses to help them teach the lesson effectively in their class.</i></p> <p>1.4 In group work based on specialisms, discuss the overview of the content of the lesson and identify any distinctive aspect of the lesson for the various levels.</p> <p><b>Expected Response:</b></p> <p><i>- Content: The lesson deals with the speaking and listening component of the EG, UP and JHS English curriculum.</i></p> <p><b>1.5 Distinctive features</b> Based on their specialism, let tutors do group discussion to come out with distinctive features that may occur in the lesson at the various levels of specialism. E.g.</p> <p><i>- The component of the speaking and listening of</i></p>	<p><i>2b, d; NTECF bullet 11, 13; p. 25))</i></p> <p><i>- 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)</i></p> <p>1.4 Discuss in specialism groups the overview of the content of the lesson and identify any distinctive aspect of the lesson.</p> <p><b>Outcome of discussion</b></p> <p><i>- Content: The lesson deals with the speaking and listening component of the EG, UP and JHS English curriculum.</i></p> <p><b>1.5 Distinctive features</b> Think-pair-share on the distinctive features that may occur in the lesson at the various levels of specialism. E.g. <i>- The component of the speaking and listening of the EG English Curriculum includes</i></p>	
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	<p><i>the EG English Curriculum includes sound production while the UP and JHS curriculum include production of sentences.</i></p> <p><b>Note:</b> With colleagues, address issues that may arise from the group discussion on the content for clarification in the lesson.</p> <p><b>Expected response;</b> <i>Achieving the indicators will hinge having a grasp and understanding of the content of the speaking and listening curriculum of all levels.</i></p>	<p><i>sound production while the UP and JHS curriculum include production of sentences.</i></p> <p>Ask questions on issues that need more clarification. <i>e.g. What can be done to achieve the indicators in the lesson?</i></p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p>	<p>2.1 Using group work based on specialism strategy, let tutors discuss to come out with the main content to be covered in lesson 9, and clarify issues that may arise from the discussion.</p> <p><b>Question:</b> <i>What are the main items in the content of the lesson?</i></p> <p><b>Expected Response:</b> <i>Main contents of the lesson: The main content of the speaking and listening component of the EG, UP and JHS curriculum.</i></p> <p>2.2 Ask tutors to read lesson 9 in the course manual and discuss the subtopics and examine the aspects that link to student-teachers'</p>	<p>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.</p> <p><b>Question:</b> <i>What is the main item in the content of the lesson?</i></p> <p><b>Expected answer: -</b> The main content of the speaking and listening component of the EG, UP and JHS curriculum.</p> <p>2.2 Turn to lesson 9 in the course manual and discuss the subtopics and examine the aspects that link to student-teachers' previous</p>	<p><b>15 mins</b></p>

	<p>previous knowledge. The subtopics of the lesson are <i>the component, deficiencies and addressing the deficiencies of the EG, UP and JHS English curriculum</i>. This is linked to assessing speaking and listening skills component of the curriculum.</p> <p>2.3 Put tutors in their specialism groups to discuss the challenges they might encounter when presenting some specific subtopics of the lesson. Collaborate with tutors to address the challenges.</p> <p>2.4 Brainstorm individually and share with colleagues the challenges (potential barriers to learning for student teachers, concepts or pedagogy) they are likely to encounter in teaching the topic from them. E.g. <i>Teachers' inadequate knowledge of how to identify the deficiencies in the EG, UP and JHS speaking and listening curriculum</i>.</p> <p>2.5 Ask tutors, in their specialism groups, to discuss the suggested strategies/activities in the manual and choose the most appropriate ones for teaching the</p>	<p>knowledge. The subtopics of the lesson are the <i>component, deficiencies and addressing the deficiencies of the EG, UP and JHS English curriculum</i>. This is linked to assessing speaking and listening skills component of the curriculum.</p> <p>2.3 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson.</p> <p>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. <i>Teachers' inadequate knowledge of how to identify the deficiencies in the EG, UP and JHS speaking and listening curriculum</i></p> <p>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:</p>	
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	topic in your course manual. Examples: <i>Group work, class discussion, brainstorming and school visit.</i>	<i>Group work, class discussion, brainstorming and school visit</i>	
<b>3. Planning for teaching, learning and assessment activities for the lesson/s</b>	<p>3.1 Through group discussion, deliberate and come out with 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.</p> <p>Assist tutors to address issues raised. (<i>refer to the teaching and learning activities section of the course manual</i>)</p> <p>3.2 Let tutors discuss the appropriateness and effectiveness of the activities and strategies suggested for the lesson 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 a partner and latter with colleagues. <i>For example, using group work will ensure critical thinking, leadership skills, digital literacy, and communication and inclusivity.</i></p>	<p>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.</p> <p>Contribute to discussion to address issues identified. (<i>refer to the teaching and learning activities section of the course manual</i>)</p> <p>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. <i>For example, using group work will ensure critical thinking, leadership skills, digital literacy, and communication and inclusivity.</i></p>	<b>40 mins</b>

	<p><b>Note:</b> <i>During school visits let student-teachers take note of the components and deficiencies of the EG, UP and JHS speaking and listening curriculum.</i></p> <p>3.3 Help tutors discuss as a class and identify the continuous assessments used for the lesson.</p> <ul style="list-style-type: none"> <li>- Continuous assessment 1- Write a 200-word school report on addressing the deficiencies in the Early Grade speaking and listening component of the curriculum for portfolio.</li> <li>- Continuous assessment 2 – A page assignment on suggestion to address the deficiencies in the EG, UP and JHS speaking and listening curriculum.</li> </ul> <p>3.4 Through group discussion, deliberate with tutors:</p> <ul style="list-style-type: none"> <li>- the main teaching and learning resources including ICTs (e.g. computer, smartphone, video - and how they will be used in the lesson to promote learning at both the New 4-Year B. Ed and Basic levels and all learners.</li> </ul>	<p>3.3. Discuss as a class and identify the continuous assessments used for the lesson.</p> <ul style="list-style-type: none"> <li>- Continuous assessment 1 <ul style="list-style-type: none"> <li>- Write a 200-word school report on addressing the deficiencies in the Early Grade speaking and listening component of the curriculum for portfolio</li> </ul> </li> <li>- Continuous assessment 2 <ul style="list-style-type: none"> <li>- A page assignment on suggestion to address the deficiencies in the EG, UP and JHS speaking and listening curriculum.</li> </ul> </li> </ul> <p>3.4 Contribute to discussion and deliberate on</p> <ul style="list-style-type: none"> <li>- 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</li> </ul>	
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	<p>- the required text (<i>Introduction to language teaching skills: A resource for language teachers [Unit 30]</i>) and how it will be used in the lesson to promote learning among diverse learners.</p> <p>- the additional reading materials (<i>The EG, UP and JHS English Curricula</i>) needed and how they will be used in the lesson to enhance effective learning among all manner of learners.</p> <p><b>Note:</b> <i>Discuss with tutors the challenges they may encounter when using the resources in delivering the lesson, e. g. inadequate knowledge on the topic</i></p> <p>3.5 Ask a tutor to model a selected activity, e.g. <i>group work</i>, in a teaching situation to come out with how it will promote GESI and the core and transferable skills.</p>	<p>- the required text (<i>Introduction to language teaching skills: A resource for language teachers. [Units 30]</i>) and how it will be used in the lesson to promote learning.</p> <p>- the additional reading materials (<i>The EG, UP and JHS English Curricula</i>) needed and how you will use them to promote learning among all manner of learners.</p> <p>Discuss challenges likely to be encountered in using the resources, e.g. <i>unconducive classroom atmosphere.</i></p> <p>3.5 Model a selected activity (e.g. <i>group work</i>) in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills.</p>	
<b>4. Evaluation and review of session:</b>	4.1 Through question and answer technique, recap the main issues in the PD Session and discuss any outstanding issues that may arise in relation to the lesson for clarification.	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.	<b>15 mins</b>

	<p>4.2 Let tutors 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.</p> <p>4.3 Give an overview of the topic <i>The speaking and listening Scheme of Work</i> to be covered in the next PD Session and encourage tutors to read on the topic.</p>	<p>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.</p> <p>4.3 Listen to overview on the topic for the next PD Session and do advance reading.</p>	
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**Age Levels/s:**

Early Grade (EG), Upper Primary (UP) and JHS

**Name of Subject/Course:**

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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	<b>Time in session</b>
<b>1. Introduction to the session</b>	<p>1.1 Let tutors use think-pair-share strategy to recap the main ideas discussed in the previous PD Session on <i>components of the English speaking and listening curricula of EG, UP and JHS levels</i> and share with colleagues.</p> <p>1.2 Let tutors who observed their colleagues teach share their observations on the lesson they observed on the application of the previous PD session in the classroom and discuss as a class.</p> <p>1.3 Group Discussion: Put tutors in groups based on their specialism and let them read as a group and discuss the introductory part of the lesson (Lesson 10 - <i>The speaking and listening</i></p>	<p>1.1 Think-pair-share to recap the main ideas in the previous PD Session on <i>components of the speaking and listening EG, UP and JHS level English curricula</i> and share with colleagues.</p> <p>1.2 Share reflections on the lesson you observed on the application of the previous PD session in the classroom and discuss with colleagues.</p> <p>1.3 In groups of specialisms, read and discuss the introductory part of the lesson (Lesson 10 - <i>The speaking and listening scheme of work for EG, UP and JHS</i>) or the current PD Session,</p>	<b>20 mins</b>

	<p><i>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.</i></p> <p><b>Expected answers</b></p> <ul style="list-style-type: none"> <li>- <i>Barriers – large class size, students may not be conversant preparing integrated speaking and listening scheme of work for EG, UP and JHS.</i></li> <li>- <i>Core and transferable skills (communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.)</i></li> <li>- <i>Lesson delivery mode (face to face, e-learning, individualised learning, seminar, etc.)</i></li> <li>- <i>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)</i></li> <li>- <i>LI (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</i></li> </ul>	<p>which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.</p> <p>Example,</p> <ul style="list-style-type: none"> <li>- <i>Barriers – large class size, students may not be conversant preparing integrated speaking and listening scheme of work for EG, UP and JHS.</i></li> <li>- <i>Core and transferable skills (communication, critical thinking, observation and enquiry skills, digital literacy, Inclusivity including gender)</i></li> <li>- <i>Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc)</i></li> <li>- <i>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)</i></li> <li>- <i>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</i></li> </ul>	
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	<p><i>EG, UP and JHS levels) (refer to manual for details)</i></p> <p><b>Note:</b> Ask tutors to note key ideas as the PD Session progresses to help them teach the lesson effectively in their classes.</p> <p>1.4 In group work based on specialisms, discuss the overview of the content of the lesson and identify any distinctive aspect of the lesson for the various levels.</p> <p><b>Expected Response:</b>  - Content: The lesson deals with the speaking and listening integrated scheme of work for EG, UP and JHS levels.</p> <p>1.5 <b>Distinctive features</b>  Based on their specialism, let tutors do group discussion to come out with 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).</p> <p><b>Note:</b> With colleagues, address issues that may arise from the group discussion on the content for clarification in the lesson.</p>	<p><i>Early Grade (KG-P3 level). (refer to LI section of the manual)</i></p> <p>1.4 Discuss in specialism groups the overview of the content of the lesson and identify any distinctive aspect of the lesson.</p> <p><b>Outcome of discussion</b>  - Content: The lesson deals with the speaking and listening integrated scheme of work for EG, UP and JHS levels.</p> <p>1.5 <b>Distinctive features</b>  Think-pair-share on the distinctive features that may occur in the lesson at the various levels of specialism.</p> <p>E.g. - The integrated scheme for the various levels (EG, UP and JHS) will differ in topic coverage and quantity of topics).</p> <p>Ask questions on issues that need more clarification.  e.g. <i>What can be done to achieve the indicators in the lesson?</i></p>	
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	<p><b>Expected response;</b>  <i>Achieving the indicators will hinge having a grasp and understanding of the integrated speaking and listening scheme of work.</i></p>		
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p>	<p>2.1 Using class discussion to help tutors to come out with the main content to be covered in lesson 10, and clarify issues that may arise from the discussion.</p> <p><b>Question:</b> <i>What are the main items in the content of the lesson?</i></p> <p><b>Expected Response:</b>  <i>Main contents of the lesson - the speaking and listening Scheme of work for EG, UP and JHS. - factors to consider when designing a speaking and listening scheme of work and developing a sample integrate scheme of work.</i></p> <p>2.2 Ask tutors to read lesson 10 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 - <i>factors to consider when designing a speaking and listening scheme of work and developing a sample integrated scheme of work.</i> This is</p>	<p>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.</p> <p><b>Question:</b> <i>What is the main item in the content of the lesson?</i></p> <p><b>Expected answer: -</b>  <i>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.</i></p> <p>2.2 Turn to lesson 10 in the course manual and discuss the subtopics - <i>factors to consider when designing a speaking and listening scheme of work and developing a sample integrated scheme of work.</i> This is linked to components of speaking and listening curriculum.</p>	<p><b>15 mins</b></p>

	<p>linked to the speaking and listening skills component of the curriculum.</p> <p>2.3 Put tutors in their specialism groups to discuss the challenges they might encounter when presenting some specific subtopics of the lesson. Work with tutors to address the challenges.</p> <p>2.4 Brainstorm individually and share with colleagues the challenges (potential barriers to learning for student teachers, concepts or pedagogy) they are likely to encounter in teaching the topic from them. E.g. <i>Student teachers' inadequate knowledge on how to develop an integrated scheme of work for EG, UP and JHS speaking and listening.</i></p> <p>2.5 Ask tutors, in their specialism groups, to brainstorm on the suggested strategies/activities in the manual and choose the most appropriate ones for teaching the topic in your course manual. Examples: <i>Group work, group presentation and school visit.</i></p>	<p>2.3 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson.</p> <p>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. <i>Student teachers' inadequate knowledge on how to develop an integrated scheme of work for EG, UP and JHS speaking and listening</i></p> <p>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: <i>Group work, group presentation and school visit</i></p>	
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<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p>	<p>3.1 Through group discussion, deliberate and come out with 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.</p> <p>Assist tutors to address issues raised. <i>(refer to the teaching and learning activities section of the course manual)</i></p> <p>3.2 Let tutors discuss the appropriateness and effectiveness of the activities and strategies suggested for the lesson 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 a partner and latter with colleagues. <i>For example, using group presentation will ensure critical thinking, leadership skills, collaborative skills development, digital literacy, and communication and inclusivity.</i></p> <p><b>Note:</b> <i>During school visits let student-teachers take note of the</i></p>	<p>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.</p> <p>Collaborate with colleagues to address issues identified. <i>(refer to the teaching and learning activities section of the course manual)</i></p> <p>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. <i>For example, using group presentation will ensure critical thinking, leadership skills, collaborative skills development, digital literacy, and communication and inclusivity.</i></p>	<p><b>40 mins</b></p>
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	<p><i>components and deficiencies of the EG, UP and JHS speaking and listening curriculum.</i></p> <p>3.3 Help tutors to discuss as a class and identify the continuous assessments used for the lesson.</p> <ul style="list-style-type: none"> <li>- Continuous assessment 1- prepare a speaking and listening scheme of work for a term for a selected level and present for grading.</li> <li>- Continuous assessment 2 – A group presentation on factors to consider when designing an integrate speaking and listening scheme for a selected level.</li> </ul> <p>3.4 Through group discussion, review with tutors:</p> <ul style="list-style-type: none"> <li>- the main teaching and learning resources including ICTs (e.g. computer, smartphone, video - and how they will be used in the lesson to promote learning at both the New 4-Year B. Ed and Basic levels and all learners.</li> <li>- the required text (<i>Introduction to language teaching skills: A resource for language teachers</i>)</li> </ul>	<p>3.3. Discuss as a class and identify the continuous assessments used for the lesson.</p> <ul style="list-style-type: none"> <li>- Continuous assessment 1 - prepare a speaking and listening scheme of work for a term for a selected level and present for grading.</li> <li>- Continuous assessment 2 - A group presentation on factors to consider when designing an integrate speaking and listening scheme for a selected level.</li> </ul> <p>3.4 Contribute to discussion to review</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- the required text (<i>Introduction to language teaching skills: A resource for language teachers.</i>)</li> </ul>	
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	<p><i>[Unit 30]</i>) and how it will be used in the lesson to promote learning among diverse learners.</p> <p>- the additional reading materials (Teachers handbook: A 14-day teaching methodology. Kenya: German Development Services. [Chapter 10] <a href="http://collections.infocollections.org/ukedu/en/d/Jgtz017e/">http://collections.infocollections.org/ukedu/en/d/Jgtz017e/</a>) needed and how they will be used in the lesson to enhance effective learning among all manner of learners.</p> <p><b>Note:</b> <i>Discuss with tutors the challenges they may encounter when using the resources in delivering the lesson, e.g. inadequate knowledge on the topic.</i></p> <p>3.5 Ask a tutor to model a selected activity, e.g. <i>group work</i>, in a teaching situation to come out with how it will promote GESI and the core and transferable skills.</p>	<p><i>[Units 30]</i>) and how it will be used in the lesson to promote learning.</p> <p>- the additional reading materials (<i>Teachers handbook: A 14-day teaching methodology. Kenya: German Development Services. [Chapter 10]</i> <a href="http://collections.infocollections.org/ukedu/en/d/Jgtz017e/">http://collections.infocollections.org/ukedu/en/d/Jgtz017e/</a>) needed and how you will use them to promote learning among all manner of learners.</p> <p>Discuss challenges likely to be encountered in using the resources, e.g. <i>inadequate knowledge on the topic.</i></p> <p>3.5 Model a selected activity (e.g. <i>group work</i>) in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills.</p>	
<b>4. Evaluation and review of session:</b>	4.1 Through question and answer technique, let tutors summarise the main issues in the PD Session and discuss any outstanding issues that may arise in relation to	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	<b>15 mins</b>

	<p>the lesson for clarification.</p> <p>4.2 Let tutors 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.</p> <p>4.3 Give an overview of the topic <i>The speaking and listening Lesson plan for EG, UP and JHS learner</i> to be covered in the next PD Session and encourage tutors to read on the topic.</p>	<p>the lesson for clarification.</p> <p>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.</p> <p>4.3 Listen to overview on the topic for the next PD Session and do advance reading.</p>	
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**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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	<b>Time in session</b>
<b>1. Introduction to the session</b>	<p>1.1 Let tutors use think-pair-share strategy to recap the main ideas discussed in the previous PD Session on <i>the EG, UP and JHS speaking and listening scheme of work</i> and share with colleagues.</p> <p>1.2 Let tutors who observed their colleagues teach share their observations on the lesson they observed on the application of the previous PD session in the classroom and discuss as a class.</p> <p>1.3 Group Discussion: Put tutors in groups based on their specialism and</p>	<p>1.1 Think-pair-share to recap the main ideas in the previous PD Session on <i>EG, UP and JHS speaking and listening scheme of work</i> and share with colleagues.</p> <p>1.2 Share reflections on the lesson you observed on the application of the previous PD session in the classroom and discuss with colleagues.</p> <p>1.3 In groups of specialisms, read and discuss the introductory part of the</p>	<b>20 mins</b>

	<p>let them read as a group and discuss the introductory part of the lesson (Lesson 11 - <i>The speaking and listening lesson plan for EG, UP and JHS</i>) or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.</p> <p><b>Expected answers</b></p> <ul style="list-style-type: none"> <li>- <i>Barriers – large class size, students may not be conversant preparing integrated speaking and listening Lesson plan for EG, UP and JHS.</i></li> <li>- <i>Core and transferable skills (communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.)</i></li> <li>- <i>Lesson delivery mode (face to face, e-learning, individualised learning, seminar, etc.)</i></li> <li>- <i>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)</i></li> <li>- <i>LI (Plan and write a lesson plan for an integrated</i></li> </ul>	<p>lesson (Lesson 10 - <i>The speaking and listening Lesson plan for EG, UP and JHS</i>) or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.</p> <p>Example,</p> <ul style="list-style-type: none"> <li>- <i>Barriers – large class size, students may not be conversant preparing integrated speaking and listening lesson plan for EG, UP and JHS</i></li> <li>- <i>Core and transferable skills (communication, critical thinking, observation and enquiry skills, digital literacy, Inclusivity including gender)</i></li> <li>- <i>Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc)</i></li> <li>- <i>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)</i></li> <li>- <i>Lis (Plan and write a lesson plan for an integrated</i></li> </ul>	
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	<p><i>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.</i></p> <p><b>Note:</b> Ask tutors to note key ideas as the PD Session progresses to help them teach the lesson effectively in their classes.</p> <p>1.4 In group work based on specialisms, discuss the overview of the content of the lesson and identify any distinctive aspect of the lesson for the various levels.</p> <p><b>Expected Response:</b> - Content: The lesson deals with the speaking and listening integrated lesson plan for EG, UP and JHS levels.</p> <p><b>1.5 Distinctive features</b> Based on their specialism, let tutors do group discussion to come out with distinctive features that may occur in the lesson at the various levels of specialism. E.g. - <i>The integrated lesson plan for the various levels (EG, UP and JHS) will differ in topic scope and pedagogy).</i></p> <p><b>Note:</b> With colleagues, address issues that may arise from the group discussion on the content</p>	<p><i>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)</i></p> <p>1.4 Discuss in specialism groups the overview of the content of the lesson and identify any distinctive aspect of the lesson.</p> <p><b>Outcome of discussion</b> - Content: The lesson deals with the speaking and listening integrated lesson plan for EG, UP and JHS levels.</p> <p><b>1.5 Distinctive features</b> Think-pair-share on the distinctive features that may occur in the lesson at the various levels of specialism. E.g. - <i>The integrated lesson plan for the various levels (EG, UP and JHS) will differ in topic scope and pedagogy).</i></p> <p>Ask questions on issues that need more clarification.</p>	
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	<p>for clarification in the lesson.</p> <p><b>Expected response;</b> <i>Achieving the indicators will hinge having a grasp and understanding of the integrated speaking and listening lesson plan.</i></p>	<p>e.g. <i>What can be done to achieve the indicators in the lesson?</i></p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p>	<p>2.1 Using class discussion to help tutors to come out with the main content to be covered in lesson 11, and clarify issues that may arise from the discussion.</p> <p><b>Question:</b> <i>What are the main items in the content of the lesson?</i></p> <p><b>Expected Response:</b> <i>Main contents of the lesson - the speaking and listening lesson plan for EG, UP and JHS.</i></p> <p>2.2 Ask tutors to read lesson 11 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 – <i>components of the speaking and listening lesson plan and factors to consider when designing a speaking and listening lesson plan.</i> This is linked to the speaking and listening scheme of work.</p>	<p>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.</p> <p><b>Question:</b> <i>What is the main item in the content of the lesson?</i></p> <p><b>Expected answer:</b> - The main content - <i>the speaking and listening lesson plan for EG, UP and JHS curriculum -</i></p> <p>2.2 Turn to lesson 9 in the course manual and discuss the subtopics - <i>factors to consider when designing a speaking and listening lesson plan and factors to consider when designing a sample integrated lesson plan.</i> This is linked to the speaking and listening scheme of work.</p>	<p><b>15 mins</b></p>

	<p>2.3 Put tutors in their specialism groups to discuss the challenges they might encounter when presenting some specific subtopics of the lesson. Work with tutors to address the challenges.</p> <p>2.4 Brainstorm individually and share with colleagues the challenges (potential barriers to learning for student teachers, concepts or pedagogy) they are likely to encounter in teaching the topic from them. E.g. <i>Student teachers' inadequate knowledge on how to develop an integrated lesson plan 3 for EG, UP and JHS speaking and listening.</i></p> <p>2.5 Ask tutors, in their specialism groups, to deliberate on the suggested strategies/activities in the manual and choose the most appropriate ones for teaching the topic in your course manual. Examples: <i>Group work, group presentation, class discussion and school visit.</i></p>	<p>2.3 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson.</p> <p>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. <i>Student teachers' inadequate knowledge on how to develop an integrated lesson plan for EG, UP and JHS speaking and listening</i></p> <p>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: <i>Group work, group presentation, class discussion and school visit</i></p>	
<b>3. Planning for teaching, learning and assessment activities for the lesson/s</b>	3.1 Through group work based on specialism, discuss and come out with the various teaching and learning	3.1 Discuss in specialism groups, the various teaching and learning activities used in the lesson delivery and how	<b>40 mins</b>

	<p>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.</p> <p>Assist tutors to address issues raised. <i>(refer to the teaching and learning activities section of the course manual)</i></p> <p>3.2 Let tutors discuss the appropriateness and effectiveness of the activities and strategies suggested for the lesson 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 a partner and latter with colleagues. <i>For example, using class discussion will ensure critical thinking, collaborative skills development, digital literacy, and communication and inclusivity.</i></p> <p><b>Note:</b> <i>During school visits let student-teachers take note of the how the EG, UP and JHS teachers design their speaking and listening lesson plans.</i></p>	<p>they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula.</p> <p>Collaborate with colleagues to address issues identified. <i>(refer to the teaching and learning activities section of the course manual)</i></p> <p>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. <i>For example, using class discussion will ensure critical thinking, collaborative skills development, digital literacy, and communication and inclusivity.</i></p>	
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	<p>3.3 Help tutors to brainstorm as a class and identify the continuous assessments used for the lesson.</p> <ul style="list-style-type: none"> <li>- Continuous assessment 1 - Prepare an EG, UP and JHS integrated speaking and listening lesson plan on a selected topic and present for assessment.</li> <li>- Continuous assessment 2 – A group presentation on factors to consider when designing an integrate speaking and listening lesson plan for a selected level.</li> </ul> <p>3.4 Through group discussion, review with tutors:</p> <ul style="list-style-type: none"> <li>- the main teaching and learning resources including ICTs (e.g. computer, smartphone, video - and how they will be used in the lesson to promote learning at both the New 4-Year B. Ed and Basic levels and all learners.</li> <li>- the required text (<i>Introduction to language teaching skills: A resource for language teachers [Unit 30]</i>) and how it will be used in the lesson to promote learning among diverse learners.</li> </ul>	<p>3.3. Brainstorm as a class and identify the continuous assessments used for the lesson.</p> <ul style="list-style-type: none"> <li>- Continuous assessment 1 - Prepare an EG, UP and JHS integrated speaking and listening lesson plan on a selected topic and present for assessment.</li> <li>- Continuous assessment 2 - A group presentation on factors to consider when designing an integrate speaking and listening lesson plan for a selected level.</li> </ul> <p>3.4 Contribute to discussion to review</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- the required text (<i>Introduction to language teaching skills: A resource for language teachers. [Units 30]</i>) and how it will be used in the lesson to promote learning.</li> </ul>	
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	<p>- the additional reading materials (<i>Language Curriculum Design</i>. [Chapter 9]) needed and how they will be used in the lesson to enhance effective learning among all manner of learners.</p> <p><b>Note:</b> <i>Discuss with tutors the challenges they may encounter when using the resources in delivering the lesson, e.g. inadequate knowledge on the topic.</i></p> <p>3.5 Ask a tutor to model a selected activity, e.g. <i>class discussion</i>, in a teaching situation to come out with how it will promote GESI and the core and transferable skills.</p>	<p>- the additional reading materials (<i>Language Curriculum Design</i>. [Chapter 9]) needed and how you will use them to promote learning among all manner of learners.</p> <p>Discuss challenges likely to be encountered in using the resources, e.g. <i>inadequate knowledge on the topic.</i></p> <p>3.5 Model a selected activity (e.g. <i>class discussion</i>) in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills.</p>	
<b>4. Evaluation and review of session:</b>	<p>4.1 Through question and answer technique, let tutors summarise the main issues in the PD Session and discuss any outstanding issues that may arise in relation to the lesson for clarification.</p> <p>4.2 Let tutors 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.</p>	<p>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.</p> <p>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.</p>	<b>15 mins</b>

	<p>4.3 Give an overview of the topic <i>Plan and co-teach Integrated speaking and listening lesson with mentor/tutor or colleague</i> to be covered in the next PD Session and encourage tutors to read on the topic.</p>	<p>4.3 Listen to overview on the topic for the next PD Session and do advance reading.</p>	
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**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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	<b>Time in session</b>
<b>1. Introduction to the session</b>	<p>1.1 Let tutors use think-pair-share strategy to recap the main ideas discussed in the previous PD Session on <i>the EG, UP and JHS speaking and listening lesson plan</i> and share with colleagues.</p> <p>1.2 Let tutors who observed their colleagues teach share their observations on the lesson they observed on the application of the previous PD session in the classroom and discuss as a class.</p> <p>1.3 Group Discussion: Put tutors in groups based on their specialism and let them read as a group</p>	<p>1.1 Think-pair-share to recap the main ideas in the previous PD Session on <i>EG, UP and JHS speaking and listening lesson plan</i> and share with colleagues.</p> <p>1.2 Share reflections on the lesson you observed on the application of the previous PD session in the classroom and discuss with colleagues.</p> <p>1.3 In groups of specialisms, read and discuss the introductory part of the lesson (<i>Lesson 12 - (Plan</i></p>	<b>20 mins</b>

	<p>and discuss the introductory part of the lesson (Lesson 12 - <i>Plan and co-teach Integrated speaking and listening lesson with mentor/tutor or colleague for EG, UP and JHS</i>) or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.</p> <p><b>Expected answers</b></p> <ul style="list-style-type: none"> <li>- <i>Barriers – large class size, student teachers may not be conversant with co-teaching with a mentor/tutor for EG, UP and JHS.</i></li> <li>- <i>Core and transferable skills (communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.)</i></li> <li>- <i>Lesson delivery mode (face to face, e-learning, individualised learning, seminar, etc.)</i></li> <li>- <i>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)</i></li> </ul>	<p><i>and co-teach Integrated speaking and listening lesson with mentor/tutor or colleague for EG, UP and JHS))</i> or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.</p> <p>Example,</p> <ul style="list-style-type: none"> <li>- <i>Barriers – large class size, student teachers may not be conversant with co-teaching with a mentor/tutor for EG, UP and JHS</i></li> <li>- <i>Core and transferable skills (communication, critical thinking, observation and enquiry skills, digital literacy, Inclusivity including gender)</i></li> <li>- <i>Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc)</i></li> <li>- <i>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)</i></li> </ul>	
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	<p>- LI (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).</p> <p><b>Note:</b> Ask tutors to note key ideas as the PD Session progresses to help them teach the lesson effectively in their classes.</p> <p>1.4 In group work based on specialisms, discuss the overview of the content of the lesson and identify any distinctive aspect of the lesson for the various levels.</p> <p><b>Expected Response:</b></p> <p>- Content: co-teach integrated speaking and listening lesson with mentor/tutor or colleague EG, UP and JHS levels.</p> <p><b>1.5 Distinctive features</b> Based on their specialism, let tutors do group discussion to come out with distinctive features that may occur in the lesson at the various levels of specialism. E.g.</p> <p>- The teaching strategies meant for the various levels (EG, UP and JHS) will differ).</p>	<p>- 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)</p> <p>1.4 Discuss in specialism groups the overview of the content of the lesson and identify any distinctive aspect of the lesson.</p> <p><b>Outcome of discussion</b></p> <p>- Content: co-teach integrated speaking and listening lesson with mentor/tutor or colleague EG, UP and JHS levels.</p> <p><b>1.5 Distinctive features</b> Think-pair-share on the distinctive features that may occur in the lesson at the various levels of specialism.</p> <p>E.g. - The teaching strategies meant for the various levels (EG, UP and JHS) will differ.).</p> <p>Ask questions on issues that need more clarification.</p>	
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	<p><b>Note:</b> With colleagues, address issues that may arise from the group discussion on the content for clarification in the lesson.</p> <p><b>Expected response;</b> <i>Achieving the indicators will hinge having a grasp and understanding of the nature of co-teaching and the lesson topic to be taught.</i></p>	e.g. <i>What can be done to achieve the indicators in the lesson?</i>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p>	<p>2.1 Use group discussion to help tutors to come out with the main content to be covered in lesson 12, and clarify issues that may arise from the discussion.</p> <p><b>Question:</b> <i>What is the main items in the content of the lesson?</i></p> <p><b>Expected Response:</b> <i>Main contents of the lesson - co-teach integrated speaking and listening lesson with mentor/tutor or colleague.</i></p> <p>2.2 Ask tutors to read lesson 12 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 – <i>Planning and teaching an integrated speaking and listening lesson, importance and</i></p>	<p>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.</p> <p><b>Question:</b> <i>What is the main item in the content of the lesson?</i></p> <p><b>Expected answer:</b> <i>The main content - co-teach Integrated speaking and listening lesson with mentor/tutor or colleague</i></p> <p>2.2 Turn to lesson 12 in the course manual and discuss the subtopics - <i>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.</i> This is linked to</p>	<b>15 mins</b>

	<p><i>challenges of integrated speaking and listening lesson and teaching an integrated speaking and listening lesson plan.</i></p> <p>This is linked to the speaking and listening lesson plan design.</p> <p>2.3 Put tutors in their specialism groups to discuss the challenges they might encounter when presenting some specific subtopics of the lesson. Work with tutors to address the challenges.</p> <p>2.4 Individually read and share with colleagues the challenges (potential barriers to learning for student teachers, concepts or pedagogy) they are likely to encounter in teaching the topic from them.</p> <p>E.g. <i>Student teachers' inadequate knowledge on how to co-teach an integrated lesson plan for EG, UP and JHS speaking and listening with colleagues.</i></p> <p>2.5 Ask tutors, in their specialism groups, to deliberate on the suggested strategies/activities in the manual and choose the most appropriate ones for teaching the topic in your course manual.</p>	<p>the speaking and listening lesson plan design.</p> <p>2.3 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson.</p> <p>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. <i>Student teachers' inadequate knowledge on how to co-teach an integrated lesson plan for EG, UP and JHS speaking and listening with colleagues</i></p> <p>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.</p>	
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	Examples: <i>Group work, class presentation and school visit.</i>	Examples: <i>Group work, class presentation and school visit</i>	
<b>3. Planning for teaching, learning and assessment activities for the lesson/s</b>	<p>3.1 Through group discussion based on specialism, discuss and come out with 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.</p> <p>Assist tutors to address issues raised. (<i>refer to the teaching and learning activities section of the course manual</i>)</p> <p>3.2 Let tutors debate the appropriateness and effectiveness of the activities and strategies suggested for the lesson 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 a partner and latter with colleagues. <i>For example, using group presentation will ensure critical thinking, collaborative skills development, digital literacy, and communication and inclusivity.</i></p>	<p>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.</p> <p>Collaborate with colleagues to address issues identified. (<i>refer to the teaching and learning activities section of the course manual</i>)</p> <p>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. <i>For example, using class discussion will ensure critical thinking, collaborative skills development, digital literacy, and communication and inclusivity.</i></p>	<b>40 mins</b>

	<p><b>Note:</b> <i>During school visits let student-teachers co-teach integrated speaking and listening for EG, UP and JHS and write a reflection on it.</i></p> <p>3.3 Help tutors to brainstorm as a class and identify the continuous assessments used for the lesson.</p> <ul style="list-style-type: none"> <li>- Continuous assessment 1 - Write a page reflection on the lesson you co-taught with a mentor/colleague for your portfolio.</li> </ul> <p>3.4 Through group discussion, review with tutors:</p> <ul style="list-style-type: none"> <li>- the main teaching and learning resources including ICTs (e.g. computer, smartphone, video UTube video on Teaching integrated speaking and listening lesson <a href="https://www.youtube.com/watch?v=kPnckCUv8Y8">https://www.youtube.com/watch?v=kPnckCUv8Y8</a>) - and how they will be used in the lesson to promote learning at both the New 4-Year B. Ed and Basic levels and all learners.</li> <li>- the required text (<i>Introduction to language teaching skills: A resource for language teachers [Unit 30]</i>) and how it will be used in the lesson to promote learning among diverse learners.</li> </ul>	<p>3.3. Brainstorm as a class and identify the continuous assessments used for the lesson.</p> <ul style="list-style-type: none"> <li>- Continuous assessment 1 - Write a page reflection on the lesson you co-taught with a mentor/colleague for your portfolio.</li> </ul> <p>3.4 Contribute to discussion to review</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- the required text (<i>Introduction to language teaching skills: A resource for language teachers. [Units 30]</i>) and how it will be used in the lesson to promote learning.</li> </ul>	
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	<p>- the additional reading materials (<i>Language Curriculum Design</i>. [Chapter 9]) needed and how they will be used in the lesson to enhance effective learning among all manner of learners.</p> <p><b>Note:</b> <i>Discuss with tutors the challenges they may encounter when using the resources in delivering the lesson, e. g. inadequate knowledge on the topic.</i></p> <p>3.5 Ask a tutor to model a selected activity, e.g. <i>group work</i>, in a teaching situation to come out with how it will promote GESI and the core and transferable skills.</p>	<p>- the additional reading materials (<i>Language Curriculum Design</i>. [Chapter 9]) needed and how you will use them to promote learning among all manner of learners.</p> <p>Discuss challenges likely to be encountered in using the resources, e.g. <i>inadequate knowledge on the topic.</i></p> <p>3.5 Model a selected activity (e.g. <i>group work</i>) in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills.</p>	
<b>4. Evaluation and review of session:</b>	<p>4.1 Through question and answer technique, let tutors summarise the main issues in the PD Session and discuss any outstanding issues that may arise in relation to the lesson for clarification.</p> <p>4.2 Let tutors 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.</p>	<p>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.</p> <p>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.</p>	<b>15 mins</b>

	4.3 Give an overview of the entire PD session for the semester.	4.3 Give an overview of the entire PD session for the semester.	
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## Appendix 1

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

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

What to Include in PD sessions	Checked and In Place.
<p><b>Course introductions and conclusions</b></p> <ul style="list-style-type: none"> <li>• The first PD session of each semester introduces the course manual/s, course expectations and course assessment components</li> <li>• The final PD session provides the opportunity to review student teachers' learning from the course</li> </ul>	
<p><b>Prior knowledge:</b> Points for tutors on activating student teachers' prior knowledge.</p>	
<p><b>Basic School Curriculum:</b> when topics for student teachers are from the Basic School Curriculum the PD session makes explicit links.</p>	
<p><b>CLO:</b> relevant to each session are introduced</p>	
<p><b>Interactive teaching</b> PD sessions provide opportunities for SL/HOD to model interactive approaches to teaching and learning that tutors will use to support student teachers</p>	
<p><b>Lesson Learning outcomes and indicators</b> are introduced</p>	
<p><b>Integration of subject specific content and subject specific pedagogy</b> is modelled in PD sessions through activities for tutors. Any potentially new concepts introduced in the lesson are explored with tutors</p>	
<p><b>Subject Specific Training:</b> where subjects have been grouped together for the PD sessions, tutors are guided to engage with activities in the subject course manuals to ensure the PD is subject specific. Where appropriate there is direct page or point references to activities in each of the relevant subject course manuals.</p>	
<p><b>Integrating GESI:</b> each PD session explicitly includes at least two (2) teaching and learning activities from the course manual/s which should be used to promote student teachers' understanding of GESI responsiveness and support the inclusion of all pupils.</p>	
<p><b>Assessment, integrating and embedding NTEAP practices:</b> PD sessions include at least two (2) continuous assessment opportunities which will support tutors in developing student teacher's understanding of, and ability to apply, assessment for or as learning.</p>	
<p><b>Age Specific Training:</b> where relevant tutors are guided to specific activities in the course manuals for EG, UP and JHS. Tutors are advised to group student teachers according to the age they are training for.</p>	
<p><b>Building in STS:</b> STS tasks are integrated into the PD sessions. Preparing for work in school and opportunities for tutors to draw on what student teachers are learning in school by, for example, targeting observations linked directly to the themes in the course manuals.</p>	
<p><b>Building in activities which support the development of 21c skills in particular the use of ICT.</b> The development of these is integrated into the PD sessions</p>	

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.	
<b>Resources /TLM.</b> 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?	<p><b>The Subject project</b> is an assignment designed to enable student teachers to demonstrate achieving one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of: the Basic School Curriculum, GESI responsiveness, using ICT mand 21stC skills</p>	<p><b>The Subject Portfolio</b> is the deliberate collection of student teachers' work that has been selected and organized for a particular subject to show student teacher's learning and progress to achieving the CLOs through examples of his or her best work.</p>
CONSTITUENTS	<p><b>Introduction:</b> a clear statement of aim and purpose  <b>Methodology:</b> what the student teacher has done and why to achieve the aim and purpose of the project  <b>Substantive or main section:</b> Presentation of any artifacts, experiments, TLMs created for the project; presentation, analysis, and interpretation of what has been done, learned, or found out in relation to focus of the project.  <b>Conclusion:</b> Statement of the key outcomes of the project; reflection on what the student teacher has learnt</p>	<p><b>3 items of work produced during the semester selected by student teachers with tutor support</b> during the semester as best examples of their progress and 200-word reflection on the items*  <b>Or 2 items of work and A mid semester assessment:</b> 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</p>
WEIGHT	<p><b>Overall weighting of project = 30%</b>  <b>Weighting of individual parts of project out of 100</b></p> <ul style="list-style-type: none"> <li>• Introduction – 10</li> <li>• Methodology – 20</li> <li>• Substantive section – 40</li> <li>• Conclusion – 30</li> </ul>	<p><b>Overall weighting of project = 30%</b>  <b>Weighting of individual parts of portfolio out of 100</b></p> <ul style="list-style-type: none"> <li>• Each of the items selected by the student teacher 30 %</li> <li>• Mid semester assessment 30% - if applicable</li> <li>• Presentation and organisation of portfolio 10%</li> <li>• Mid semester assessment 20%</li> </ul>

<b>EXAM</b>	<b>End of semester Exam, weight 40%. To assess:</b> achievement of one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of the Basic School Curriculum, ability to use GESI responsive approaches and to integrate ICT and 21 <sup>st</sup> C skills in teaching and learning
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## **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	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<b>1(a) Introduction to the semester – in session one</b> <ul style="list-style-type: none"> <li>• Introduction to the purpose of the specialisms: EG, UP and JHS</li> <li>• Overview of subject/s age level/s to be covered in the PD sessions and guidance on grouping tutors according to the</li> </ul>	1.1 Use an icebreaker to make an opening call to the start of the session: provide it or invite any volunteer(s) to provide one.  1.2 As a recap, ask tutors to tell the group how last semester’s PD sessions assisted them to deliver their contents and implement the NTEAP (especially the two components of	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:	<b>20 mins</b>

<p>subject/s, age levels/s.</p> <ul style="list-style-type: none"> <li>• Introduction to the course manual/s</li> <li>• Overview of course learning outcomes</li> <li>• Introduction to the two continuous assessment components to be undertaken in each subject during the semester (See Course Assessment Components at a Glance Appendix 2) NB in subjects where there are no assessment components in the course manuals examples will need to be provided for SL/HoD.</li> </ul>	<p>continuous assessment: subject project and subject portfolio)</p> <p>1.3 Through discussion, lead tutors to 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).</p> <p><b>Issues to raise for discussion:</b></p> <ul style="list-style-type: none"> <li>• Intellectual and professional abilities of teachers at each age phase (should non-performing teachers be placed at lower age phases?)</li> <li>• Gendered stereotypes of teachers at each age phase (should only female teachers teach at the EG? May persons living with different abilities be trained to teach at the various age phases?)</li> <li>• ICT at the age phases (May ICT be introduced at all or only higher levels of education? Which and how may ICT tools be used at the lower age phases?)</li> </ul> <p><i>(Refer tutors to the course goal, course description, key contextual issues of each course, and the main</i></p>	<p>subject project and subject portfolio)</p> <p>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).</p>	
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	<p><i>curriculum document for the purpose of EG, UP and JHS).</i></p> <p>1.4 Lead an open discussion on the overview of the structure and organization of basic education in Ghana. Ask tutors to identify the peculiar focus and concerns of each age phase as well as the subjects, methodologies and frameworks embedded in each specialism. The special skills required to teach at each of the age levels require that teachers be specially trained to handle the contents and methodologies useful at each age phase.</p> <p>1.5 Ask tutors to refer to the course manuals for Year 2 Semester 1 for Ghanaian language and discuss the structure and content of the course manuals. (<i>Ask tutors to take a glance at course description and lesson topics and subtopics</i>).</p> <p>1.6 Ask tutors to examine the correspondence between the learning outcomes and learning indicators. (<b>Question:</b> <i>To what extent do the indicators address the outcomes?</i>)</p>	<p>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.</p> <p>1.5 Examine the structure and content of the course manuals and discuss the content.</p> <p>1.6 Examine the correspondence between the learning outcomes and their indicators.</p>	
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<p><b>1(b) Introduction to the session</b></p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>• Overview of content and</li> </ul>	<p>1.7 Put tutors in pairs with their elbow partners to outline the two components of the continuous assessment activities to be undertaken in the semester and suggest ways in which they will conduct them. Each pair should share their observations with the larger group. (Refer tutors to <b>Appendix 2</b>)</p> <p><b>Example:</b> Subject project (action research):</p> <ul style="list-style-type: none"> <li>• Using brainstorming to improve primary three pupils' writing of a Ghanaian language (EG)</li> <li>• Improving primary five pupil's writing of a Ghanaian language through group work (UP)</li> <li>• Using discussion to improve JHS one pupils' writing of a Ghanaian language (JHS)</li> </ul> <p><b>Subject portfolio:</b></p> <ul style="list-style-type: none"> <li>• Match given letters to their corresponding sounds (e.g. A - /a/) (EG)</li> <li>• Use the form of the following words to determine their word classes (e.g. mpanyimfo (pinyin), resu (su), abusuafo (abusua), ɔyarefoɔ (yare) ayarefo (yare),</li> </ul>	<p>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.</p> <p><b>Example:</b> Subject project (action research):</p> <ul style="list-style-type: none"> <li>• Using brainstorming to improve primary three pupils' writing of a Ghanaian language (EG)</li> <li>• Improving primary five pupil's writing of a Ghanaian language through group work (UP)</li> <li>• Using discussion to improve JHS one pupils' writing of a Ghanaian language (JHS)</li> </ul> <p><b>Subject portfolio:</b></p> <ul style="list-style-type: none"> <li>• Match given letters to their corresponding sounds (e.g. A - /a/) (EG)</li> <li>• Use the form of the following words to determine their word classes (e.g. mpanyimfo (pinyin), resu (su), abusuafo (abusua), ɔyarefoɔ (yare) ayarefo (yare),</li> </ul>	
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<p>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</p>	<p>yare (yareε) mfa (fa) etc.) (UP)</p> <ul style="list-style-type: none"> <li>• Construct simple sentences using a given list of verbs.</li> </ul> <p>1.8 Lead tutors to discuss the student-teacher prior knowledge that will facilitate the success of the delivery of the current lessons. (<i>Refer tutors to the RPK section of the course manual RPK</i>).</p> <p>1.9 Ask tutors to reflect on the introductory section of each lesson and indicate their observations, as well as bring up any outstanding issues for discussion (<b>Questions:</b> What are some of the barriers to the delivery of each lesson? To what extent does the LI match the LO?). (<i>Refer tutors to the introductory section of the course manuals: barriers to lesson delivery, lesson delivery modes and LOs and LIs</i>).</p> <p>1.10 Lead an enquiry-based exploration and discussion of the features of the lessons. (<b>Questions:</b> What is the distinctive scope of each lesson? What are the key content areas to be covered in each lesson?). (<i>Refer tutors</i></p>	<p>yare (yareε) mfa (fa) etc.) (UP)</p> <ul style="list-style-type: none"> <li>• Construct simple sentences using a given list of verbs.</li> </ul> <p>1.8 Think and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson on.</p> <p>1.9 Reflect on the introductory section of your respective lessons and indicate your observations and concerns for discussion.</p> <p>1.10 Discuss your perception of the distinctive scope of this lesson with the whole group</p>	
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	<p><i>to lesson description, topic and subtopics)</i></p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• <i>Principles and rules of writing of a Ghanaian language:</i></li> </ul> <p>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)</p> <ul style="list-style-type: none"> <li>• <i>Phonetics and phonology of a Ghanaian language:</i></li> </ul> <p>This lesson focuses on teaching the description and classification of vowels of a Ghanaian language.</p> <p>1.11 Ask tutors to anticipate and discuss barriers that may impede success of the lesson</p>	<p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• <i>Principles and rules of writing of a Ghanaian language:</i></li> </ul> <p>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)</p> <ul style="list-style-type: none"> <li>• <i>Phonetics and phonology of a Ghanaian language:</i></li> </ul> <p>This lesson focuses on teaching the description and classification of vowels of a Ghanaian language.</p> <p>1.11 Discuss with the group some of the factors you anticipate may constitute challenges that will impede the</p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need</li> </ul>	<p>2.1 Ask tutors to present oral summaries of the major new content to be learnt in their respective lessons: concepts and pedagogies to be introduced in the lesson.</p> <p><b>Examples:</b> <i>Principles and rules of writing of a Ghanaian language – Letters of the alphabet: (EG):</i></p>	<p>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.</p> <p><b>Examples:</b> <i>Principles and rules of writing of a Ghanaian language – Letters of the alphabet: (EG):</i></p>	<b>15 mins</b>

<p>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</p>	<ul style="list-style-type: none"> <li>Letters of the alphabet: Ghanaian language letters of the alphabet, sound and letter representation and issues to observe at STS</li> </ul> <p><b>Principles and rules of writing of a Ghanaian language – Letters of the alphabet and speech sounds (UP):</b></p> <ul style="list-style-type: none"> <li>Orthographic and phonetic representation of vowels and consonants: what are vowels, phonetic representation of consonants</li> </ul> <p><b>Principles and rules of writing of a Ghanaian language – Letters of the alphabet and speech sounds (JHS):</b></p> <ul style="list-style-type: none"> <li>Concept of orthography of Ghanaian language: letters of the alphabet, representation of the letters, speech sounds and things to look out for at STS</li> </ul> <p><b>Phonetics and phonology of a Ghanaian language – Phonetic description and classification of vowels (JHS):</b></p> <ul style="list-style-type: none"> <li>Phonetic description and classification of vowels</li> </ul>	<ul style="list-style-type: none"> <li>Letters of the alphabet: Ghanaian language letters of the alphabet, sound and letter representation and issues to observe at STS</li> </ul> <p><b>Principles and rules of writing of a Ghanaian language – Letters of the alphabet and speech sounds (UP):</b></p> <ul style="list-style-type: none"> <li>Orthographic and phonetic representation of vowels and consonants: what are vowels, phonetic representation of consonants</li> </ul> <p><b>Principles and rules of writing of a Ghanaian language – Letters of the alphabet and speech sounds (JHS):</b></p> <ul style="list-style-type: none"> <li>Concept of orthography of Ghanaian language: letters of the alphabet, representation of the letters, speech sounds and things to look out for at STS</li> </ul> <p><b>Phonetics and phonology of a Ghanaian language – Phonetic description and classification of vowels (JHS):</b></p> <p>Phonetic description and classification of vowels</p>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>Reading and discussion of the</li> </ul>	<p>3.1 Ask tutors to read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion.</p>	<p>3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion</p>	

<p>teaching and learning activities</p> <ul style="list-style-type: none"> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power</li> </ul> </li> </ul>	<p>3.2 Give each tutor an opportunity to 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</p> <p>3.3 Ask tutors to identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.</p> <p>3.4 Ask tutors to indicate how they will use ICT in the lesson.</p> <p><b>Examples:</b>  <b><i>Principles and rules of writing of a Ghanaian language – Letters of the alphabet (EG):</i></b></p> <ul style="list-style-type: none"> <li>• Show a YouTube video of how the letters of the alphabet are taught</li> <li>• Make PowerPoint presentation</li> </ul> <p><b><i>Principles and rules of writing of a Ghanaian language – Letters of the alphabet and speech sounds (UP):</i></b></p> <ul style="list-style-type: none"> <li>• Show a YouTube video of how the letters of the alphabet are taught</li> <li>• Make PowerPoint presentation</li> </ul>	<p>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.</p> <p>3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.</p> <p>3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.</p> <p><b>Examples:</b>  <b><i>Principles and rules of writing of a Ghanaian language – Letters of the alphabet (EG):</i></b></p> <ul style="list-style-type: none"> <li>• Show a YouTube video of how the letters of the alphabet are taught</li> <li>• Make PowerPoint presentation</li> </ul> <p><b><i>Principles and rules of writing of a Ghanaian language – Letters of the alphabet and speech sounds (UP):</i></b></p> <ul style="list-style-type: none"> <li>• Show a YouTube video of how the letters of the alphabet are taught</li> <li>• Make PowerPoint presentation</li> </ul>	
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<p>point; how they should be used. Consideration needs to be given to local availability</p> <ul style="list-style-type: none"> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> <li>● Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p><b>Principles and rules of writing of a Ghanaian language – Letters of the alphabet and speech sounds (JHS):</b></p> <ul style="list-style-type: none"> <li>● Show a YouTube video of how the letters of the alphabet are taught</li> <li>● Make PowerPoint presentation</li> </ul> <p><b>Phonetics and phonology of a Ghanaian language – Phonetic description and classification of vowels of a Ghanaian language (JHS):</b></p> <ul style="list-style-type: none"> <li>● Show a YouTube video that presents the description and classification of vowels</li> <li>● Make PowerPoint presentation</li> </ul> <p>3.5 Let tutors suggest the various ways in which they will make the lesson GESI responsive</p> <p><b>Examples:</b> <b>Principles and rules of writing of a Ghanaian language – Letters of the alphabet (EG):</b></p> <ul style="list-style-type: none"> <li>● Select a YouTube video that shows a male teacher teaching an EG class.</li> <li>● Form mixed groups for group activities.</li> </ul> <p><b>Principles and rules of writing of a Ghanaian language – Letters of the alphabet and speech sounds (UP):</b></p> <ul style="list-style-type: none"> <li>● Select a YouTube video that shows a person with different ability (person living with</li> </ul>	<p><b>Principles and rules of writing of a Ghanaian language – Letters of the alphabet and speech sounds (JHS):</b></p> <ul style="list-style-type: none"> <li>● Show a YouTube video of how the letters of the alphabet are taught</li> <li>● Make PowerPoint presentation</li> </ul> <p><b>Phonetics and phonology of a Ghanaian language – Phonetic description and classification of vowels of a Ghanaian language (JHS):</b></p> <ul style="list-style-type: none"> <li>● Show a YouTube video that presents the description and classification of vowels</li> <li>● Make PowerPoint presentation</li> </ul> <p>3.5 Suggest the various ways in which you will make the lesson GESI responsive</p> <p><b>Examples:</b> <b>Principles and rules of writing of a Ghanaian language – Letters of the alphabet (EG):</b></p> <ul style="list-style-type: none"> <li>● Select a YouTube video that shows a male teacher teaching an EG class.</li> <li>● Form mixed groups for group activities.</li> </ul> <p><b>Principles and rules of writing of a Ghanaian language – Letters of the alphabet and speech sounds (UP):</b></p> <ul style="list-style-type: none"> <li>● Select a YouTube video that shows a person with different ability (person living with</li> </ul>	
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	<p>disability) teaching at UP level.</p> <ul style="list-style-type: none"> <li>• Form mixed groups for group activities.</li> </ul> <p><b>Principles and rules of writing of a Ghanaian language – phonetic description and classification of vowels of a Ghanaian language (JHS):</b></p> <ul style="list-style-type: none"> <li>• Select a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels.</li> <li>• Form mixed groups for group activities.</li> </ul> <p><b>Phonetics and phonology of a Ghanaian language – Phonetic description and classification of vowels of a Ghanaian language (JHS):</b></p> <ul style="list-style-type: none"> <li>• Select a YouTube video that shows a female teacher teaching vowel sounds.</li> <li>• Form mixed groups for group activities.</li> </ul> <p>3.6 Put tutors in mixed pairs to deliberate on how the content of topics and the delivery of their lessons will develop the core competences.</p> <p><b>Examples:</b>  <b>Letters of the alphabet (EG):</b>  <i>Group work:</i>  (commun-ication and collaboration, critical thinking and problem</p>	<p>disability) teaching at UP level.</p> <ul style="list-style-type: none"> <li>• Form mixed groups for group activities.</li> </ul> <p><b>Principles and rules of writing of a Ghanaian language – phonetic description and classification of vowels of a Ghanaian language (JHS):</b></p> <ul style="list-style-type: none"> <li>• Select a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels.</li> <li>• Form mixed groups for group activities.</li> </ul> <p><b>Phonetics and phonology of a Ghanaian language – Phonetic description and classification of vowels of a Ghanaian language (JHS):</b></p> <ul style="list-style-type: none"> <li>• Select a YouTube video that shows a female teacher teaching vowel sounds.</li> <li>• Form mixed groups for group activities.</li> </ul> <p>3.6 In mixed pairs (male-female, able-disabled), deliberate on how the content and the delivery of their lessons will develop the core competences and share with the larger group.</p> <p><b>Examples:</b>  <b>Letters of the alphabet (EG):</b>  <i>Group work:</i>  (commun-ication and collaboration, critical thinking and problem</p>	
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	<p>solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p><b>Letters of the alphabet and speech sounds (UP):</b> <i>Group work:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p><b>Letters of the alphabet and speech sounds (JHS):</b> <i>Group work:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p><b>Phonetic description and classification of vowels of a Ghanaian language (JHS):</b> <i>Group work:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p>3.7 Ask tutors to 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</p>	<p>solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p><b>Letters of the alphabet and speech sounds (UP):</b> <i>Group work:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p><b>Letters of the alphabet and speech sounds (JHS):</b> <i>Group work:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p><b>Phonetic description and classification of vowels of a Ghanaian language (JHS):</b> <i>Group work:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p>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)</p>	
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	<p>project). <i>(Refer tutors to section 1.7 above for examples of subject projects and subject portfolios)</i></p> <p>3.8 Ask tutors to consider the resources in the respective manuals and suggest which and how they may be deployed. <i>(These should include ICT tools, inclusive materials, required and additional texts).</i></p> <p>3.9 Provide tutors with assistance on how available digital tools may be deployed (PowerPoint – how to prepare presentations; YouTube video – how to find YouTube videos; etc)</p>	<p>3.8 Consider the resources in the respective manuals and suggest which and how they may be deployed. <i>(These should include ICT tools, inclusive materials, required and additional texts).</i></p> <p>3.9 Ask for assistance from the whole group regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.)</p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors need to identify critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Ask a tutor to identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session</p> <p>4.2 Ask tutors to indicate any outstanding issues relating to each lesson for discussion</p> <p>4.3 Encourage tutors to read the PD and course manuals in preparation for the next PD session</p>	<p>4.1 Identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session.</p> <p>4.2 Indicate any outstanding issues relating to each lesson for discussion.</p> <p>4.3 Read the PD and course manuals in preparation for the next PD session.</p>	<b>15 mins</b>

## 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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<b>1. Introduction to the session</b> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning</li> </ul>	1.4 Use an icebreaker to start of the session: provide it or invite any volunteer(s) to provide one.  1.5 Ask tutors to <b>reflect</b> on the introductory section of each lesson and write down their observations, as well as bring up any outstanding issues for <b>discussion</b> . ( <b>Questions:</b> What are some of the	1.4 Listen and respond to an icebreaker, and volunteer one if necessary.  1.5 Reflect on the introductory section of your respective lessons and write down your observations and concerns for <b>discussion</b> .	<b>20 mins</b>

<p>outcomes and indicators</p> <ul style="list-style-type: none"> <li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <p>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>barriers to the delivery of each lesson? To what extent does the LI match the LO?). (<i>Refer tutors to the introductory section of the course manuals: barriers to lesson delivery, lesson delivery modes and LOs and LIs</i>).</p> <p>1.6 Lead an <b>enquiry-based exploration and discussion</b> of the features of the lessons. (<b>Questions:</b> What is the distinctive scope of each lesson? What are the key content areas to be covered in each lesson?). (<i>Refer tutors to lesson description, topic and subtopics</i>)</p> <p><b>Example:</b> <i>Principles and rules of writing of a Ghanaian language:</i> 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). <i>Phonetics and phonology of a Ghanaian language:</i> This lesson focuses on teaching the description and classification of vowels of a Ghanaian language.</p>	<p>1.6 <b>Individually read and note</b> the distinctive features or scope of this lesson for <b>discussion</b> with the whole group.</p> <p><b>Example:</b> <i>Principles and rules of writing of a Ghanaian language:</i> 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). <i>Phonetics and phonology of a Ghanaian language:</i> This lesson focuses on teaching the description and classification of vowels of a Ghanaian language.</p>	
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	<p>1.7 Lead tutors to anticipate the student-teacher prior knowledge that will facilitate the success of the delivery of the current lessons. <i>(Refer tutors to the RPK section of the course manual RPK).</i></p> <p>1.8 Ask tutors to <b>brainstorm</b> the barriers that may impede success of the lesson.</p>	<p>1.7 <b>Think and share</b> with the whole group the student-teacher knowledge and experience upon which you may build your lesson.</p> <p>1.8 <b>Brainstorm</b> with the group some of the factors you anticipate may constitute challenges that will impede the success of the lesson.</p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</li> </ul> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Ask tutors to use the <b>radio reporter strategy</b> to present oral summaries of the major new content to be learnt in their respective lessons: concepts and pedagogies to be introduced in the lesson.</p> <p><b>Examples:</b> <i>Principles and rules of writing of a Ghanaian language – Orthographic and phonetic representation of vowels: (EG):</i></p> <ul style="list-style-type: none"> <li>• Vowels; phonetic representation of vowels and issues to observe at STS</li> </ul> <p><i>Principles and rules of writing of a Ghanaian language – Distribution of a Ghanaian language speech sounds (UP):</i></p> <ul style="list-style-type: none"> <li>• Distribution of vowels; distribution of consonants; dialectal</li> </ul>	<p>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 <b>radio reporter strategy:</b> concepts and pedagogies to be introduced.</p> <p><b>Examples:</b> <i>Principles and rules of writing of a Ghanaian language – Orthographic and phonetic representation of vowels: (EG):</i></p> <ul style="list-style-type: none"> <li>• Vowels; phonetic representation of vowels and issues to observe at STS</li> </ul> <p><i>Principles and rules of writing of a Ghanaian language – Distribution of a Ghanaian language speech sounds (UP):</i></p> <ul style="list-style-type: none"> <li>• Distribution of vowels; distribution of consonants; dialectal</li> </ul>	<p><b>15 mins</b></p>

	<p>variations in writing; issues to observe at STS.</p> <p><b>Principles and rules of writing of a Ghanaian language</b> – <i>Distribution of a Ghanaian language speech sounds (UP):</i></p> <ul style="list-style-type: none"> <li>• Distribution of vowels; distribution of consonants; dialectal variations in writing; issues to observe at STS.</li> </ul> <p><b>Phonetics and phonology of a Ghanaian language</b> – <i>vowels: distribution and sequence (JHS):</i></p> <ul style="list-style-type: none"> <li>• Sequential and non-sequential vowels in a Ghanaian language.</li> </ul>	<p>variations in writing; issues to observe at STS.</p> <p><b>Principles and rules of writing of a Ghanaian language</b> – <i>Distribution of a Ghanaian language speech sounds (UP):</i></p> <ul style="list-style-type: none"> <li>• Distribution of vowels; distribution of consonants; dialectal variations in writing; issues to observe at STS.</li> </ul> <p><b>Phonetics and phonology of a Ghanaian language</b> – <i>vowels: distribution and sequence (JHS):</i></p> <p>Sequential and non-sequential vowels in a Ghanaian language.</p>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and</li> </ul>	<p>3.1 Through <b>individual enquiry</b>, ask tutors to read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion.</p> <p>3.2 Give each tutor an opportunity to 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</p> <p>3.3 In a <b>deliberative discussion</b>, ask tutors to identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.</p>	<p>3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion</p> <p>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.</p> <p>3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.</p>	<b>40 mins</b>

<p>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</p> <ul style="list-style-type: none"> <li>• Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</li> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> </ul> </li> <li>• Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p>3.4 Ask tutors to individually describe how they will use ICT in the lesson.</p> <p><b>Examples:</b>  <b><i>Principles and rules of writing of a Ghanaian language – Orthographic and phonetic representation of vowels (EG):</i></b></p> <ul style="list-style-type: none"> <li>• Show a YouTube video that presents the letters (letter shape, letter names and letter sounds) and their phonetic representations.</li> <li>• Make PowerPoint presentation or slide show of the letters and their phonetic representations.</li> </ul> <p><b><i>Principles and rules of writing of a Ghanaian language – Distribution of a Ghanaian language speech sounds (UP):</i></b>  Project a Ghanaian language’s vowels on a chart or cardboard, or with a PowerPoint presentation.</p> <p><b><i>Principles and rules of writing of a Ghanaian language – Distribution of a Ghanaian language speech sounds (JHS):</i></b></p> <ul style="list-style-type: none"> <li>• Project a Ghanaian language’s vowels on a chart or cardboard, or with a PowerPoint presentation.</li> </ul>	<p>3.4 Individually consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.</p> <p><b>Examples:</b>  <b><i>Principles and rules of writing of a Ghanaian language – Orthographic and phonetic representation of vowels (EG):</i></b></p> <ul style="list-style-type: none"> <li>• Show a YouTube video that presents the letters (letter shape, letter names and letter sounds) and their phonetic representations.</li> <li>• Make PowerPoint presentation or slide show of the letters and their phonetic representations.</li> </ul> <p><b><i>Principles and rules of writing of a Ghanaian language – Distribution of a Ghanaian language speech sounds (UP):</i></b>  Project a Ghanaian language’s vowels on a chart or cardboard, or with a PowerPoint presentation.</p> <p><b><i>Principles and rules of writing of a Ghanaian language – Distribution of a Ghanaian language speech sounds (JHS):</i></b></p> <ul style="list-style-type: none"> <li>• Project a Ghanaian language’s vowels on a chart or cardboard, or with a PowerPoint presentation.</li> </ul>	
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	<p><b>Phonetics and phonology of a Ghanaian language – Vowels (JHS):</b></p> <ul style="list-style-type: none"> <li>Project a Ghanaian language’s vowels on a chart or cardboard, or with a PowerPoint presentation.</li> </ul> <p>3.5 Let tutors suggest the various ways in which they will make the lesson GESI responsive</p> <p><b>Examples:</b>  <b>Principles and rules of writing of a Ghanaian language – Orthographic and phonetic representation of vowels (EG):</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Principles and rules of writing of a Ghanaian language – Distribution of a Ghanaian language speech sounds (UP):</b></p> <ul style="list-style-type: none"> <li>Ensure even distribution of questions; ensure active participation of all in group work; ensure all have equal</li> </ul>	<p><b>Phonetics and phonology of a Ghanaian language – Vowels (JHS):</b></p> <ul style="list-style-type: none"> <li>Project a Ghanaian language’s vowels on a chart or cardboard, or with a PowerPoint presentation.</li> </ul> <p>3.5 Suggest the various ways in which you will make the lesson GESI responsive</p> <p><b>Examples:</b>  <b>Principles and rules of writing of a Ghanaian language – Orthographic and phonetic representation of vowels (EG):</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Principles and rules of writing of a Ghanaian language – Distribution of a Ghanaian language speech sounds (UP):</b></p> <ul style="list-style-type: none"> <li>Ensure even distribution of questions; ensure active participation of all in group work; ensure all have equal</li> </ul>	
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	<p>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.</p> <p><b>Principles and rules of writing of a Ghanaian language – Distribution of a Ghanaian language speech sounds (JHS):</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Phonetics and phonology of a Ghanaian language – Phonetic description and classification of vowels of a Ghanaian language (JHS):</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p>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.</p> <p><b>Principles and rules of writing of a Ghanaian language – Distribution of a Ghanaian language speech sounds (JHS):</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Phonetics and phonology of a Ghanaian language – Phonetic description and classification of vowels of a Ghanaian language (JHS):</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	
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	<p>ability groups; be patient with those with individuals with disability; break gender stereotypes with examples or illustrations cited; avoid negative and stereotypical language.</p> <p>3.6 Put tutors in mixed pairs to deliberate on how the contents of topics and the delivery of their lessons will develop the core competences.</p> <p><b>Examples:</b>  <b>Orthographic and phonetic representation of sounds (EG):</b>  <i>Group work:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)  <i>YouTube video:</i> (digital literacy)</p> <p><b>Distribution of a Ghanaian language speech sounds (UP):</b>  <i>Group work:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)  <i>YouTube video:</i> (digital literacy)</p> <p><b>Distribution of a Ghanaian language speech sounds (JHS):</b></p>	<p>ability groups; be patient with those with individuals with disability; break gender stereotypes with examples or illustrations cited; avoid negative and stereotypical language.</p> <p>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.</p> <p><b>Examples:</b>  <b><i>Principles and rules of writing of a Ghanaian language – Orthographic and phonetic representation of vowels (EG):</i></b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b><i>Principles and rules of writing of a Ghanaian language – Distribution of a Ghanaian language speech sounds (UP):</i></b></p>	
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	<p><i>Group work:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p><b>Vowels (distribution and sequence) (JHS):</b> <i>Group work:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b><i>Principles and rules of writing of a Ghanaian language – Distribution of a Ghanaian language speech sounds (JHS):</i></b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b><i>Phonetics and phonology of a Ghanaian language – Phonetic description and classification of vowels of a Ghanaian language (JHS):</i></b></p>	
	3.7 Ask tutors to use lesson content to design	3.7 Use lesson content to design subject projects,	

	<p>subject projects, and/or assessment instruments for subject portfolio. (One content may also be tied in with other contents into a bigger project). <i>(Refer tutors to section 1.7 of Session One (1) for examples of subject projects and subject portfolios)</i></p> <p>3.8 Ask tutors to consider the resources in the respective manuals and suggest which and how they may be deployed. <i>(These should include ICT tools, inclusive materials, required and additional texts).</i></p> <p>3.9 Provide tutors with assistance on how available digital tools may be deployed (PowerPoint – how to prepare presentations; YouTube video – how to find YouTube videos; etc)</p>	<p>and/or assessment instruments for subject portfolio. (one content may also be tied in with other contents into a bigger project)</p> <p>3.8 Consider the resources in the respective manuals and suggest which and how they may be deployed. <i>(These should include ICT tools, inclusive materials, required and additional texts).</i></p> <p>3.9 Ask for assistance regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.)</p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should Identifying critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Ask a tutor to identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session</p> <p>4.2 Ask tutors to indicate any outstanding issues relating to the lesson for discussion</p> <p>4.3 Encourage tutors to read the PD and course manuals in preparation for the next PD session</p>	<p>4.1 Identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session.</p> <p>4.2 Indicate any outstanding issues relating to the lesson for discussion.</p> <p>4.3 Read the PD and course manuals in preparation for the next PD session.</p>	<b>15 mins</b>

## 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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<p><b>1. Introduction to the session</b></p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning</li> </ul>	<p>1.1 Start the session with an icebreaker.</p> <p>1.2 Lead tutors in a <b>deliberative discussion</b> of student-teachers' prior knowledge that will facilitate the success of the delivery of the current lessons. <i>(Refer tutors to the RPK section of the course manual RPK).</i></p>	<p>1.1 Listen and respond to an icebreaker.</p> <p>1.2 Think and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson.</p>	<p><b>20 mins</b></p>

<p>outcomes and indicators</p> <ul style="list-style-type: none"> <li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <p>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>1.3 Ask tutors to reflect on the introductory section of each lesson and indicate their observations, as well as bring up any outstanding issues for discussion (<b>Questions:</b> What are some of the barriers to the delivery of each lesson? To what extent does the LI match the LO?). (<i>Refer tutors to the introductory section of the course manuals: barriers to lesson delivery, lesson delivery modes and LOs and LIs</i>).</p> <p>1.4 Lead tutors in a <b>collaborative enquiry and analysis</b> of the features of the lessons. (<b>Questions:</b> What is the distinctive scope of each lesson? What are the key content areas to be covered in each lesson?). (<i>Refer tutors to lesson description, topic and subtopics</i>)</p> <p><b>Example:</b> <i>Principles and rules of writing of a Ghanaian language:</i> 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).</p>	<p>1.3 Reflect on the introductory section of your respective lessons and indicate your observations and concerns for discussion.</p> <p>1.4 Discuss your appreciation of the distinctive scope of this lesson with the whole group.</p> <p><b>Example:</b> <i>Principles and rules of writing of a Ghanaian language:</i> 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).</p>	
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	<p><i>Phonetics and phonology of a Ghanaian language:</i> This lesson focuses on teaching the description and classification of consonants of a Ghanaian language.</p> <p>1.5 Ask tutors to anticipate and discuss barriers that may impede success of the lesson</p>	<p><i>Phonetics and phonology of a Ghanaian language:</i> This lesson focuses on teaching the description and classification of consonants of a Ghanaian language.</p> <p>1.5 Discuss with the group some of the factors you anticipate may constitute challenges that will impede the success of the lesson</p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</li> </ul> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Ask tutors to study and present oral summaries of the major new content to be learnt in their respective lessons: concepts and pedagogies to be introduced in the lesson.</p> <p><b>Examples:</b> <i>Principles and rules of writing of a Ghanaian language – Orthographic and phonetic representation of vowels (EG):</i></p> <ul style="list-style-type: none"> <li>• Orthographic representation of consonants; phonetic representation of consonants; matching of orthographic and phonetic representations; monographs, diagraphs and triagraph.</li> </ul> <p><i>Principles and rules of writing of a Ghanaian language – Principles of writing (UP):</i></p> <ul style="list-style-type: none"> <li>• Word classes; tense, aspect and plural</li> </ul>	<p>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.</p> <p><b>Examples:</b> <i>Principles and rules of writing of a Ghanaian language – Orthographic and phonetic representation of vowels (EG):</i></p> <ul style="list-style-type: none"> <li>• Orthographic representation of consonants; phonetic representation of consonants; matching of orthographic and phonetic representations; monographs, diagraphs and triagraph.</li> </ul> <p><i>Principles and rules of writing of a Ghanaian language – Principles of writing (UP):</i></p> <ul style="list-style-type: none"> <li>• Word classes; tense, aspect and plural</li> </ul>	<b>15 mins</b>

	<p>formation (how orthographical representations are used to signal grammatical forms of words. For examples, refer tutors to 1.7 of Session 1 above).</p> <p><b>Principles and rules of writing of a Ghanaian language – Principles of writing (UP):</b></p> <ul style="list-style-type: none"> <li>• Word classes (how orthographical representations are used to signal grammatical forms of words. For examples, refer tutors to 1.7 of Session 1 above).</li> </ul> <p><b>Phonetics and phonology of a Ghanaian language – Phonetic description and classification of consonants (JHS):</b> Phonetic description and classification of vowels</p>	<p>formation (how orthographical representations are used to signal grammatical forms of words. For examples, refer tutors to 1.7 of Session 1 above).</p> <p><b>Principles and rules of writing of a Ghanaian language – Principles of writing (UP):</b></p> <ul style="list-style-type: none"> <li>• Word classes (how orthographical representations are used to signal grammatical forms of words. For examples, refer tutors to 1.7 of Session 1 above).</li> </ul> <p><b>Phonetics and phonology of a Ghanaian language – Phonetic description and classification of consonants (JHS):</b> Phonetic description and classification of vowels</p>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to</li> </ul>	<p>3.1 Ask tutors to read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion.</p> <p>3.2 Give each tutor an opportunity to 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</p> <p>3.3 Ask tutors to identify the areas or aspects of</p>	<p>3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion</p> <p>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.</p> <p>3.3 Identify the areas or aspects of the basic</p>	<b>40 mins</b>

<p>the Basic School Curriculum</p> <ul style="list-style-type: none"> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning <ul style="list-style-type: none"> <li>○ literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</li> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> </ul> </li> <li>• Tutors should be expected to have a plan for the</li> </ul>	<p>the basic school curriculum that the lesson will equip student-teachers to teach.</p> <p>3.4 Ask tutors to indicate how they will use ICT in the lesson.</p> <p><b>Examples:</b>  <b><i>Principles and rules of writing of a Ghanaian language – Orthographic and phonetic representation of consonants (EG):</i></b></p> <ul style="list-style-type: none"> <li>• Show or play a YouTube video or audio of consonant pronunciation.</li> </ul> <p><b><i>Principles and rules of writing of a Ghanaian language – Principles of writing (UP):</i></b></p> <ul style="list-style-type: none"> <li>• 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) (<i>Refer tutors to point 1.7 of Session 1 above for examples</i>).</li> </ul> <p><b><i>Principles and rules of writing of a Ghanaian language – Principles of writing (UP):</i></b></p> <ul style="list-style-type: none"> <li>• Put up a Teaching Learning Resource (TLR) that presents a list of words with coloured affixes which change</li> </ul>	<p>school curriculum that the lesson will equip student-teachers to teach.</p> <p>3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.</p> <p><b>Examples:</b>  <b><i>Principles and rules of writing of a Ghanaian language – Orthographic and phonetic representation of consonants (EG):</i></b></p> <ul style="list-style-type: none"> <li>• Show or play a YouTube video or audio of consonant pronunciation.</li> </ul> <p><b><i>Principles and rules of writing of a Ghanaian language – Principles of writing (UP):</i></b></p> <ul style="list-style-type: none"> <li>• 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) (<i>Refer tutors to point 1.7 of Session 1 above for examples</i>).</li> </ul> <p><b><i>Principles and rules of writing of a Ghanaian language – Principles of writing (UP):</i></b></p> <ul style="list-style-type: none"> <li>• Put up a Teaching Learning Resource (TLR) that presents a list of words with coloured affixes which change</li> </ul>	
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<p>next lesson for student teachers</p>	<p>grammatical category of the respective words (PowerPoint) (<i>Refer tutors to point 1.7 of Session 1 above for examples</i>).</p> <p><b>Phonetics and phonology of a Ghanaian language – Phonetic description and classification of consonants (JHS):</b></p> <ul style="list-style-type: none"> <li>• Make PowerPoint presentation on the description and classification of consonants.</li> </ul> <p>3.5 Let tutors suggest the various ways in which they will make the lesson GESI responsive</p> <p><b>Examples:</b> <b>Principles and rules of writing of a Ghanaian language – Orthographic and phonetic representation of consonants (EG):</b></p> <ul style="list-style-type: none"> <li>• 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 individuals with disability; break gender stereotypes with examples or illustrations cited; avoid negative and stereotypical language.</li> </ul> <p><b>Principles and rules of writing of a Ghanaian</b></p>	<p>grammatical category of the respective words (PowerPoint) (<i>Refer tutors to point 1.7 of Session 1 above for examples</i>).</p> <p><b>Phonetics and phonology of a Ghanaian language – Phonetic description and classification of consonants (JHS):</b></p> <ul style="list-style-type: none"> <li>• Make PowerPoint presentation on the description and classification of consonants.</li> </ul> <p>3.5 Suggest the various ways in which you will make the lesson GESI responsive</p> <p><b>Examples:</b> <b>Orthographic and phonetic representation of consonants (EG):</b> <i>Group work:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p><b>Principles of writing (UP):</b> <i>Group work:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p><b>Letters of the alphabet and speech sounds(JHS):</b></p>	
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	<p><b>language – Principles of writing (UP):</b></p> <ul style="list-style-type: none"> <li>• 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 individuals with disability; break gender stereotypes with examples or illustrations cited; avoid negative and stereotypical language.</li> </ul> <p><b>Principles and rules of writing of a Ghanaian language – Principles of writing (JHS):</b></p> <ul style="list-style-type: none"> <li>• 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 individuals with disability; break gender stereotypes with examples or illustrations cited; avoid negative and stereotypical language.</li> </ul> <p><b>Phonetics and phonology of a Ghanaian language – Phonetic description and classification of consonants (JHS):</b></p> <ul style="list-style-type: none"> <li>• Ensure even distribution of questions; ensure active participation of all in group works;</li> </ul>	<p><b>Group work:</b> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p><b>Phonetic description and classification of consonants (JHS):</b> <i>Group work:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p>	
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	<p>ensure all have equal opportunity to play leading roles in groups; form mixed gender and ability groups; be patient with individuals with disability; break gender stereotypes with examples or illustrations cited; avoid negative and stereotypical language.</p> <p>3.6 Put tutors in mixed pairs to deliberate on how the contents of topics and the delivery of their lessons will develop the core competences.</p> <p><b>Examples:</b>  <b>Orthographic and phonetic representation of consonants (EG):</b>  <i>Group work:</i>  (commun-ication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)  <i>YouTube video:</i> (digital literacy)</p> <p><b>Principles of writing (UP):</b>  <i>Group work:</i>  (commun-ication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)  <i>YouTube video:</i> (digital literacy)</p> <p><b>Letters of the alphabet and speech sounds (JHS):</b>  <i>Group work:</i>  (commun-ication and</p>	<p>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.</p>	
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	<p>collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p><b>Phonetic description and classification of consonants (JHS):</b> <i>Group work:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p>3.7 Ask tutors to 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). (<i>Refer tutors to section 1.7 of Session One (1) above for examples of subject projects and subject portfolios</i>)</p> <p>3.8 Ask tutors to consider the resources in the respective manuals and suggest which and how they may be deployed. (<i>These should include ICT tools, inclusive materials, required and additional texts</i>).</p> <p>3.9 Provide tutors with assistance on how available digital tools</p>	<p>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)</p> <p>3.8 Consider the resources in the respective manuals and suggest which and how they may be deployed. (<i>These should include ICT tools, inclusive materials, required and additional texts</i>).</p> <p>3.9 Ask for assistance regarding how available digital tools may be</p>	
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	may be deployed (PowerPoint – how to prepare presentations; YouTube video – how to find YouTube videos; etc.)	deployed (PowerPoint, YouTube video, etc.)	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should identify critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Ask a tutor to identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session</p> <p>4.2 Ask tutors to indicate any outstanding issues relating to the lesson for discussion</p> <p>4.3 Encourage tutors to read the PD and course manuals in preparation for the next PD session</p>	<p>4.1 Identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session.</p> <p>4.2 Indicate any outstanding issues relating to the lesson for discussion.</p> <p>4.3 Read the PD and course manuals in preparation for the next PD session.</p>	<b>15 mins</b>

## 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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<b>1. Introduction to the session</b> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> </ul>	<p>1.1 Begin the session by the use of an icebreaker: provide it or invite any volunteer(s) to provide one.</p> <p>1.2 Lead tutors to discuss the student-teacher prior knowledge that will facilitate the success of the delivery of the current lessons. (<i>Refer tutors to the RPK section of the course manual RPK</i>).</p> <p><b>Examples:</b> <i>Principles and rules of writing a Ghanaian</i></p>	<p>1.1 Listen and respond to an icebreaker, and volunteer one if necessary.</p> <p>1.2 Think and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson.</p> <p><b>Examples:</b> <i>Principles and rules of writing a Ghanaian</i></p>	<b>20 mins</b>

<ul style="list-style-type: none"> <li>Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <p>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p><i>language – Dialectal variations in writing (EG):</i> Students have had a lesson on language and dialect in the first year.</p> <p><i>Principles and rules of writing a Ghanaian language – Dialectal variations in writing (UP):</i> Students have had a lesson on language and dialect in the first year.</p> <p><i>Principles and rules of writing a Ghanaian language - Tense, Aspect markers and plural formation (JHS):</i> Student teachers studied word classes before. They have been forming sentences in English during their studies.</p> <p><i>Phonetics and phonology of a Ghanaian language – Consonants (distribution and sequences) (JHS):</i> The student teachers have learned the description and classification of consonants of a Ghanaian language.</p> <p>1.3 Ask tutors to reflect on the introductory section of each lesson and indicate their observations, as well as bring up any outstanding issues for discussion (<b>Questions:</b> What are some of the barriers to the delivery of each lesson? To what extent does the LI match the LO?). (Refer tutors to the</p>	<p><i>language – Dialectal variations in writing (EG):</i> Students have had a lesson on language and dialect in the first year.</p> <p><i>Principles and rules of writing a Ghanaian language – Dialectal variations in writing (UP):</i> Students have had a lesson on language and dialect in the first year.</p> <p><i>Principles and rules of writing a Ghanaian language - Tense, Aspect markers and plural formation (JHS):</i> Student teachers studied word classes before. They have been forming sentences in English during their studies.</p> <p><i>Phonetics and phonology of a Ghanaian language – Consonants (distribution and sequences) (JHS):</i> The student teachers have learned the description and classification of consonants of a Ghanaian language.</p> <p>1.3 Reflect on the introductory section of your respective lessons and indicate your observations and concerns for discussion.</p>	
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	<p><i>introductory section of the course manuals: barriers to lesson delivery, lesson delivery modes and LOs and LIs)</i></p> <p><b>Examples:</b> <i>Principles and rules of writing a Ghanaian language – Dialectal variations in writing (EG):</i> <b>LO:</b> Demonstrate knowledge and skill in teaching dialectal variation in the Ghanaian language. (NTS 3e, g, i: 14), (NTS 3f, g: 14), (NTECF, p. 43). <b>LI:</b> Employ appropriate various teaching and learning strategies in classroom. Use appropriate teaching strategies to cater for learners with different backgrounds.</p> <p><i>Principles and rules of writing a Ghanaian language – Dialectal variations in writing (UP):</i> <b>LO:</b> 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). <b>LI:</b> 4.1. employ appropriate various teaching and learning strategies in classroom, 4.2. use appropriate teaching strategies to cater for learners with different backgrounds</p> <p><i>Principles and rules of writing a Ghanaian language - Tense, Aspect</i></p>	<p><b>Examples:</b> <i>Principles and rules of writing a Ghanaian language – Dialectal variations in writing (EG):</i> <b>LO:</b> Demonstrate knowledge and skill in teaching dialectal variation in the Ghanaian language. (NTS 3e, g, i: 14), (NTS 3f, g: 14), (NTECF, p. 43). <b>LI:</b> Employ appropriate various teaching and learning strategies in classroom. Use appropriate teaching strategies to cater for learners with different backgrounds.</p> <p><i>Principles and rules of writing a Ghanaian language – Dialectal variations in writing (UP):</i> <b>LO:</b> 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). <b>LI:</b> 4.1. employ appropriate various teaching and learning strategies in classroom, 4.2. use appropriate teaching strategies to cater for learners with different backgrounds</p> <p><i>Principles and rules of writing a Ghanaian language - Tense, Aspect</i></p>	
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	<p><i>markers and plural formation (JHS):</i>  <b>LO:</b> 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).  <b>LI:</b> 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.</p> <p>1.4 Lead an enquiry-based exploration and discussion of the features of the lessons. <b>(Questions:</b> What is the distinctive scope of each lesson? What are the key content areas to be covered in each lesson?). <i>(Refer tutors to lesson description, topic and subtopics)</i></p> <p><b>Example:</b>  <i>Principles and rules of writing of a Ghanaian language:</i>  This course is taught at the three age phases (EG, UP</p>	<p><i>markers and plural formation (JHS):</i>  <b>LO:</b> 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).  <b>LI:</b> 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.</p> <p>1.4 Discuss your perception of the distinctive scope of this lesson with the whole group.</p> <p><b>Example:</b>  <i>Principles and rules of writing of a Ghanaian language:</i>  This course is taught at the three age phases (EG, UP</p>	
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	<p>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.</p> <p><i>Phonetics and phonology of a Ghanaian language:</i> This lesson focuses on consonant distributions and their sequences in a Ghanaian language.</p> <p>1.5 Ask tutors to anticipate and discuss possible barriers that may impede success of the lesson.</p> <p>Example: EG: Student teachers may not know some sounds are not the same in writing due to dialectal differences. UP: Some student teachers may not know that sounds may vary due to dialectal differences of a particular language. JHS: Student teacher may not know how tense and aspect are marked on verb of a Ghanaian language. JHS: Student teachers might misconstrue orthographic sequences of consonants (diagraph) to be phonetic consonant sequences.</p>	<p>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.</p> <p><i>Phonetics and phonology of a Ghanaian language:</i> This lesson focuses on consonant distributions and their sequences in a Ghanaian language.</p> <p>1.5 Discuss with the group some of the factors you anticipate may constitute challenges that will impede the success of the lesson</p>	
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<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</li> </ul> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.2 Ask tutors to present oral summaries of the major new content to be learnt in their respective lessons: concepts and pedagogies to be introduced in the lesson.</p> <p><b>Examples:</b>  <b>Principles and rules of writing of a Ghanaian language</b> – Dialectal variations in writing: (EG):</p> <ul style="list-style-type: none"> <li>• Dialectal variations in writing: Dialectal variations and their possible influence on writing of a Ghanaian language and issues to observe at STS</li> </ul> <p><b>Principles and rules of writing of a Ghanaian language</b> – Dialectal variations in writing (UP):</p> <ul style="list-style-type: none"> <li>• Dialectal variations and their possible influence on writing of a Ghanaian language: how can dialectal variation affect writing of a Ghanaian language.</li> </ul> <p><b>Principles and rules of writing of a Ghanaian language</b> – Tense, Aspect markers and plural formation (JHS):</p> <ul style="list-style-type: none"> <li>• Concept of orthography of Ghanaian language: letters of the alphabet, representation of the letters, speech sounds and things to look out for at STS</li> </ul> <p><b>Phonetics and phonology of a Ghanaian language</b> –</p>	<p>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.</p> <p><b>Examples:</b>  <b>Principles and rules of writing of a Ghanaian language</b> – Dialectal variations in writing: (EG):</p> <ul style="list-style-type: none"> <li>• Dialectal variations in writing: Dialectal variations and their possible influence on writing of a Ghanaian language and issues to observe at STS</li> </ul> <p><b>Principles and rules of writing of a Ghanaian language</b> – Dialectal variations in writing (UP):</p> <ul style="list-style-type: none"> <li>• Dialectal variations and their possible influence on writing of a Ghanaian language: how can dialectal variation affect writing of a Ghanaian language.</li> </ul> <p><b>Principles and rules of writing of a Ghanaian language</b> – Tense, Aspect markers and plural formation (JHS):</p> <ul style="list-style-type: none"> <li>• Concept of orthography of Ghanaian language: letters of the alphabet, representation of the letters, speech sounds and things to look out for at STS</li> </ul> <p><b>Phonetics and phonology of a Ghanaian language</b> –</p>	<p><b>15 mins</b></p>
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	Consonants (distribution and sequences) (JHS): <ul style="list-style-type: none"> <li>Consonants (distribution and sequences)</li> </ul>	Consonants (distribution and sequences) (JHS): Consonants (distribution and sequences)	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>Reading and discussion of the teaching and learning activities</li> <li>Noting and addressing areas where tutors may require clarification</li> <li>Noting opportunities for making links to the Basic School Curriculum</li> <li>Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning</li> </ul>	<p>3.1 Ask tutors to read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion.</p> <p>3.2 Give each tutor an opportunity to 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</p> <p>3.3 Ask tutors to identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.</p> <p>3.4 Ask tutors to indicate how they will use ICT in the lesson.</p> <p><b>Examples:</b> <b><i>Principles and rules of writing of a Ghanaian language</i></b> – Dialectal variations in writing (EG):</p> <ul style="list-style-type: none"> <li>Show a YouTube video of how the letters of the alphabet are taught</li> <li>Make PowerPoint presentation</li> </ul> <p><b><i>Principles and rules of writing of a Ghanaian language</i></b> – Dialectal variations in writing (UP):</p>	<p>3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion</p> <p>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.</p> <p>3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.</p> <p>3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.</p>	<b>40 mins</b>

<ul style="list-style-type: none"> <li>• Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</li> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> </ul> </li> <li>• Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Show a YouTube video of how the tense, aspect and plural formation of a Ghanaian language are taught</li> <li>• Make PowerPoint presentation</li> </ul> <p><b><i>Principles and rules of writing of a Ghanaian language – Tense, Aspect markers and plural formation (JHS):</i></b></p> <ul style="list-style-type: none"> <li>• Show a YouTube video of how the tense, aspect and plural formation of a Ghanaian language are taught</li> <li>• Make PowerPoint presentation</li> </ul> <p><b><i>Phonetics and phonology of a Ghanaian language – Consonants (distribution and sequences) (JHS):</i></b></p> <ul style="list-style-type: none"> <li>• Show a YouTube video that presents consonant distribution and consonant sequences of a Ghanaian language</li> <li>• Make PowerPoint presentation</li> </ul> <p>3.5 Let tutors suggest the various ways in which they will make the lesson GESI responsive</p> <p><b>Examples:</b>  <b><i>Principles and rules of writing of a Ghanaian language – Dialectal variations in writing (EG):</i></b></p> <ul style="list-style-type: none"> <li>• Select a YouTube video that shows a male teacher teaching an EG class.</li> <li>• Form mixed groups for group activities.</li> </ul>	<p>3.5 Suggest the various ways in which you will make the lesson GESI responsive</p> <p><b>Examples:</b>  <b><i>Principles and rules of writing of a Ghanaian language – Dialectal variations in writing (EG):</i></b></p> <ul style="list-style-type: none"> <li>• Watch a YouTube video that shows a male teacher teaching an EG class.</li> <li>• Form mixed groups for group activities.</li> </ul>	
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	<p><b>Principles and rules of writing of a Ghanaian language</b> – Dialectal variations in writing (UP):</p> <ul style="list-style-type: none"> <li>• Select a YouTube video that shows a person with different ability (person living with disability) teaching at UP level.</li> <li>• Form mixed groups for group activities.</li> </ul> <p><b>Principles and rules of writing of a Ghanaian language</b> – Tense, Aspect markers and plural formation of a Ghanaian language (JHS): Tense, Aspect markers and plural formation of a Ghanaian language</p> <ul style="list-style-type: none"> <li>• Select a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels.</li> <li>• Form mixed groups for group activities.</li> </ul> <p><b>Phonetics and phonology of a Ghanaian language</b> – Consonants (distribution and sequences) of a Ghanaian language (JHS):</p> <ul style="list-style-type: none"> <li>• Select a YouTube video that shows a female teacher teaching consonant distribution and consonant sequences.</li> <li>• Form mixed groups for group activities.</li> </ul> <p>3.6 Put tutors in mixed pairs to deliberate on how the contents of topics and the delivery of their</p>	<p><b>Principles and rules of writing of a Ghanaian language</b> – Dialectal variations in writing (UP):</p> <ul style="list-style-type: none"> <li>• Watch a YouTube video that shows a person with different ability (person living with disability) teaching at UP level.</li> <li>• Form mixed groups for group activities.</li> </ul> <p><b>Principles and rules of writing of a Ghanaian language</b> – Tense, Aspect markers and plural formation of a Ghanaian language (JHS): Tense, Aspect markers and plural formation of a Ghanaian language</p> <ul style="list-style-type: none"> <li>• Watch a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels.</li> <li>• Form mixed groups for group activities.</li> </ul> <p><b>Phonetics and phonology of a Ghanaian language</b> – Consonants (distribution and sequences) of a Ghanaian language (JHS):</p> <ul style="list-style-type: none"> <li>• Watch a YouTube video that shows a female teacher teaching consonant distribution and consonant sequences.</li> <li>• Form mixed groups for group activities.</li> </ul> <p>3.6 In mixed pairs (male-female, able-disable), deliberate on how the contents and the</p>	
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	<p>lessons will develop the core competences.</p> <p><b>Examples:</b> Dialectal variations in writing <b>(EG):</b> <i>Group work:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p>Dialectal variations in writing <b>(UP):</b> <i>Group work:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p>Consonants (distribution and sequences) of a Ghanaian language <b>(JHS):</b> <i>Group work:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p>Consonants (distribution and sequences) of a Ghanaian language <b>(JHS):</b> <i>Group work:</i> (communication and collaboration, critical thinking and problem</p>	<p>delivery of your lessons will develop the core competences and share it with the larger group.</p> <p><b>Examples:</b> Dialectal variations in writing <b>(EG):</b> <i>Group work:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p>Dialectal variations in writing <b>(UP):</b> <i>Group work:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p>Consonants (distribution and sequences) of a Ghanaian language <b>(JHS):</b> <i>Group work:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p>Consonants (distribution and sequences) of a Ghanaian language <b>(JHS):</b> <i>Group work:</i> (communication and collaboration, critical thinking and problem</p>	
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	<p>solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p>3.7 Ask tutors to 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). (<i>Refer tutors to section 1.7 of Session One (1) for examples of subject projects and subject portfolios</i>)</p> <p>3.8 Ask tutors to consider the resources in the respective manuals and suggest which and how they may be deployed. (<i>These should include ICT tools, inclusive materials, required and additional texts</i>).</p> <p>3.9 Provide tutors with assistance on how available digital tools may be deployed (PowerPoint – how to prepare presentations; YouTube video – how to find YouTube videos; etc)</p>	<p>solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p>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)</p> <p>3.8 Consider the resources in the respective manuals and suggest which and how they may be deployed. (<i>These should include ICT tools, inclusive materials, required and additional texts</i>).</p> <p>3.9 Ask for assistance regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.)</p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>Tutors should Identifying critical friends to observe lessons and report at next session.</li> </ul>	<p>4.1 Ask a tutor to identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session</p> <p>4.2 Ask tutors to indicate any outstanding issues relating to the lesson for discussion</p>	<p>4.1 Identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session.</p> <p>4.2 Indicate any outstanding issues relating to the lesson for discussion.</p>	<b>15 mins</b>

<ul style="list-style-type: none"><li>Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li></ul>	4.3 Encourage tutors to read the PD and course manuals in preparation for the next PD session	4.3 Read the PD and course manuals in preparation for the next PD session.	
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## Tutor PD Session for Lesson 5 Onwards in the Course Manual

Age Levels/s: EG, UP and JHS

Name of Subject/s: Ghanaian language

**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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<p><b>1. Introduction to the session</b></p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning</li> </ul>	<p>1.1 Use an icebreaker to start of the session: provide it or invite any volunteer(s) to provide one.</p> <p>1.2 Lead tutors to discuss the student-teacher prior knowledge that will facilitate the success of the delivery of the current lessons. <i>(Refer tutors to the RPK section of the course manual RPK).</i></p>	<p>1.1 Listen and respond to an icebreaker, and volunteer one if necessary.</p> <p>1.2 Think and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson.</p>	<b>20 mins</b>

<p>outcomes and indicators</p> <ul style="list-style-type: none"> <li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <p>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p><b>Examples:</b></p> <p><i>Principles and rules of writing a Ghanaian language – Distribution of vowels (EG):</i> Student teachers have been introduced to vowel sounds already.</p> <p><i>Principles and rules of writing a Ghanaian language – Distribution of vowels (UP):</i> Student teachers have been introduced to vowel sounds already.</p> <p><i>Principles and rules of writing a Ghanaian language – Sentence construction (JHS):</i> Student teachers have been introduced to writing. They have learnt basic sentence structure in year one.</p> <p><i>Phonetics and phonology of a Ghanaian language – Assimilatory processes (JHS):</i> The student teachers have learned some assimilatory processes in the previous year.</p> <p>1.3 Ask tutors to reflect on the introductory section of each lesson and indicate their observations, as well as bring up any outstanding issues for discussion (<b>Questions:</b> What are some of the barriers to the delivery of each lesson? To what extent does the LI match the LO?). (Refer</p>	<p><b>Examples:</b></p> <p><i>Principles and rules of writing a Ghanaian language – Distribution of vowels (EG):</i> Student teachers have been introduced to vowel sounds already.</p> <p><i>Principles and rules of writing a Ghanaian language – Distribution of vowels (UP):</i> Student teachers have been introduced to vowel sounds already.</p> <p><i>Principles and rules of writing a Ghanaian language – Sentence construction (JHS):</i> Student teachers have been introduced to writing. They have learnt basic sentence structure in year one.</p> <p><i>Phonetics and phonology of a Ghanaian language – Assimilatory processes (JHS):</i> The student teachers have learned some assimilatory processes in the previous year.</p> <p>1.3 Reflect on the introductory section of your respective lessons and indicate your observations and concerns for discussion.</p>	
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	<p><i>tutors to the introductory section of the course manuals: barriers to lesson delivery, lesson delivery modes and LOs and LIs)</i></p> <p><b>Examples:</b> <i>Principles and rules of writing a Ghanaian language – Distribution of vowels (EG):</i></p> <p><b>LO:</b> Demonstrate knowledge of the principles and rules in the writing of a Ghanaian language. (NTS 2c: 13), (NTS 2e: 13), (NTECF 6, p.20).</p> <p><b>LI:</b> 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.</p> <p><i>Principles and rules of writing a Ghanaian language – Distribution of vowels (UP):</i></p> <p><b>LO:</b> 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).</p> <p><b>LI:</b> 1.1. identify the distribution of vowels rules of writing a Ghanaian language through verbal and written responses.</p> <p>1.4 Describe the distribution of vowels of writing a Ghanaian</p>	<p><b>Examples:</b> <i>Principles and rules of writing a Ghanaian language – Distribution of vowels (EG):</i></p> <p><b>LO:</b> Demonstrate knowledge of the principles and rules in the writing of a Ghanaian language. (NTS 2c: 13), (NTS 2e: 13), (NTECF 6, p.20).</p> <p><b>LI:</b> 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.</p> <p><i>Principles and rules of writing a Ghanaian language – Distribution of vowels (UP):</i></p> <p><b>LO:</b> 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).</p> <p><b>LI:</b> 1.1. identify the distribution of vowels rules of writing a Ghanaian language through verbal and written responses.</p> <p>1.4 Describe the distribution of vowels of writing a Ghanaian</p>	
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	<p>language through verbal and written responses.</p> <p><i>Principles and rules of writing a Ghanaian language – Sentence construction (JHS):</i></p> <p><b>LO:</b> 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).</p> <p><b>LI:</b> 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.</p> <p><i>Phonetics and phonology of a Ghanaian language – Assimilatory processes (JHS):</i></p> <p><b>LO:</b> 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).</p> <p><b>LI:</b> Identify the sound system of a Ghanaian language. Explain the sound system of a Ghanaian language.</p> <p>1.5 Lead an enquiry-based exploration and discussion of the features of the lessons. <b>(Questions:</b> What is the</p>	<p>language through verbal and written responses.</p> <p><i>Principles and rules of writing a Ghanaian language – Sentence construction (JHS):</i></p> <p><b>LO:</b> 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).</p> <p><b>LI:</b> 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.</p> <p><i>Phonetics and phonology of a Ghanaian language – Assimilatory processes (JHS):</i></p> <p><b>LO:</b> 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).</p> <p><b>LI:</b> Identify the sound system of a Ghanaian language. Explain the sound system of a Ghanaian language.</p> <p>1.5 Discuss your perception of the distinctive scope of this lesson with the whole group.</p>	
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	<p>distinctive scope of each lesson? What are the key content areas to be covered in each lesson?). (<i>Refer tutors to lesson description, topic and subtopics</i>)</p> <p><b>Example:</b> <i>Principles and rules of writing of a Ghanaian language:</i> 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)</p> <p><i>Phonetics and phonology of a Ghanaian language:</i> This lesson focuses on teaching the description and classification of vowels of a Ghanaian language.</p> <p>1.6 Ask tutors to anticipate and discuss barriers that may impede success of the lesson</p>	<p><b>Examples:</b> <i>Principles and rules of writing of a Ghanaian language:</i> 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)</p> <p><i>Phonetics and phonology of a Ghanaian language:</i> This lesson focuses on teaching the description and classification of vowels of a Ghanaian language.</p> <p>1.6 Discuss with the group some of the factors you anticipate may constitute challenges that will impede the success of the lesson</p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers</li> </ul>	<p>2.3 Ask tutors to present oral summaries of the major new content to be learnt in their respective lessons: concepts and pedagogies to be introduced in the lesson.</p>	<p>2.3 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.</p>	<b>15 mins</b>

<p>to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p><b>Examples:</b> <b>Principles and rules of writing of a Ghanaian language</b> – Distribution of vowels (EG):</p> <ul style="list-style-type: none"> <li>• Distribution of vowels: Distribution of vowels of a Ghanaian language and issues to observe at STS</li> </ul> <p><b>Principles and rules of writing of a Ghanaian language</b> – Distribution of vowels (UP):</p> <ul style="list-style-type: none"> <li>• Distribution of vowels of a Ghanaian language: where in a word can certain vowels occur?</li> </ul> <p><b>Principles and rules of writing of a Ghanaian language</b> – Sentence Construction (JHS):</p> <ul style="list-style-type: none"> <li>• Sentence construction: construction of types of sentences and things to look out for at STS</li> </ul> <p><b>Phonetics and phonology of a Ghanaian language</b> – Assimilatory processes (JHS):</p> <ul style="list-style-type: none"> <li>• Assimilatory processes</li> </ul>	<p><b>Examples:</b> <b>Principles and rules of writing of a Ghanaian language</b> – Distribution of vowels (EG):</p> <ul style="list-style-type: none"> <li>• Distribution of vowels: Distribution of vowels of a Ghanaian language and issues to observe at STS</li> </ul> <p><b>Principles and rules of writing of a Ghanaian language</b> – Distribution of vowels (UP):</p> <ul style="list-style-type: none"> <li>• Distribution of vowels of a Ghanaian language: where in a word can certain vowels occur?</li> </ul> <p><b>Principles and rules of writing of a Ghanaian language</b> – Sentence Construction (JHS):</p> <ul style="list-style-type: none"> <li>• Sentence construction: construction of types of sentences and things to look out for at STS</li> </ul> <p><b>Phonetics and phonology of a Ghanaian language</b> – Assimilatory processes (JHS):</p> <ul style="list-style-type: none"> <li>• Assimilatory processes</li> </ul>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> </ul>	<p>3.1 Ask tutors to read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion.</p> <p>3.2 Give each tutor an opportunity to 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</p>	<p>3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion.</p> <p>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.</p>	<p><b>40 mins</b></p>

<ul style="list-style-type: none"> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration</li> </ul> </li> </ul>	<p>3.3 Ask tutors to identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.</p> <p>3.4 Ask tutors to indicate how they will use ICT in the lesson.</p> <p><b>Examples:</b>  <b><i>Principles and rules of writing of a Ghanaian language – Distribution of vowels (EG):</i></b></p> <ul style="list-style-type: none"> <li>• Show a YouTube video of how the distribution of vowels is taught</li> <li>• Make PowerPoint presentation</li> </ul> <p><b><i>Principles and rules of writing of a Ghanaian language – Distribution of vowels (UP):</i></b></p> <ul style="list-style-type: none"> <li>• Show a YouTube video of how the distribution of vowels is taught</li> <li>• Make PowerPoint presentation</li> </ul> <p><b><i>Principles and rules of writing of a Ghanaian language – Sentence construction (JHS):</i></b></p> <ul style="list-style-type: none"> <li>• Show a YouTube video of how the construction of types of sentences are taught</li> <li>• Make PowerPoint presentation</li> </ul> <p><b><i>Phonetics and phonology of a Ghanaian language –</i></b></p>	<p>3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.</p> <p>3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.</p> <p><b>Examples:</b>  <b><i>Principles and rules of writing of a Ghanaian language – Distribution of vowels (EG):</i></b></p> <ul style="list-style-type: none"> <li>• Watch a YouTube video of how the distribution of vowels is taught</li> <li>• Make PowerPoint presentation</li> </ul> <p><b><i>Principles and rules of writing of a Ghanaian language – Distribution of vowels (UP):</i></b></p> <ul style="list-style-type: none"> <li>• Watch a YouTube video of how the distribution of vowels are taught</li> <li>• Make PowerPoint presentation</li> </ul> <p><b><i>Principles and rules of writing of a Ghanaian language – Sentence construction (JHS):</i></b></p> <ul style="list-style-type: none"> <li>• Watch a YouTube video of how the construction of types of sentences are taught</li> <li>• Make PowerPoint presentation</li> </ul> <p><b><i>Phonetics and phonology of a Ghanaian language –</i></b></p>	
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<p>needs to be given to local availability</p> <ul style="list-style-type: none"> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> <li>● Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p><i>Assimilatory processes (JHS):</i></p> <ul style="list-style-type: none"> <li>● Show a YouTube video that presents the assimilatory processes of a Ghanaian language</li> <li>● Make PowerPoint presentation</li> </ul> <p>3.5 Let tutors suggest the various ways in which they will make the lesson GESI responsive</p> <p><b>Examples:</b> <b><i>Principles and rules of writing of a Ghanaian language – Distribution of vowels (EG):</i></b></p> <ul style="list-style-type: none"> <li>● Select a YouTube video that shows a male teacher teaching an EG class.</li> <li>● Form mixed groups for group activities.</li> </ul> <p><b><i>Principles and rules of writing of a Ghanaian language – Distribution of vowels (UP):</i></b></p> <ul style="list-style-type: none"> <li>● Select a YouTube video that shows a person with different ability (person living with disability) teaching at UP level.</li> <li>● Form mixed groups for group activities.</li> </ul> <p><b><i>Principles and rules of writing of a Ghanaian language – Sentence construction (JHS):</i></b></p> <ul style="list-style-type: none"> <li>● Select a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels.</li> </ul>	<p><i>Assimilatory processes (JHS):</i></p> <ul style="list-style-type: none"> <li>● Watch a YouTube video that presents the assimilatory processes of a Ghanaian language</li> <li>● Make PowerPoint presentation</li> </ul> <p>3.5 Suggest the various ways in which you will make the lesson GESI responsive</p> <p><b>Examples:</b> <b><i>Principles and rules of writing of a Ghanaian language – Distribution of vowels (EG):</i></b></p> <ul style="list-style-type: none"> <li>● Select a YouTube video that shows a male teacher teaching an EG class.</li> <li>● Form mixed groups for group activities.</li> </ul> <p><b><i>Principles and rules of writing of a Ghanaian language – Distribution of vowels (UP):</i></b></p> <ul style="list-style-type: none"> <li>● Watch a YouTube video that shows a person with different ability (person living with disability) teaching at UP level.</li> <li>● Form mixed groups for group activities.</li> </ul> <p><b><i>Principles and rules of writing of a Ghanaian language – Sentence construction (JHS):</i></b></p> <ul style="list-style-type: none"> <li>● Watch a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Form mixed groups for group activities.</li> </ul> <p><b>Phonetics and phonology of a Ghanaian language – Assimilatory processes (JHS):</b></p> <ul style="list-style-type: none"> <li>• Select a YouTube video that shows a female teacher teaching assimilatory processes.</li> <li>• Form mixed groups for group activities.</li> </ul> <p>3.6 Put tutors in mixed pairs to deliberate on how the contents of topics and the delivery of their lessons will develop the core competences.</p> <p><b>Examples:</b>  <b>Distribution of vowels (EG):</b>  <i>Group work:</i>  (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)  <i>YouTube video:</i> (digital literacy)</p> <p><b>Distribution of vowels (UP):</b>  <i>Group work:</i>  (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)  <i>YouTube video:</i> (digital literacy)</p> <p><b>Sentence construction (JHS):</b>  <i>Group work:</i>  (communication and</p>	<ul style="list-style-type: none"> <li>• Form mixed groups for group activities.</li> </ul> <p><b>Phonetics and phonology of a Ghanaian language – Assimilatory processes (JHS):</b></p> <ul style="list-style-type: none"> <li>• Watch a YouTube video that shows a female teacher teaching assimilatory processes.</li> <li>• Form mixed groups for group activities.</li> </ul> <p>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.</p>	
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	<p>collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video: (digital literacy)</i></p> <p><b>Assimilatory processes (JHS):</b> <i>Group work:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video: (digital literacy)</i></p> <p>3.6 Ask tutors to 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). <i>(Refer tutors to section 1.7 of Session One (1) for examples of subject projects and subject portfolios)</i></p> <p>3.7 Ask tutors to consider the resources in the respective manuals and suggest which and how they may be deployed. <i>(These should include ICT tools, inclusive materials, required and additional texts).</i></p> <p>3.8 Provide tutors with assistance on how available digital tools may be deployed (PowerPoint – how to</p>	<p>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)</p> <p>3.7 Consider the resources in the respective manuals and suggest which and how they may be deployed. <i>(These should include ICT tools, inclusive materials, required and additional texts).</i></p> <p>3.8 Ask for assistance regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.)</p>	
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	prepare presentations; YouTube video – how to find YouTube videos; etc)		
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should identify critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Ask a tutor to identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session</p> <p>4.2 Ask tutors to indicate any outstanding issues relating to the lesson for discussion</p> <p>4.3 Encourage tutors to read the PD and course manuals in preparation for the next PD session</p>	<p>4.1 Identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session.</p> <p>4.2 Indicate any outstanding issues relating to the lesson for discussion.</p> <p>4.3 Read the PD and course manuals in preparation for the next PD session.</p>	<b>15 mins</b>

## 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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<p><b>1. Introduction to the session</b></p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning</li> </ul>	<p>1.1 Use an icebreaker to start of the session: provide it or invite any volunteer(s) to provide one.</p> <p>1.2 Lead tutors to discuss the student-teacher prior knowledge that will facilitate the success of the delivery of the current lessons. <i>(Refer tutors to the RPK section of the course manual RPK).</i></p>	<p>1.1 Listen and respond to an icebreaker, and volunteer one if necessary.</p> <p>1.2 Think and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson.</p>	<p><b>20 mins</b></p>

<p>outcomes and indicators</p> <ul style="list-style-type: none"> <li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <p>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p><b>Example:</b></p> <p><i>Principles and rules of writing a Ghanaian language – Distribution of consonants (EG):</i> Students have had lessons on letters of the alphabet and speech sounds.</p> <p><i>Principles and rules of writing a Ghanaian language – Distribution of consonants (UP):</i> Students have had lessons on letters of the alphabet and speech sounds.</p> <p><i>Principles and rules of writing a Ghanaian language – Vowel harmony and assimilation in writing (JHS):</i> The student teacher has learnt vowel representation and distribution of vowels.</p> <p><i>Phonetics and phonology of a Ghanaian language – Syllable structure processes (JHS):</i> The student teachers have learned some assimilatory processes in the previous year.</p> <p>1.3 Ask tutors to reflect on the introductory section of each lesson and indicate their observations, as well as bring up any outstanding issues for discussion (<b>Questions:</b> What are some of the</p>	<p><b>Example:</b></p> <p><i>Principles and rules of writing a Ghanaian language – Distribution of consonants (EG):</i> Students have had lessons on letters of the alphabet and speech sounds.</p> <p><i>Principles and rules of writing a Ghanaian language – Distribution of consonants (UP):</i> Students have had lessons on letters of the alphabet and speech sounds.</p> <p><i>Principles and rules of writing a Ghanaian language – Vowel harmony and assimilation in writing (JHS):</i> The student teacher has learnt vowel representation and distribution of vowels.</p> <p><i>Phonetics and phonology of a Ghanaian language – Syllable structure processes (JHS):</i> The student teachers have learned some assimilatory processes in the previous year.</p> <p>1.3 Reflect on the introductory section of your respective lessons and indicate your observations and concerns for discussion.</p>	
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	<p>barriers to the delivery of each lesson? To what extent does the LI match the LO?). (<i>Refer tutors to the introductory section of the course manuals: barriers to lesson delivery, lesson delivery modes and LOs and LIs</i>)</p> <p><b>Examples:</b> <i>Principles and rules of writing a Ghanaian language – Distribution of consonants (EG):</i></p> <p><b>LO:</b> Demonstrate knowledge and understanding of distribution of consonants and apply them in their writing. (NTS 1b).</p> <p><b>LI:</b> 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.</p> <p><i>Principles and rules of writing a Ghanaian language – Distribution of consonants (UP):</i></p> <p><b>LO:</b> Demonstrate knowledge and understanding of distribution of consonants and apply them in their writing. (NTS 1b).</p> <p><b>LI:</b> 1. identify the rules of writing consonants of Ghanaian language</p>	<p><b>Examples:</b> <i>Principles and rules of writing a Ghanaian language – Distribution of consonants (EG):</i></p> <p><b>LO:</b> Demonstrate knowledge and understanding of distribution of consonants and apply them in their writing. (NTS 1b).</p> <p><b>LI:</b> 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.</p> <p><i>Principles and rules of writing a Ghanaian language – Distribution of consonants (UP):</i></p> <p><b>LO:</b> Demonstrate knowledge and understanding of distribution of consonants and apply them in their writing. (NTS 1b).</p> <p><b>LI:</b> 1. identify the rules of writing consonants of Ghanaian language</p>	
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	<p>through verbal and written responses.</p> <p>1.4. describe the rules of distribution of consonants in writing a Ghanaian language through verbal and written responses.</p> <p><i>Principles and rules of writing a Ghanaian language – Vowel harmony and assimilation in writing (JHS):</i></p> <p><b>LO:</b> 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).</p> <p><b>LI:</b> Use the appropriate vowels when writing and teaching. Use appropriate vowels in transcription or phonemic writing.</p> <p><i>Phonetics and phonology of a Ghanaian language – Syllable structure processes (JHS):</i></p> <p><b>LO:</b> 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).</p> <p><b>LI:</b> Identify the sound system of a Ghanaian</p>	<p>through verbal and written responses.</p> <p>1.4 Describe the rules of distribution of consonants in writing a Ghanaian language through verbal and written responses.</p> <p><i>Principles and rules of writing a Ghanaian language – Vowel harmony and assimilation in writing (JHS):</i></p> <p><b>LO:</b> 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).</p> <p><b>LI:</b> Use the appropriate vowels when writing and teaching. Use appropriate vowels in transcription or phonemic writing.</p> <p><i>Phonetics and phonology of a Ghanaian language – Syllable structure processes (JHS):</i></p> <p><b>LO:</b> 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).</p> <p><b>LI:</b> Identify the sound system of a Ghanaian</p>	
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	<p>language. Explain the sound system of a Ghanaian language. Facilitate the use of the sound system of a Ghanaian language in learning.</p> <p>1.5 Lead an enquiry-based exploration and discussion of the features of the lessons. <b>(Questions:</b> What is the distinctive scope of each lesson? What are the key content areas to be covered in each lesson?). <i>(Refer tutors to lesson description, topic and subtopics)</i></p> <p><b>Example:</b> <i>Principles and rules of writing of a Ghanaian language:</i> 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)</p> <p><i>Phonetics and phonology of a Ghanaian language:</i> This lesson focuses on teaching the description and classification of vowels of a Ghanaian language.</p>	<p>language. Explain the sound system of a Ghanaian language. Facilitate the use of the sound system of a Ghanaian language in learning.</p> <p>1.5 Discuss your perception of the distinctive scope of this lesson with the whole group.</p>	
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	1.5 Ask tutors to anticipate and discuss barriers that may impede success of the lesson	1.5 Discuss with the group some of the factors you anticipate may constitute challenges that will impede the success of the lesson	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</li> </ul> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Ask tutors to present oral summaries of the major new content to be learnt in their respective lessons: concepts and pedagogies to be introduced in the lesson.</p> <p><b>Examples:</b>  <b>Principles and rules of writing of a Ghanaian language</b> – Distribution of consonants (EG):</p> <ul style="list-style-type: none"> <li>• Distribution of consonants: Distribution of consonants of a Ghanaian language and issues to observe at STS</li> </ul> <p><b>Principles and rules of writing of a Ghanaian language</b> – Distribution of consonants (UP):</p> <ul style="list-style-type: none"> <li>• Distribution of consonants of a Ghanaian language: where can consonants occurs in a word.</li> </ul> <p><b>Principles and rules of writing of a Ghanaian language</b> – Vowel harmony and assimilation in writing (JHS):</p> <ul style="list-style-type: none"> <li>• Vowel harmony and assimilation in writing: knowledge of vowel harmony and assimilation in writing and things to look out for at STS</li> </ul>	<p>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.</p> <p><b>Examples:</b>  <b>Principles and rules of writing of a Ghanaian language</b> – Distribution of consonants (EG):</p> <ul style="list-style-type: none"> <li>• Distribution of consonants: Distribution of consonants of a Ghanaian language and issues to observe at STS</li> </ul> <p><b>Principles and rules of writing of a Ghanaian language</b> – Distribution of consonants (UP):</p> <ul style="list-style-type: none"> <li>• Distribution of consonants of a Ghanaian language: where can consonants occurs in a word.</li> </ul> <p><b>Principles and rules of writing of a Ghanaian language</b> – Vowel harmony and assimilation in writing (JHS):</p> <ul style="list-style-type: none"> <li>• Vowel harmony and assimilation in writing: knowledge of vowel harmony and assimilation in writing and things to look out for at STS</li> </ul>	<b>15 mins</b>

	<p><b>Phonetics and phonology of a Ghanaian language – Syllable structure processes (JHS):</b></p> <ul style="list-style-type: none"> <li>• Syllable structure processes of a Ghanaian language.</li> </ul>	<p><b>Phonetics and phonology of a Ghanaian language – Syllable structure processes (JHS):</b></p> <ul style="list-style-type: none"> <li>• Syllable structure processes of a Ghanaian language.</li> </ul>	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to</li> </ul>	<p>3.1 Ask tutors to read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion.</p> <p>3.2 Give each tutor an opportunity to 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</p> <p>3.3 Ask tutors to identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.</p> <p>3.4 Ask tutors to indicate how they will use ICT in the lesson.</p> <p><b>Examples:</b> <i>Principles and rules of writing of a Ghanaian language – Distribution of consonants (EG):</i></p>	<p>3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion</p> <p>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.</p> <p>3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.</p> <p>3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.</p> <p><b>Examples:</b> <i>Principles and rules of writing of a Ghanaian language – Distribution of consonants (EG):</i></p>	<b>40 mins</b>

<p>support student teacher learning</p> <ul style="list-style-type: none"> <li>• Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</li> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> </ul> </li> <li>• Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Show a YouTube video of how the consonant distributions is taught</li> <li>• Make PowerPoint presentation</li> </ul> <p><b><i>Principles and rules of writing of a Ghanaian language – Distribution of consonants (UP):</i></b></p> <ul style="list-style-type: none"> <li>• Show a YouTube video of how the consonant distributions is taught</li> <li>• Make PowerPoint presentation</li> </ul> <p><b><i>Principles and rules of writing of a Ghanaian language – Vowel harmony and assimilation in writing (JHS):</i></b></p> <ul style="list-style-type: none"> <li>• Show a YouTube video of how the vowel harmony and assimilation in writing are taught</li> <li>• Make PowerPoint presentation</li> </ul> <p><b><i>Phonetics and phonology of a Ghanaian language – Syllable structure processes (JHS):</i></b></p> <ul style="list-style-type: none"> <li>• Show a YouTube video that presents the syllable structure processes of a Ghanaian languages</li> <li>• Make PowerPoint presentation</li> </ul> <p>3.5 Let tutors suggest the various ways in which they will make the lesson GESI responsive</p> <p><b>Examples:</b> <b><i>Principles and rules of writing of a Ghanaian</i></b></p>	<ul style="list-style-type: none"> <li>• Watch a YouTube video of how the consonant distributions is taught</li> <li>• Make PowerPoint presentation</li> </ul> <p><b><i>Principles and rules of writing of a Ghanaian language – Distribution of consonants (UP):</i></b></p> <ul style="list-style-type: none"> <li>• Watch a YouTube video of how the consonant distributions is taught</li> <li>• Make PowerPoint presentation</li> </ul> <p><b><i>Principles and rules of writing of a Ghanaian language – Vowel harmony and assimilation in writing (JHS):</i></b></p> <ul style="list-style-type: none"> <li>• Watch a YouTube video of how the vowel harmony and assimilation in writing are taught</li> <li>• Make PowerPoint presentation</li> </ul> <p><b><i>Phonetics and phonology of a Ghanaian language – Syllable structure processes (JHS):</i></b></p> <ul style="list-style-type: none"> <li>• Watch a YouTube video that presents the syllable structure processes of a Ghanaian languages</li> <li>• Make PowerPoint presentation</li> </ul> <p>3.5 Suggest the various ways in which you will make the lesson GESI responsive</p> <p><b>Examples:</b> <b><i>Principles and rules of writing of a Ghanaian</i></b></p>	
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	<p><b>language – Distribution of consonants (EG):</b></p> <ul style="list-style-type: none"> <li>• Select a YouTube video that shows a male teacher teaching an EG class.</li> <li>• Form mixed groups for group activities.</li> </ul> <p><b>Principles and rules of writing of a Ghanaian language – Distribution of consonants (UP):</b></p> <ul style="list-style-type: none"> <li>• Select a YouTube video that shows a person with different ability (person living with disability) teaching at UP level.</li> <li>• Form mixed groups for group activities.</li> </ul> <p><b>Principles and rules of writing of a Ghanaian language – Vowel harmony and assimilatory in writing (JHS):</b></p> <ul style="list-style-type: none"> <li>• Select a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels.</li> <li>• Form mixed groups for group activities.</li> </ul> <p><b>Phonetics and phonology of a Ghanaian language – Syllable structure processes (JHS):</b></p> <ul style="list-style-type: none"> <li>• Select a YouTube video that shows a female teacher teaching vowel sounds.</li> <li>• Form mixed groups for group activities.</li> </ul>	<p><b>language – Distribution of consonants (EG):</b></p> <ul style="list-style-type: none"> <li>• Select a YouTube video that shows a male teacher teaching an EG class.</li> <li>• Form mixed groups for group activities.</li> </ul> <p><b>Principles and rules of writing of a Ghanaian language – Distribution of consonants (UP):</b></p> <ul style="list-style-type: none"> <li>• Select a YouTube video that shows a person with different ability (person living with disability) teaching at UP level.</li> <li>• Form mixed groups for group activities.</li> </ul> <p><b>Principles and rules of writing of a Ghanaian language – Vowel harmony and assimilatory in writing (JHS):</b></p> <ul style="list-style-type: none"> <li>• Select a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels.</li> <li>• Form mixed groups for group activities.</li> </ul> <p><b>Phonetics and phonology of a Ghanaian language – Syllable structure processes (JHS):</b></p> <ul style="list-style-type: none"> <li>• Select a YouTube video that shows a female teacher teaching vowel sounds.</li> <li>• Form mixed groups for group activities.</li> </ul>	
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	<p>3.6 Put tutors in mixed pairs to deliberate on how the contents of topics and the delivery of their lessons will develop the core competences.</p> <p><b>Examples:</b>  <b>Distribution of consonants (EG):</b>  <i>Group work:</i>  (commun-ication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)  <i>YouTube video:</i> (digital literacy)</p> <p><b>Distribution of consonants (UP):</b>  <i>Group work:</i>  (commun-ication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)  <i>YouTube video:</i> (digital literacy)</p> <p><b>Vowel harmony and assimilation in writing (JHS):</b>  <i>Group work:</i>  (commun-ication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)  <i>YouTube video:</i> (digital literacy)</p>	<p>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.</p>	
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	<p><b>Syllable structure processes (JHS):</b>  <i>Group work:</i>        (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)  <i>YouTube video:</i> (digital literacy)</p> <p>3.7 Ask tutors to 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). (<i>Refer tutors to section 1.7 of Session One (1) for examples of subject projects and subject portfolios</i>)</p> <p>3.8 Ask tutors to consider the resources in the respective manuals and suggest which and how they may be deployed. (<i>These should include ICT tools, inclusive materials, required and additional texts</i>).</p> <p>3.9 Provide tutors with assistance on how available digital tools may be deployed (PowerPoint – how to prepare presentations; YouTube video – how to find YouTube videos; etc)</p>	<p>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)</p> <p>3.8 Consider the resources in the respective manuals and suggest which and how they may be deployed. (<i>These should include ICT tools, inclusive materials, required and additional texts</i>).</p> <p>3.9 Ask for assistance regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.)</p>	
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<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should identify critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Ask a tutor to identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session</p> <p>4.2 Ask tutors to indicate any outstanding issues relating to the lesson for discussion</p> <p>4.3 Encourage tutors to read the PD and course manuals in preparation for the next PD session</p>	<p>4.1 Identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session.</p> <p>4.2 Indicate any outstanding issues relating to the lesson for discussion.</p> <p>4.3 Read the PD and course manuals in preparation for the next PD session.</p>	<p><b>15 mins</b></p>
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## 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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<p><b>1. (a) Introduction to the semester – in session one</b></p> <ul style="list-style-type: none"> <li>• Introduction to the purpose of the specialisms: EG, UP and JHS</li> <li>• Overview of subject/s age level/s to be covered in the PD sessions and guidance on grouping tutors according to the</li> </ul>	<p>1.1 Use an icebreaker to make an opening call to the start of the session: provide it or invite any volunteer(s) to provide one.</p> <p>1.2 Lead tutors to suggest possible student-teacher prior knowledge that will facilitate the success of the delivery of the current lessons. <i>(Refer tutors to the RPK section of the course manual RPK).</i></p>	<p>1.1 Listen to and react to an icebreaker, or volunteer one for the start of the session.</p> <p>1.2 Share with the whole group the student-teacher knowledge and experience upon which you may build your lesson.</p>	

<p>subject/s, age levels/s.</p> <ul style="list-style-type: none"> <li>• Introduction to the course manual/s</li> <li>• Overview of course learning outcomes</li> <li>• Introduction to the two continuous assessment components to be undertaken in each subject during the semester (See Course Assessment Components at a Glance Appendix 2) NB in subjects where there are no assessment components in the course manuals examples will need to be provided for SL/HoD.</li> </ul> <p><b>1(b) Introduction to the session</b></p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning outcomes and indicators</li> <li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul>	<p>1.3 Lead tutors to examine the introductory section of each lesson and discuss their observations, as well as bring up any unclear issues for discussion <b>(Questions:</b> What are some of the challenges to the delivery of each lesson? To what extent does the LI match the LO?). <i>(Refer tutors to the introductory section of the course manuals: barriers to lesson delivery, lesson delivery modes and LOs and LIs)</i></p> <p>1.4 Lead an enquiry-based exploration and discussion of the features of the lessons. <b>(Questions:</b> What is the distinctive scope of each lesson? What are the key content areas to be covered in each lesson?). <i>(Refer tutors to lesson description, topic and subtopics)</i></p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• <i>Principles and rules of writing of a Ghanaian language:</i></li> </ul> <p>This course is taught at the three age phases (EG, UP and JHS), but its scope differs at each of the levels. For example, at the JHS level, more punctuation marks are dealt with than at the UP level with more complex construction also being treated. The</p>	<p>1.3 Examine the introductory section of your respective lessons and discuss your observations and concerns for discussion.</p> <p>1.4 Discuss your perception of the distinctive scope of this lesson with the whole group</p>	
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	<p>EG lesson deals with word classes and treats simple punctuation marks in a later lesson.)</p> <ul style="list-style-type: none"> <li>• <i>Phonetics and phonology of a Ghanaian language:</i></li> </ul> <p>This lesson treats the assessment of the Ghanaian language sound system and writing Ghanaian language test items on appropriately.</p> <p>1.5 Ask tutors to anticipate and discuss barriers that may impede success of the lesson</p>	<p>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.</p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</li> </ul> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Ask tutors to write on a note pad summary of the major new content to be learnt in their respective lessons to the elbow friend: concepts and pedagogies to be introduced in the lesson.</p> <p><b>Examples:</b></p> <p><b><i>Principles and rules of writing of a Ghanaian language – Word Classes (EG):</i></b></p> <ul style="list-style-type: none"> <li>• Major word classes: Types of nouns, verbs and adjectives taught to EG learners to be observe at STS</li> </ul> <p><b><i>Principles and rules of writing of a Ghanaian language – Punctuation (UP):</i></b></p>	<p>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.</p>	<p><b>15 mins</b></p>

	<ul style="list-style-type: none"> <li>• Use of full stop, comma, colon and semi colon in writing of UP learners as well as how teachers teach these to be observed during school visit.</li> </ul> <p><b>Principles and rules of writing of a Ghanaian language – Punctuation (JHS):</b></p> <ul style="list-style-type: none"> <li>• Appropriate use of punctuations such as semi colon, exclamation mark, quotation marks etc in writings of JHS learners and the teaching of these punctuations are things to look out for at STS</li> </ul> <p><b>Phonetics and phonology of a Ghanaian language – Assessing the sound system of a Ghanaian Language (JHS):</b></p> <ul style="list-style-type: none"> <li>• Observe during STS the ways of assessing the sound system of the Ghanaian Language and how the test items are developed for learners.</li> </ul>		
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> </ul>	<p>3.1 Lead tutors to examine the appropriateness of the teaching and learning activities proposed for the respective lessons and discuss with the whole group.</p> <p>3.2 Give each tutor an opportunity to ask the whole group for support or assistance in the clarification of, and/or other perspectives on or</p>	<p>3.1 Discuss the teaching and learning activities proposed for the respective lessons.</p> <p>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</p>	

<ul style="list-style-type: none"> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power Tutors should be expected to have a plan for the next lesson for</li> </ul> </li> </ul>	<p>approaches to the concepts in a lesson</p> <p>3.3 Ask tutors to outline the areas or aspects of the basic school curriculum that the lesson will prepare student-teachers to teach.</p> <p>3.4 Ask tutors to suggest in addition to the ICT tools mentioned in the manual, others ICT that can be used and how they will use them in the lesson.</p> <p><b>Examples:</b>  <b><i>Principles and rules of writing of a Ghanaian language – Word Classes (EG):</i></b></p> <ul style="list-style-type: none"> <li>• Show a YouTube video of how the minor word classes is identified.</li> <li>• Make PowerPoint presentation on major word classes.</li> </ul> <p><b><i>Principles and rules of writing of a Ghanaian language – Punctuations (UP):</i></b></p> <ul style="list-style-type: none"> <li>• Show a YouTube video of appropriate use of some punctuations in a text such as semi colon and commas and their teaching.</li> <li>• Make PowerPoint presentation</li> </ul> <p><b><i>Principles and rules of writing of a Ghanaian language – Punctuation (JHS):</i></b></p>	<p>perspectives on or approaches to the concepts in a lesson.</p> <p>3.3 Outline the areas or aspects of the basic school curriculum that the lesson will prepare student-teachers to teach.</p> <p>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.</p>	
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<p>student teachers</p>	<ul style="list-style-type: none"> <li>• Show a YouTube video of how quotation marks and exclamation marks are taught and their appropriate use in writings.</li> <li>• Make PowerPoint presentation on use of Semi colon and colon.</li> </ul> <p><b>Phonetics and phonology of a Ghanaian language</b> – <i>Assessing the sound system of a Ghanaian Language (JHS):</i></p> <ul style="list-style-type: none"> <li>• Show a YouTube video that presents the development of Ghanaian language test items and how it is taught.</li> <li>• Make PowerPoint presentation on sample sound system assessment in Ghanaian language.</li> </ul> <p>3.5 Let tutors indicate the various ways in which they will make the lesson GESI responsive</p> <p><b>Examples:</b> <b>Principles and rules of writing of a Ghanaian language – Word Classes (EG):</b></p> <ul style="list-style-type: none"> <li>• Select a YouTube video that shows a male teacher teaching an EG class.</li> <li>• Form mixed groups for group activities.</li> </ul> <p><b>Principles and rules of writing of a Ghanaian language – Punctuation (UP):</b></p>	<p>3.5 Indicate the various ways in which they will make the lesson GESI responsive</p>	
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	<ul style="list-style-type: none"> <li>• Select a YouTube video that shows a person with different ability (person living with disability) teaching at UP level.</li> <li>• Form mixed groups for group activities.</li> </ul> <p><b>Principles and rules of writing of a Ghanaian language – Punctuations (JHS):</b></p> <ul style="list-style-type: none"> <li>• Select a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels.</li> <li>• Form mixed groups for group activities.</li> </ul> <p><b>Phonetics and phonology of a Ghanaian language – Assessing the sound system of a Ghanaian Language (JHS):</b></p> <ul style="list-style-type: none"> <li>• Select a YouTube video that shows a male teacher pronouncing Ghanaian language sound for assessment.</li> <li>• Form mixed groups for group activities.</li> </ul> <p>3.6 Put tutors in mixed ability groups to discuss how the contents of topics and the delivery of their lessons will develop the core competences.</p> <p><b>Examples:</b>  <b>Word Classes (EG):</b>  <i>Group work:</i>  (commun-ication and collaboration, critical thinking and problem</p>	<p>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.</p>	
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	<p>solving, cultural identity and global citizenship)  <i>YouTube video:</i> (digital literacy)</p> <p><b>Punctuations (UP):</b>  <i>Group work:</i>        (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)  <i>YouTube video:</i> (digital literacy)</p> <p><b>Punctuations (JHS):</b>  <i>Group work:</i>        (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)  <i>YouTube video:</i> (digital literacy)</p> <p><b>Assessing the sound system of a Ghanaian Language (JHS):</b>  <i>Group work:</i>        (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)  <i>YouTube video:</i> (digital literacy)</p> <p>3.7 Ask tutors to 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). (<i>Refer tutors to section 1.7 above for</i></p>		
		<p>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)</p>	

	<p><i>examples of subject projects and subject portfolios)</i></p> <p>3.8 Ask tutors to consider the resources in the respective manuals and suggest which and how they may be deployed. <i>(These should include ICT tools, inclusive materials, required and additional texts).</i></p> <p>3.9 Demonstrate to tutors the preparation and designing of Power Point and suggest sites that videos can be found to aid the lesson etc.</p>	<p>3.8 Consider the resources in the respective manuals and suggest which and how they may be deployed. <i>(These should include ICT tools, inclusive materials, required and additional texts).</i></p> <p>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.)</p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors need to identify critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Ask a tutor to identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session</p> <p>4.2 Ask tutors to indicate any outstanding issues relating to the lesson for discussion</p> <p>4.3 Encourage tutors to read the PD and course manuals in preparation for the next PD session</p>	<p>4.1 Identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session.</p> <p>4.2 Indicate any outstanding issues relating to the lesson for discussion.</p> <p>4.3 Read the PD and course manuals in preparation for the next PD session.</p>	<b>15 mins</b>

## 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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<p><b>1. Introduction to the session</b></p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Reading and discussion of the introductory sections of the lesson up to and</li> </ul>	<p>1.1 Invite any volunteer(s) to start the session with an ice breaker.</p> <p>1.2 Ask critical friend to share comments on an observed lesson for discussion.</p> <p>1.3 Ask tutors to <b>brainstorm</b> on the introductory section of each lesson and write down their expectations, as well as</p>	<p>1.1 Listen and respond to an icebreaker by the volunteer.</p> <p>1.2 Listen and discuss comments from the critical friend report.</p> <p>1.3 Brainstorm on the introductory section of your respective lessons and write down your expectations and concerns for <b>discussion</b>.</p>	<b>20 mins</b>

<p>including learning outcomes and indicators</p> <ul style="list-style-type: none"> <li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <p>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>bring up any outstanding issues for <b>discussion</b>. (<b>Questions:</b> What are some of the hindrances to the delivery of each lesson? To what extent does the LI match the LO?). (<i>Refer tutors to the introductory section of the course manuals: barriers to lesson delivery, lesson delivery modes and LOs and LIs</i>).</p> <p>1.4 Lead an enquiry-based exploration and discussion of the features of the lessons. (<b>Questions:</b> What is the distinctive scope of each lesson? What are the key content areas to be covered in each lesson?). (<i>Refer tutors to lesson description, topic and subtopics</i>)</p> <p><b>Example:</b>  <i>Principles and rules of writing of a Ghanaian language:</i>  In the eighth lessons, the contents and focus of this course does not cut across the three age phases (EG, UP and JHS) but are as follows:  Tense, aspect markers and plural markers (EG), assessing Principles and rules of a Ghanaian Language writing (UP, JHS).  <i>Phonetics and phonology of a Ghanaian language:</i></p>	<p>1.4 Individually read and note the distinctive features or scope of this lesson for <b>discussion</b> with the whole group.</p>	
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	<p>This lesson focuses on the preparation of TLMs for teaching the sound system of a Ghanaian Language.</p> <p>1.5 Ask tutors to write down the student-teacher prior knowledge that will facilitate the success of the delivery of the current lessons for deliberation. (<i>Refer tutors to the RPK section of the course manual RPK</i>).</p> <p>1.6 Ask tutors to reflect on the challenges that may impede success of the lesson.</p>	<p>1.5 Deliberate with the whole group the student-teacher knowledge and experience upon which you may build your lesson.</p> <p>1.6 Reflect in groups some of the factors you anticipate may constitute challenges that will impede the success of the lesson.</p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</li> </ul> <p>NB The guidance for SL/HoD should set out what they need to do to introduce</p>	<p>2.1 Ask tutors to use tell a friend strategy to present oral summaries of the major new content to be learnt in their respective lessons: concepts and pedagogies to be introduced in the lesson.</p> <p>Examples: <i>Principles and rules of writing of a Ghanaian language – Punctuations: (EG):</i></p> <ul style="list-style-type: none"> <li>• observe at STS visit the use of comma, semi colon and quotation marks and write in reflective journal</li> </ul> <p><b><i>Principles and rules of writing of a Ghanaian language – Assessing</i></b></p>	<p>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.</p>	<p><b>15 mins</b></p>

<p>and explain the issues/s with tutors</p>	<p><i>Principles and Rules of Ghanaian Language writing (UP):</i></p> <ul style="list-style-type: none"> <li>• observe during STS the test items used for assessment.</li> </ul> <p><b><i>Principles and rules of writing of a Ghanaian language – Assessing Principles and Rules of Ghanaian language writing (UP):</i></b></p> <ul style="list-style-type: none"> <li>• Examine assessment and the test items used during STS observation (check if it caters for all manner of learners);</li> </ul> <p><b><i>Phonetics and phonology of a Ghanaian language – Preparation of TLMs for the teaching of the sound system of a Ghanaian Language (JHS):</i></b></p> <ul style="list-style-type: none"> <li>• Observe during STS the factors considered in selecting TLMs for teaching the sound system by teachers.</li> </ul>		
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for</li> </ul>	<p>3.1 Ask tutors to read the teaching and learning activities proposed for the respective lessons and deliberate on its effectiveness and suggest others in addition where necessary.</p> <p>3.2 Give each tutor an opportunity to ask the whole group for clarification of, and/or other perspectives on or approaches to the concepts in a lesson</p>	<p>3.1 Read the teaching and learning activities proposed for the respective lessons deliberate on their effectiveness and suggest additional ones where necessary.</p> <p>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.</p>	<p><b>40 mins</b></p>

<p>making links to the Basic School Curriculum</p> <ul style="list-style-type: none"> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</li> </ul> </li> </ul>	<p>3.3 In a whole group discussion, ask tutors to identify the areas or aspects of the basic school curriculum that the lesson will improve teachings.</p> <p>3.4 Ask tutors to individually describe how they will use ICT in the lesson.</p> <p><b>Examples:</b>  <b><i>Principles and rules of writing of a Ghanaian language – Tense, aspect markers and plural formation (EG):</i></b></p> <ul style="list-style-type: none"> <li>• Show a YouTube video that presents affixes that indicate tense and aspectual markers the formation of plural.</li> <li>• Make PowerPoint presentation or slide show of verbs and their tense markers.</li> </ul> <p><b><i>Principles and rules of writing of a Ghanaian language – Assessing Principles and Rules of a Ghanaian Language writing (UP):</i></b>  Use a PowerPoint presentation to show what assessment is and factors to consider before doing assessment and some samples of test items.</p> <p><b><i>Principles and rules of writing of a Ghanaian language – Assessing Principles and Rules of a Ghanaian Language writing (JHS):</i></b></p>	<p>3.3 Identify the areas or aspects of the basic school curriculum that the lesson will improve earlier teachings.</p> <p>3.4 Individually consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.</p>	
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<ul style="list-style-type: none"> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> <li>● Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Project a Ghanaian language’s test items and, or with a PowerPoint presentation.</li> </ul> <p><b>Phonetics and phonology of a Ghanaian language – Selecting and Designing TLMs (JHS):</b></p> <ul style="list-style-type: none"> <li>● Project a selection and designing of a TLM for teaching the Ghanaian language sounds system and, or with a PowerPoint presentation.</li> </ul> <p>3.5 Ask tutors to write on a flip chart the various ways in which they will make the lesson GESI responsive</p> <p><b>Examples:</b> <b>Principles and rules of writing of a Ghanaian language – Tense aspect markers and plural formation (EG):</b></p> <ul style="list-style-type: none"> <li>● 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.</li> </ul>	<p>3.5 Write on a flip chart the various ways in which you will make the lesson GESI responsive</p>	
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	<p><b>Principles and rules of writing of a Ghanaian language – Assessing Principles and Rules of a Ghanaian Language writing (UP):</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Principles and rules of writing of a Ghanaian language – Assessing Principles and rules of a Ghanaian language writing (JHS):</b></p> <ul style="list-style-type: none"> <li>• Ask both male and females to write answers on the board; use audio visuals to ensure active participation of all learners; ensure all have equal opportunity to play leading roles in groups; form ability groups bearing in mind cultural diversity; be patient with those with individuals with disability; break gender stereotypes with examples or illustrations cited; avoid negative</li> </ul>		
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	<p>and stereotypical language/pictures.</p> <p><b>Phonetics and phonology of a Ghanaian language</b>  <i>– Preparing TLMs for teaching the sound system of a Ghanaian language (JHS):</i></p> <ul style="list-style-type: none"> <li>• Select TLMs that caters for all manner of learners; ensure active participation of all in designing the TLMs through group works; ensure all have equal opportunity to play leading roles (use of TLMs) in groups; form mixed gender and ability groups; be tolerant with those with individuals with disability; break gender stereotypes with examples or illustrations cited; avoid negative and stereotypical pictures.</li> </ul> <p>3.6 Using think -pair –share strategy ask tutors to deliberate on how the contents of topics and the delivery of their lessons will develop the core competences.</p> <p><b>Examples:</b>  <b>Tense aspect markers and plural formation (EG):</b>  <i>Group work:</i>  (communiation and collaboration, critical thinking and problem solving, cultural identity and global citizenship)  <i>YouTube video:</i> (digital literacy)</p>	<p>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.</p>	
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	<p><b>Assessing Principles and Rules of a Ghanaian Language writing (UP):</b>  <i>Group work:</i>        (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)  <i>YouTube video:</i> (digital literacy)</p> <p><b>Assessing Principles and Rules of a Ghanaian Language writing (JHS):</b>  <i>Group work:</i>        (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)  <i>YouTube video:</i> (digital literacy)</p> <p><b>Preparing TLMs for teaching the sound system of a Ghanaian Language (JHS):</b>  <i>Group work:</i>        (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)  <i>YouTube video:</i> (digital literacy)</p> <p>3.7 Ask tutors to 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). (<i>Refer tutors to section 1.7 of Session</i></p>	<p>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)</p>	
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	<p><i>One (1) for examples of subject projects and subject portfolios)</i></p> <p>3.8 Ask tutors to consider the resources in the respective manuals and suggest which and how they may be deployed. <i>(These should include ICT tools, inclusive materials, required and additional texts).</i></p> <p>3.9 Provide tutors with assistance on how available digital tools may be deployed (PowerPoint – how to prepare presentations; YouTube video – how to find YouTube videos; etc)</p>	<p>3.8 Consider the resources in the respective manuals and suggest which and how they may be deployed. <i>(These should include ICT tools, inclusive materials, required and additional texts).</i></p> <p>3.9 Ask for assistance regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.)</p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should Identifying critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Ask a tutor to identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session</p> <p>4.2 Ask tutors to indicate any outstanding issues relating to the lesson for discussion</p> <p>4.3 Encourage tutors to read the PD and course manuals in preparation for the next PD session</p>	<p>4.1 Identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session.</p> <p>4.2 Indicate any outstanding issues relating to the lesson for discussion.</p> <p>4.3 Read the PD and course manuals in preparation for the next PD session.</p>	<b>15 mins</b>

## 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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<b>1. Introduction to the session</b> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Reading and discussion of the introductory sections of the</li> </ul>	<p>1.1 Use a puzzle to begin this lesson 9 session as an icebreaker.</p> <p>1.2 Give opportunity to the critical friend to share observation from a lesson.</p> <p>1.3 Lead tutors in a <b>deliberative discussion</b> of student-teachers' prior</p>	<p>1.1 Respond to the puzzle that is an icebreaker.</p> <p>1.2 Discuss the report shared by a critical friend.</p> <p>1.3 Think and share with the whole group the student-teacher knowledge and</p>	<b>20 mins</b>

<p>lesson up to and including learning outcomes and indicators</p> <ul style="list-style-type: none"> <li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <p>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>knowledge that will facilitate the success of the delivery of the current lessons. (<i>Refer tutors to the RPK section of the course manual RPK</i>).</p> <p>1.4 Ask tutors to brainstorm on the introductory section of each lesson and indicate their observations, as well as bring up any outstanding issues for discussion (<b>Questions:</b> What are some of the barriers to the delivery of each lesson? To what extent does the LI match the LO?). (<i>Refer tutors to the introductory section of the course manuals: barriers to lesson delivery, lesson delivery modes and LOs and LIs</i>).</p> <p>1.5 Lead tutors in a <b>through questioning and answer strategy to share their views on the</b> features of the lessons. (<b>Questions:</b> What is the distinctive scope of each lesson? What are the key content areas to be covered in each lesson?). (<i>Refer tutors to lesson description, topic and subtopics</i>)</p>	<p>experience upon which you may build your lesson.</p> <p>1.4 Brainstorm on the introductory section of your respective lessons and indicate your observations and concerns for discussion.</p> <p>1.5 Discuss your appreciation of the distinctive scope of this lesson with the whole group.</p>	
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	<p><b>Example:</b>  <i>Principles and rules of writing of a Ghanaian language:</i>  In the lesson 9, the contents and focus of this course across the three age phases (EG, UP and JHS) are as follows: appropriate use of full stop, comma, colon and semi colon (EG) and preparing TLM for the principles of writing and selecting and designing TLMs (UP and JHS).</p> <p><i>Phonetics and phonology of a Ghanaian language:</i>  This lesson focuses on selecting appropriate textbooks as well as factors to be considered in selecting and using a textbook a TLM Ghanaian language.</p> <p>1.6 Ask tutors to anticipate and discuss barriers that may impede success of the lesson</p>	<p>1.6 Discuss with the group some of the factors you anticipate may constitute challenges that will impede the success of the lesson</p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for</li> </ul>	<p>2.1 Ask tutors to read and present oral summaries of the major new content to be learnt in their respective lessons: concepts and pedagogies to be introduced in the lesson.</p>	<p>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.</p>	<p><b>15 mins</b></p>

<p>student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p><b>Examples:</b></p> <p><b><i>Principles and rules of writing of a Ghanaian language – Punctuations (EG):</i></b></p> <ul style="list-style-type: none"> <li>• The appropriate use of full stop, comma, colon, semi colon and exclamation mark.</li> </ul> <p><b><i>Principles and rules of writing of a Ghanaian language – Principles of writing (UP):</i></b></p> <ul style="list-style-type: none"> <li>• Classification of TLMs, importance of TLMs, visual language TLMs and selecting, design, and use of language TLMs. For examples, refer tutors to 1.7 of Session 1 above).</li> </ul> <p><b><i>Principles and rules of writing of a Ghanaian language – Principles of writing (JHS):</i></b></p> <ul style="list-style-type: none"> <li>• What is TLMs (Classifying language TLMs importance of TLMs and selecting using textbooks as TLMs. For examples, refer tutors to 1.7 of Session 1 above).</li> </ul> <p><b><i>Phonetics and phonology of a Ghanaian language – Selecting appropriate textbooks as TLMs for teaching the sound system of Ghanaian language (JHS):</i></b></p> <ul style="list-style-type: none"> <li>• Factors to consider when selecting textbooks to use as TLMs for the teaching and learning of the</li> </ul>		
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	sound system of Ghanaian Language.		
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning</li> <li>• Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p>3.1 Ask tutors to read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion in mixed groups.</p> <p>3.2 Give each tutor an opportunity to ask the whole group for assistance in the clarification of, and/or other perspectives on or approaches to the concepts in a lesson</p> <p>3.3 Ask tutors to outline the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach to their elbow friend</p> <p>3.4 Ask tutors to indicate how they will use ICT that will cater for gender and social inclusion in the lesson.</p> <p><b>Examples:</b>  <b><i>Principles and rules of writing of a Ghanaian language – Punctuations (EG):</i></b></p> <ul style="list-style-type: none"> <li>• Show or play a YouTube video on teaching of punctuation marks to early grade learners.</li> </ul> <p><b><i>Principles and rules of writing of a Ghanaian language –</i></b></p>	<p>3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion in mixed groups</p> <p>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.</p> <p>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.</p> <p>3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.</p>	<b>40 mins</b>

	<p><i>Classification, importance and designing TLMs for language teaching (UP):</i></p> <ul style="list-style-type: none"> <li>• Show how to design or improvise simple TLMs for teaching and selecting textbooks to teach language. (PowerPoint) (Refer tutors to point 1.7 of Session 1 above for examples).</li> </ul> <p><b>Principles and rules of writing of a Ghanaian language – Selecting, designing and use of Language textbooks for teaching (UP):</b></p> <ul style="list-style-type: none"> <li>• Put up a Teaching Learning Resource (TLR) that presents a visual language TLMs, their selection, design and use in the language classroom (PowerPoint) (Refer tutors to point 1.7 of Session 1 above for examples).</li> </ul> <p><b>Phonetics and phonology of a Ghanaian language – Selecting appropriate textbooks as TLMs for teaching the sound system of Ghanaian Language (JHS):</b></p> <ul style="list-style-type: none"> <li>• Make PowerPoint presentation on the description of the Ghanaian language sounds and the factors to consider in selecting a textbook for its teaching.</li> </ul>		
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	<p>3.5 Guide tutors to suggest the various ways in which they will make the lesson GESI responsive</p> <p><b>Examples:</b>  <b><i>Principles and rules of writing of a Ghanaian language – Punctuations (EG):</i></b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b><i>Principles and rules of writing of a Ghanaian language – Preparing TLMs for teaching the Principles and Rules of Ghanaian language writing (UP):</i></b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p>3.5 Suggest the various ways in which you will make the lesson GESI responsive</p>	
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	<p>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.</p> <p><b><i>Principles and rules of writing of a Ghanaian language – Preparing TLMs for the teaching of the principles and rules of Ghanaian language writing (JHS):</i></b></p> <ul style="list-style-type: none"> <li>• Ensure questions are distributed evenly; involve all learners in group work considering diversity issues; give equal opportunity to all learners to play leading roles in groups; form mixed gender and ability as well as ethnic groups; be tolerant with those with learners with disability; break gender stereotypes with examples or illustrations cited; avoid negative and stereotypical language.</li> </ul> <p><b><i>Phonetics and phonology of a Ghanaian language – Selecting appropriate textbooks as TLMs for teaching the sound system of a Ghanaian language (JHS):</i></b></p>		
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	<ul style="list-style-type: none"> <li>• Distribute questions evenly; 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.</li> </ul> <p>3.6 Ask tutors in mixed pairs to write on flip chart how the contents of topics and the delivery of their lessons will develop the core competences.</p> <p><b>Examples:</b>  <b>Punctuations (EG):</b>  <i>Group work:</i>        (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)  <i>YouTube video:</i> (digital literacy)</p> <p><b>Preparing, selecting and designing TLMs (UP):</b>  <i>Group work:</i>        (communication and collaboration, critical thinking and problem</p>	<p>3.6 In mixed pairs (male-female, able-disabled), 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.</p>	
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	<p>solving, cultural identity)  <i>YouTube video:</i> (digital literacy)  <b>Preparing, designing and selecting TLMs for language use (JHS):</b>  <i>Group work:</i>        (communication and collaboration, critical thinking and problem solving and cultural identity)  <i>YouTube video:</i> (digital literacy)  <b>Selecting appropriate textbooks as TLMs for teaching the sound system of Ghanaian language (JHS):</b>  <i>Group work:</i>        (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)  <i>YouTube video:</i> (digital literacy)</p> <p>3.7 In pairs, ask tutors to use lesson content to plan subject projects, and/or assessment instruments for subject portfolio. (One content may also be tied in with other contents into a bigger project). (<i>Refer tutors to section 1.7 of Session One (1) above for examples of subject projects and subject portfolios</i>)</p>	<p>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)</p>	
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	<p>3.8 Ask tutors to consider the resources in the respective manuals and suggest which and how they may be deployed. Allow tutors to additional resources not in the manual. <i>(These should include ICT tools, inclusive materials, required and additional texts).</i></p> <p>3.9 Show tutors where to find available digital tools and how they may be used (PowerPoint – how to prepare presentations; YouTube video – how to find YouTube videos; etc.)</p>	<p>3.8 Consider the resources in the respective manuals and suggest which and how they may be deployed. <i>(These should include ICT tools, inclusive materials, required and additional texts).</i></p> <p>3.9 Ask for assistance regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.)</p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should Identifying critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Ask a tutor to identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session</p> <p>4.2 Ask tutors to indicate any outstanding issues relating to the current lesson for discussion</p> <p>4.3 Remind tutors to read the PD and course manuals in preparation for the next PD session</p>	<p>4.1 Identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session.</p> <p>4.2 Indicate any outstanding issues relating to the current lesson for discussion.</p> <p>4.3 Read the PD and course manuals in preparation for the next PD session.</p>	<b>15 mins</b>

## 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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<b>1. Introduction to the session</b> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Reading and discussion of the introductory sections of the lesson up to and</li> </ul>	1.1 Use an icebreaker to start the session: provide it or invite any volunteer(s) to provide one.  1.2 Lead tutors to discuss the student-teacher prior knowledge that will facilitate the success of the delivery of the current lessons. <i>(Refer tutors to the RPK section of the course manual RPK).</i>	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.	<b>20 mins</b>

<p>including learning outcomes and indicators</p> <ul style="list-style-type: none"> <li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <p>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>1.3 Ask tutors to reflect on the introductory section of each lesson and indicate their observations, as well as bring up any outstanding issues for discussion (<b>Questions:</b> What are some of the barriers to the delivery of each lesson? To what extent does the LI match the LO?). (<i>Refer tutors to the introductory section of the course manuals: barriers to lesson delivery, lesson delivery modes and LOs and LIs</i>)</p> <p>1.4 Lead an enquiry-based exploration and discussion of the features of the lessons. (<b>Questions:</b> What is the distinctive scope of each lesson? What are the key content areas to be covered in each lesson?). (<i>Refer tutors to lesson description, topic and subtopics</i>)</p> <p><b>Example 1:</b> <i>Principles and rules of writing a Ghanaian language:</i> 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</p>	<p>1.3 Reflect on the introductory section of your respective lessons and indicate your observations and concerns for discussion.</p> <p>1.4 Discuss your perception of the distinctive scope of this lesson with the whole group.</p> <p><b>Example 1:</b> <i>Principles and rules of writing a Ghanaian language:</i> 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</p>	
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	<p>the rules component of the language to enhance effective teaching.)</p> <p><i>Phonetics and phonology of a Ghanaian language:</i></p> <p>This lesson focuses on the knowledge, skills and the interpretation of the sounds system of a Ghanaian Language component in the Ghanaian Language curriculum.</p> <p>1.5 Ask tutors to anticipate and discuss barriers that may impede success of the lesson</p>	<p>the rules component of the language to enhance effective teaching.)</p> <p><i>Phonetics and phonology of a Ghanaian language:</i></p> <p>This lesson focuses on the knowledge, skills and the interpretation of the sounds system of a Ghanaian Language component in the Ghanaian Language curriculum.</p> <p>1.5 Discuss with the group some of the factors you anticipate may constitute challenges that will impede the success of the lesson</p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</li> </ul> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>2.1 Refer tutors to lesson 10 and lead them to identify and discuss new concept, Potential barriers and pedagogy in all the age phases (EG, UP, JHS) in the respective courses.</p> <p><b>Examples 1:</b> <i>Principles and rules of writing of a Ghanaian language: (EG):</i></p> <ul style="list-style-type: none"> <li>○ NEW CONCEPT</li> <li>• Types of sentences</li> <li>○ Potential Barriers: Dialectal differences</li> </ul>	<p>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.</p> <p><b>Examples 1:</b> <i>Principles and rules of writing of a Ghanaian language: (EG):</i></p> <ul style="list-style-type: none"> <li>○ NEW CONCEPT</li> <li>• Types of sentences STS</li> <li>○ Potential Barriers Dialectal differences</li> </ul>	<b>15 mins</b>

	<p><b>Example 2:</b> <i>Principles and rules of writing of a Ghanaian language – (UP)</i></p> <ul style="list-style-type: none"> <li>○ NEW CONCEPT <i>Exclamatory sentence</i></li> <li>○ Potential Barriers</li> </ul> <p>Difficulty in identifying the components of exclamation sentence.</p> <p><b>Example 3:</b> <i>Principles and rules of writing of a Ghanaian language –(JHS)</i></p> <ul style="list-style-type: none"> <li>○ <i>NEW CONCEPT</i></li> <li>● Interpreting a Ghanaian Language curriculum;</li> <li>○ Potential Barriers</li> <li>● How to interpret the component the Ghanaian Language curriculum</li> </ul> <p><b>Example 4:</b> <i>Phonetics and phonology of a Ghanaian language (JHS)</i></p> <ul style="list-style-type: none"> <li>○ NEW CONCEPT</li> </ul> <p>interpreting the sound system of a Ghanaian language component of the curriculum</p> <ul style="list-style-type: none"> <li>○ Potential Barriers</li> </ul> <p>How to interpret the Ghanaian Language curriculum;</p>	<p><b>Example 2:</b> <i>Principles and rules of writing of a Ghanaian language – (UP)</i></p> <ul style="list-style-type: none"> <li>○ NEW CONCEPT <i>Exclamatory sentence</i></li> <li>○ Potential Barriers</li> </ul> <p>Difficulty in identifying the components of exclamation sentence.</p> <p><b>Example 3:</b> <i>Principles and rules of writing of a Ghanaian language –(JHS)</i></p> <ul style="list-style-type: none"> <li>○ <i>NEW CONCEPT</i></li> <li>● Interpreting a Ghanaian Language curriculum;</li> <li>○ Potential Barriers</li> <li>● How to interpret the component the Ghanaian Language curriculum</li> </ul> <p><b>Example 4:</b> <i>Phonetics and phonology of a Ghanaian language (JHS)</i></p> <ul style="list-style-type: none"> <li>○ NEW CONCEPT</li> </ul> <p>interpreting the sound system of a Ghanaian language component of the curriculum</p> <ul style="list-style-type: none"> <li>○ Potential Barriers</li> </ul> <p>How to interpret the Ghanaian Language curriculum; (related issues to observe STS)</p>	
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<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for example, action research, questioning and to other</li> </ul> </li> </ul>	<p>3.1 Ask tutors to read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion.</p> <p>3.2 Give each tutor an opportunity to 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</p> <p>3.3 Ask tutors to identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.</p> <p>3.4 Ask tutors to indicate how they will use ICT in the lesson.</p> <p><b>Examples 1:</b> <i>Principles and rules of writing of a Ghanaian language –(EG)</i></p> <p><b>Sentence writing</b></p> <ul style="list-style-type: none"> <li>• Power point presentation on sentence construction</li> </ul>	<p>3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion</p> <p>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.</p> <p>3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.</p> <p>3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.</p> <p><b>Examples 1:</b> <i>Principles and rules of writing of a Ghanaian language –(EG)</i></p> <p><b>Sentence writing</b></p> <ul style="list-style-type: none"> <li>• Power point presentation on sentence construction</li> </ul>	<p><b>40 mins</b></p>
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<p>external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</p> <ul style="list-style-type: none"> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> <li>● Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p><b>Example 2:</b> <i>Principles and rules of writing of a Ghanaian language –(UP)</i></p> <p><i>Types of sentences</i></p> <ul style="list-style-type: none"> <li>● Show a YouTube video on types of types of sentences</li> <li>● PowerPoint presentation on types of sentences</li> </ul> <p><b>Example 3:</b> <i>Principles and rules of writing of a Ghanaian language –(JHS)</i></p> <p>Features of a Ghanaian language curriculum</p> <ul style="list-style-type: none"> <li>● PowerPoint presentation of on features and component of the Ghanaian Language curriculum</li> </ul> <p><b>Example 4:</b> <i>Phonetics and phonology of a Ghanaian language – (JHS)</i></p> <p>Key features of the sound system of a Ghanaian language</p> <ul style="list-style-type: none"> <li>● PowerPoint presentation on key features of the sound system of a Ghanaian Language</li> </ul> <p>3.5 Let tutors suggest the various ways in which they will make the lesson GESI responsive</p>	<p><b>Example 2:</b> <i>Principles and rules of writing of a Ghanaian language –(UP)</i></p> <p><i>Types of sentences</i></p> <ul style="list-style-type: none"> <li>● Show a YouTube video on types of types of sentences</li> <li>● PowerPoint presentation on types of sentences</li> </ul> <p><b>Example 3:</b> <i>Principles and rules of writing of a Ghanaian language –(JHS)</i></p> <p>Features of a Ghanaian language curriculum</p> <ul style="list-style-type: none"> <li>● PowerPoint presentation of on features and component of the Ghanaian Language curriculum</li> </ul> <p><b>Example 4:</b> <i>Phonetics and phonology of a Ghanaian language – (JHS)</i></p> <p>Key features of the sound system of a Ghanaian language</p> <ul style="list-style-type: none"> <li>● PowerPoint presentation on key features of the sound system of a Ghanaian Language</li> </ul> <p>3.5 Discuss the various ways in which you will make the lesson GESI responsive</p>	
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	<p><b>Example 1:</b> <i>Principles and rules of writing of a Ghanaian language –(EG)</i></p> <p><i>Sentence construction</i></p> <ul style="list-style-type: none"> <li>• Select a YouTube video that shows a male teacher teaching an EG class.</li> <li>• Form mixed groups for group activities.</li> </ul> <p><b>Example 2</b> <i>Principles and rules of writing of a Ghanaian language –(UP)</i></p> <p><i>Types of sentences</i></p> <ul style="list-style-type: none"> <li>• Select a YouTube video that shows a person with different ability (person living with disability) teaching at UP level.</li> <li>• Form mixed groups for group activities.</li> </ul> <p><b>Example 3:</b> <i>Principles and rules of writing of a Ghanaian language –(JHS)</i></p> <p><i>Features of a Ghanaian language curriculum</i></p> <ul style="list-style-type: none"> <li>• Select a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels.</li> <li>• Form mixed groups for group activities.</li> </ul>	<p><b>Example 1:</b> <i>Principles and rules of writing of a Ghanaian language –(EG)</i></p> <p><i>Sentence construction</i></p> <ul style="list-style-type: none"> <li>• Select a YouTube video that shows a male teacher teaching an EG class.</li> </ul> <p><b>Example 2</b> <i>Principles and rules of writing of a Ghanaian language –(UP)</i></p> <p><i>Types of sentences</i></p> <ul style="list-style-type: none"> <li>• Form mixed groups for group activities.</li> </ul> <p><b>Example 3:</b> <i>Principles and rules of writing of a Ghanaian language –(JHS)</i></p> <p><i>Features of a Ghanaian language curriculum</i></p> <ul style="list-style-type: none"> <li>• Select a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels.</li> </ul>	
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	<p><b>Example 4:</b> <i>Phonetics and phonology of a Ghanaian language – (JHS)</i></p> <p>Key features of the sound system of a Ghanaian language</p> <ul style="list-style-type: none"> <li>• Form mixed groups for group activities.</li> </ul> <p>3.6 Put tutors in mixed pairs to deliberate on how the contents of topics and the delivery of their lessons will develop the core competences.</p> <p><b>Examples 1:</b> <i>Principles and rules of writing a Ghanaian language</i></p> <p><b>Sentence construction (EG):</b></p> <p><i>Group work:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p><b>Example 2:</b> <i>Principles and rules of writing a Ghanaian language (UP)</i></p> <p><b>Types of sentences</b> <i>Group work:</i> (communication and collaboration, critical</p>	<p><b>Example 4:</b> <i>Phonetics and phonology of a Ghanaian language – (JHS)</i></p> <p>Key features of the sound system of a Ghanaian language</p> <ul style="list-style-type: none"> <li>• Form mixed groups for group activities.</li> </ul> <p>3.6 Discuss in pairs how the contents of topics and the delivery of the lesson will develop the core competences.</p> <p><b>Examples 1:</b> <i>Principles and rules of writing a Ghanaian language</i></p> <p><b>Sentence construction (EG):</b></p> <p><i>Group work:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p><b>Example 2:</b> <i>Principles and rules of writing a Ghanaian language (UP)</i></p> <p><b>Types of sentences</b> <i>Group work:</i> (communication and collaboration, critical</p>	
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	<p>thinking and problem solving, cultural identity and global citizenship)  <i>YouTube video:</i> (digital literacy)</p> <p><b>Example 3:</b>  <b><i>Principles and rules of writing a Ghanaian language (JHS)</i></b></p> <p><b>Features of the Ghanaian language curriculum</b></p> <p>Discussion:  (Communication, critical thinking and problem solving, cultural identity and global citizenship)</p> <p>PowerPoint presentation:  (digital literacy)</p> <p><b>Example 4</b>  <b><i>Phonetic and phonology of a Ghanaian language (JHS):</i></b></p> <p><b>Key features of the sound system of a Ghanaian Language</b></p> <p>Discussion:  (communication, critical thinking and problem solving, cultural identity and global citizenship)</p> <p>PowerPoint presentation:  (digital literacy)</p> <p>3.7 Ask tutors to consider the resources in the respective manuals and suggest which and how they may be</p>	<p>thinking and problem solving, cultural identity and global citizenship)  <i>YouTube video:</i> (digital literacy)</p> <p><b>Example 3:</b>  <b><i>Principles and rules of writing a Ghanaian language (JHS)</i></b></p> <p><b>Features of the Ghanaian language curriculum</b></p> <p>Discussion:  (Communication, critical thinking and problem solving, cultural identity and global citizenship)</p> <p>PowerPoint presentation:  (digital literacy)</p> <p><b>Example 4</b>  <b><i>Phonetic and phonology of a Ghanaian language (JHS):</i></b></p> <p><b>Key features of the sound system of a Ghanaian Language</b></p> <p>Discussion:  (communication, critical thinking and problem solving, cultural identity and global citizenship)</p> <p>PowerPoint presentation:  (digital literacy)</p> <p>3.7 In pairs, discuss the resources in the respective manuals and suggest how you may deploy them.</p>	
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	<p>deployed. (These should include ICT tools, inclusive materials, required and additional texts).</p> <p><b>Examples:</b>  <b>Projector</b>  <b>Text books</b>  <b>Phones</b>  <b>Laptop</b></p> <p>3.8 Provide tutors with assistance on how available digital tools may be deployed (PowerPoint – how to prepare presentations; YouTube video – how to find YouTube videos; etc)</p> <p>3.9 using think-pair-share strategies, let tutors deliberate on how the content the delivery of your lesson will develop the core competences and discuss with the larger group</p>	<p>(These should include ICT tools, inclusive materials, required and additional texts)</p> <p><b>Examples:</b>  <b>Projector</b>  <b>Text books</b>  <b>Phones</b></p> <p>3.8 Ask for assistance on how to use the available digital tools (PowerPoint)-how to prepare</p> <p>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.</p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should Identifying critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Ask a tutor to identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session</p> <p>4.2 Ask tutors to indicate any outstanding issues relating to each lesson for discussion</p> <p>4.3 Encourage tutors to read the PD and</p>	<p>4.1 Identify a critical friend to sit in one of the lessons to report in the subsequent PD session.</p> <p>4.2 Indicate any outstanding issues relating to each lesson for discussion.</p> <p>4.3 Read the PD and course manuals in</p>	<b>15 mins</b>

	course manuals in preparation for the next PD session	preparation for the next PD session.	
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## 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*

<p><b>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.</b></p>	<p><b>Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session</b></p>	<p><b>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.</b></p>	<p><b>Time in session</b></p>
<p><b>1. Introduction to the session</b></p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning</li> </ul>	<p>1.1 Use an icebreaker to start of the session: provide it or invite any volunteer(s) to provide one.</p> <p>1.2 Lead tutors to discuss the student-teacher prior knowledge that will facilitate the success of the delivery of the current lessons. <i>(Refer tutors to the RPK section of the course manual RPK).</i></p>	<p>1.1 Listen and respond to an icebreaker, and volunteer one if necessary.</p> <p>1.2 Think and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson.</p>	<p><b>20 mins</b></p>

<p>outcomes and indicators</p> <ul style="list-style-type: none"> <li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <p>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>1.3 Ask tutors to reflect on the introductory section of each lesson and indicate their observations, as well as bring up any outstanding issues for discussion (<b>Questions:</b> What are some of the barriers to the delivery of each lesson? To what extent does the LI match the LO?). <i>(Refer tutors to the introductory section of the course manuals: barriers to lesson delivery, lesson delivery modes and LOs and LIs)</i></p> <p>1.4 Lead an enquiry-based exploration and discussion of the features of the lessons. (<b>Questions:</b> What is the distinctive scope of each lesson? What are the key content areas to be covered in each lesson?). <i>(Refer tutors to lesson description, topic and subtopics)</i></p> <p>Distinctive scope of the lesson</p> <p><b>Example 1:</b> <i>Principles and rules of writing of a Ghanaian language:</i></p> <p>In EG and UP, the lesson introduces student teachers to the appropriate way of writing a paragraph</p>	<p>1.3 Reflect on the introductory section of your respective lessons and indicate your observations and concerns for discussion.</p> <p>1.4 Discuss your perception of the distinctive scope of this lesson with the whole group.</p> <p>Distinctive scope of the lesson</p> <p><b>Example 1:</b> <i>Principles and rules of writing of a Ghanaian language:</i></p> <p>In EG and UP, the lesson introduces student teachers to the appropriate way of writing a paragraph</p>	
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	<p>and the steps involve n writing a good paragraph</p> <p><b>Example 2:</b> <i>Principles and rules of writing a Ghanaian language (JHS)</i></p> <p>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).</p> <p><b>Example 3:</b> <i>Phonetics and phonology of a Ghanaian language (JHS):</i></p> <p><i>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</i></p>	<p>and the steps involve n writing a good paragraph</p> <p><b>Example 2:</b> <i>Principles and rules of writing a Ghanaian language (JHS)</i></p> <p>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).</p> <p><b>Example 3:</b> <i>Phonetics and phonology of a Ghanaian language (JHS):</i></p> <p><i>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</i></p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts</li> </ul>	<p>2.1 Ask tutors to identify and discuss any potential barriers that can impede learning</p> <ul style="list-style-type: none"> <li>○ Possible Barriers to lesson</li> </ul> <p><b>Example 1:</b> Principles and rules of writing a Ghanaian language (EG, UP)</p>	<p>2.1 in pairs, identify and discuss some potential barriers that can impede learning</p> <ul style="list-style-type: none"> <li>○ Possible Barriers to lesson</li> </ul> <p><b>Example 1:</b> Principles and rules of writing a Ghanaian language (EG, UP)</p>	<b>15 mins</b>

<p>or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p>What is a paragraph? In Early grade and Upper primary Student teachers may not know the steps in writing a good paragraph</p> <p><b>Example 2:</b> <i>Principles and rules of writing a Ghanaian language (JHS)</i></p> <p>Factors to consider before selecting a teaching method</p> <p>Student teachers may not know things to consider when choosing a method</p> <p><b>Example 3:</b> Phonetics and Phonology of a Ghanaian Language (JHS)</p> <p>Application of methods of teaching languages</p> <p>Student teacher may not be aware of the factors to consider to select appropriate method for teaching.</p> <p>2.2 Ask tutors to present oral summaries of the major new content to be learnt in their respective lessons:</p> <p><b>Major New Content</b></p> <p><b>Examples 1:</b> <i>Principles and rules of writing of a Ghanaian language – (EG, UP):</i></p>	<p>What is a paragraph? In Early grade and Upper primary Student teachers may not know the steps in writing a good paragraph</p> <p><b>Example 2:</b> <i>Principles and rules of writing a Ghanaian language (JHS)</i></p> <p>Factors to consider before selecting a teaching method</p> <p>Student teachers may not know things to consider when choosing a method</p> <p><b>Example 3:</b> Phonetics and Phonology of a Ghanaian Language (JHS)</p> <p>Application of methods of teaching languages</p> <p>Student teacher may not be aware of the factors to consider to select appropriate method for teaching.</p> <p>2.2 Read and present to the whole group an oral summary of the major new content to be presented in your lesson.</p> <p><b>Major New Content</b></p> <p><b>Examples 1:</b> <i>Principles and rules of writing of a Ghanaian language – (EG,UP):</i></p>	
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	<p><i>Paragraph writing</i></p> <p><i>The lesson will teach student teachers the appropriate ways and steps of writing a good paragraph in Early grade and Upper primary</i></p> <p><b>Example 2</b> <b>Principles and rules of writing of a Ghanaian language – (JHS):</b></p> <p>Methods of teaching Principles &amp; Rules of a Ghanaian Language</p> <p>The lesson will expose student teachers to the various methods of teaching taking in to consideration the learners’ background</p> <p><b>Example 3</b> Phonetics and phonology of a Ghanaian language – (JHS)</p> <ul style="list-style-type: none"> <li>• Concept of methods of teaching language and the types</li> <li>• 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</li> </ul>	<p><i>Paragraph writing</i></p> <p><i>The lesson will teach student teachers the appropriate ways and steps of writing a good paragraph in Early grade and Upper primary</i></p> <p><b>Example 2</b> <b>Principles and rules of writing of a Ghanaian language – (JHS):</b></p> <p>Methods of teaching Principles &amp; Rules of a Ghanaian Language</p> <p>The lesson will expose student teachers to the various methods of teaching taking in to consideration the learners’ background</p> <p><b>Example 3</b> Phonetics and phonology of a Ghanaian language – (JHS)</p> <ul style="list-style-type: none"> <li>• Concept of methods of teaching language and the types</li> <li>• 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</li> </ul>	
<b>3. Planning for teaching, learning and assessment activities for the lesson/s</b>	3.1 Ask tutors to read the teaching and learning activities proposed for the respective lessons	3.1 Read the teaching and learning activities proposed for the respective lessons and	<b>40 mins</b>

<ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> </ul> </li> <li>• Tutors should be expected to have a plan for the next</li> </ul>	<p>and subject them to a critical discussion.</p> <p><b>Examples of Teaching and Learning Activities</b></p> <p><b>Example 1:</b> <i>Principles and rules of teaching a Ghanaian language (EG)</i></p> <ul style="list-style-type: none"> <li>▪ Questioning</li> <li>▪ Discussion</li> <li>▪ Group presentation</li> </ul> <p><b>Example 2:</b> <i>Principles and rules of teaching a Ghanaian language (UP)</i></p> <ul style="list-style-type: none"> <li>▪ Questions and answers</li> <li>▪ Discussions</li> <li>▪ Group work</li> </ul> <p><b>Example 3:</b> Principles and rules of teaching a Ghanaian language (JHS)</p> <ul style="list-style-type: none"> <li>▪ Practical activities</li> <li>▪ Group work</li> <li>▪ Discussion and presentation</li> </ul> <p><b>Example 4:</b> Phonetics and phonology of a Ghanaian language (JHS)</p> <ul style="list-style-type: none"> <li>▪ Practical activities</li> <li>▪ Discussions and presentation</li> <li>▪ Group work</li> </ul>	<p>subject them to a critical discussion</p> <p><b>Examples of Teaching and Learning Activities</b></p> <p><b>Example 1:</b> <i>Principles and rules of teaching a Ghanaian language (EG)</i></p> <ul style="list-style-type: none"> <li>▪ Questioning</li> <li>▪ Discussion</li> </ul> <p><b>Example 2:</b> <i>Principles and rules of teaching a Ghanaian language (UP)</i></p> <ul style="list-style-type: none"> <li>▪ Discussions</li> <li>▪ Group work</li> </ul> <p><b>Example 3:</b> Principles and rules of teaching a Ghanaian language (JHS)</p> <ul style="list-style-type: none"> <li>▪ Practical activities</li> <li>▪ Group work</li> </ul> <p><b>Example 4:</b> Phonetics and phonology of a Ghanaian language (JHS)</p> <ul style="list-style-type: none"> <li>▪ Practical activities</li> <li>▪ Discussions and presentation</li> </ul>	
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<p>lesson for student teachers</p>	<p>3.2 Give each tutor an opportunity to 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</p> <p>3.3 Ask tutors to identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.</p> <p>3.4 Ask tutors to indicate how they will use ICT in the lesson.</p> <p><b>Examples 1:</b> <i>Principles and rules of writing of a Ghanaian language –(EG)</i> <i>Developing a paragraph</i></p> <ul style="list-style-type: none"> <li>• Make PowerPoint presentation on steps involve in writing paragraph</li> <li>• Show a YouTube video of a teacher teaching paragraph development</li> </ul> <p><b>Example 2:</b> <i>Principles and rules of writing of a Ghanaian language – (UP)</i> <i>Developing paragraph</i></p>	<p>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.</p> <p>3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.</p> <p>3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.</p> <p><b>Examples 1:</b> <i>Principles and rules of writing of a Ghanaian language –(EG)</i> <i>Developing a paragraph</i></p> <ul style="list-style-type: none"> <li>• Make PowerPoint presentation on steps involve in writing paragraph</li> </ul> <p><b>Example 2:</b> <i>Principles and rules of writing of a Ghanaian language – (UP)</i> <i>Developing paragraph</i></p>	
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	<ul style="list-style-type: none"> <li>• Show a YouTube video of how to develop a paragraph</li> <li>• Project to the participants the steps involve in paragraph writing</li> </ul> <p><b>Example 3:</b> <i>Principles and rules of writing of a Ghanaian language – Letters of the alphabet and speech sounds (JHS):</i></p> <ul style="list-style-type: none"> <li>• Show a YouTube video on the steps involve in paragraph writing</li> </ul> <p><b>Example 4:</b> <i>Phonetics and phonology of a Ghanaian language – (JHS)</i></p> <p>Application of methods of teaching languages</p> <ul style="list-style-type: none"> <li>• Show a YouTube video that presents a teacher applying some methods in teaching a language.</li> <li>• Make PowerPoint presentation</li> </ul> <p>3.5 Let tutors suggest the various ways in which they will make the lesson GESI responsive</p> <p><b>Examples 1:</b> <i>Principles and rules of writing of a Ghanaian language – (EG):</i></p> <p><i>What is a paragraph</i></p> <ul style="list-style-type: none"> <li>• Form mixed groups for group activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Project to the participants the steps involve in paragraph writing</li> </ul> <p><b>Example 3:</b> <i>Principles and rules of writing of a Ghanaian language – Letters of the alphabet and speech sounds (JHS):</i></p> <ul style="list-style-type: none"> <li>• Show a YouTube video on the steps involve in paragraph writing</li> </ul> <p><b>Example 4:</b> <i>Phonetics and phonology of a Ghanaian language – (JHS)</i></p> <p>Application of methods of teaching languages</p> <ul style="list-style-type: none"> <li>• Make PowerPoint presentation</li> </ul> <p>3.5 Suggest the various ways in which you will make the lesson GESI responsive</p> <p><b>Examples 1:</b> <i>Principles and rules of writing of a Ghanaian language – (EG):</i></p> <p><i>What is a paragraph</i></p> <ul style="list-style-type: none"> <li>• Form mixed groups for group activities.</li> </ul>	
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	<p><b>Example 2:</b> <i>Principles and rules of writing of a Ghanaian language – (UP):</i></p> <p><i>Developing a paragraph</i></p> <ul style="list-style-type: none"> <li>• Select a YouTube video that shows a person with different ability (person living with disability) teaching at UP level.</li> <li>• Form mixed groups for group activities.</li> </ul> <p><b>Example 3:</b> <i>Principles and rules of writing of a Ghanaian language – (JHS):</i></p> <p>Factors to consider before select a teaching method</p> <ul style="list-style-type: none"> <li>• Select a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels.</li> <li>• Form mixed groups for group activities.</li> </ul> <p><b>Example 4:</b> <i>Phonetics and phonology of a Ghanaian language –(JHS):</i></p> <p>Application of methods of teaching languages</p> <ul style="list-style-type: none"> <li>• Select a YouTube video that shows a female teacher teaching a language.</li> <li>• Form mixed groups for group activities.</li> </ul>	<p><b>Example 2:</b> <i>Principles and rules of writing of a Ghanaian language – (UP):</i></p> <p><i>Developing a paragraph</i></p> <ul style="list-style-type: none"> <li>• Select a YouTube video that shows a person with different ability (person living with disability) teaching at UP level.</li> </ul> <p><b>Example 3:</b> <i>Principles and rules of writing of a Ghanaian language – (JHS):</i></p> <p>Factors to consider before select a teaching method</p> <ul style="list-style-type: none"> <li>• Form mixed groups for group activities.</li> </ul> <p><b>Example 4:</b> <i>Phonetics and phonology of a Ghanaian language –(JHS):</i></p> <p>Application of methods of teaching languages</p> <ul style="list-style-type: none"> <li>• Select a YouTube video that shows a female teacher teaching a language.</li> </ul>	
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	<p>3.6 Put tutors in mixed pairs to deliberate on how the contents of topics and the delivery of their lessons will develop the core competences.</p> <p><b>Examples 1: Developing a paragraph (EG):</b> <i>Group work:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p><b>Example2: Developing a paragraph (UP):</b> <i>Group work:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p><b>Example 3: Methods of teaching languages (JHS):</b> <i>Discussions:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p>	<p>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.</p> <p><b>Examples 1: Developing a paragraph (EG):</b> <i>Group work:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p><b>Example2: Developing a paragraph (UP):</b> <i>Group work:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p><b>Example 3: Methods of teaching languages (JHS):</b> <i>Discussions:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p>	
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	<p><b>Example 4:</b> Phonetics and phonology of a Ghanaian language (JHS)</p> <p><b>Application of methods of teaching a language</b> <i>Group work:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p>3.7 Ask tutors to 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). (<i>Refer tutors to section 1.7 of Session One (1) for examples of subject projects and subject portfolios</i>)</p> <p>3.8 Ask tutors to consider the resources in the respective manuals and suggest which and how they may be deployed. (<i>These should include ICT tools, inclusive materials, required and additional texts</i>).</p> <p>3.9 Provide tutors with assistance on how available digital tools</p>	<p><b>Example 4:</b> Phonetics and phonology of a Ghanaian language (JHS)</p> <p><b>Application of methods of teaching a language</b> <i>Group work:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p>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)</p> <p>3.8 Consider the resources in the respective manuals and suggest which and how they may be deployed. (<i>These should include ICT tools, inclusive materials, required and additional texts</i>).</p> <p>3.9 Ask for assistance regarding how available digital tools</p>	
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	may be deployed (PowerPoint – how to prepare presentations; YouTube video – how to find YouTube videos; etc)	may be deployed (PowerPoint, YouTube video, etc.)	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Tutors should identify critical friends to observe lessons and report at next session.</li> <li>• Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Ask a tutor to identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session</p> <p>4.2 Ask tutors to indicate any outstanding issues relating to each lesson for discussion</p> <p>4.3 Encourage tutors to read the PD and course manuals in preparation for the next PD session</p>	<p>4.1 Identify a critical friend to sit in one of their lessons to report in the subsequent PD session.</p> <p>4.2 Indicate any outstanding issues relating to each lesson for discussion.</p> <p>4.3 Read the PD and course manuals in preparation for the next PD session.</p>	<b>15 mins</b>

Age Levels/s: EG, UP and JHS Name of Subject/s: 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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<p><b>1. Introduction to the session</b></p> <ul style="list-style-type: none"> <li>• Review prior learning</li> <li>• A critical friend to share findings for a short discussion and lessons learned</li> <li>• Reading and discussion of the introductory sections of the lesson up to and including learning</li> </ul>	<p>1.1 Use an icebreaker to start of the session: provide it or invite any volunteer(s) to provide one.</p> <p>1.2 Lead tutors to discuss the student-teacher prior knowledge that will facilitate the success of the delivery of the current lessons. <i>(Refer tutors to the RPK section of the course manual RPK).</i></p>	<p>1.1 Listen and respond to an icebreaker, and volunteer one if necessary.</p> <p>1.2 Think and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson.</p>	<p><b>20 mins</b></p>

<p>outcomes and indicators</p> <ul style="list-style-type: none"> <li>• Overview of content and identification of any distinctive aspects of the lesson/s,</li> </ul> <p>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson.</p> <p>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</p>	<p>1.3 Ask tutors to reflect on the introductory section of each lesson and indicate their observations, as well as bring up any outstanding issues for discussion (<b>Questions:</b> What are some of the barriers to the delivery of each lesson? To what extent does the LI match the LO?). <i>(Refer tutors to the introductory section of the course manuals: barriers to lesson delivery, lesson delivery modes and LOs and LIs)</i></p> <p>1.4 Lead an enquiry-based exploration and discussion of the features of the lessons. (<b>Questions:</b> What is the distinctive scope of each lesson? What are the key content areas to be covered in each lesson?). <i>(Refer tutors to lesson description, topic and subtopics)</i></p> <p>Distinctive scope <b>Example 1:</b> <i>Principles and rules of writing of a Ghanaian language (EG):</i></p> <p>Vowel harmony This lesson teaches student teachers to vowel harmony and its constraints</p>	<p>1.3 Reflect on the introductory section of your respective lessons and indicate your observations and concerns for discussion.</p> <p>1.4 Discuss your perception of the distinctive scope of this lesson with the whole group.</p> <p>Distinctive scope <b>Example 1:</b> <i>Principles and rules of writing of a Ghanaian language (EG):</i></p> <p>Vowel harmony This lesson teaches student teachers to vowel harmony and its constraints</p>	
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	<p><b>Example 2:</b> <i>Principles and rules of writing of a Ghanaian language (UP)</i> Vowel Harmony</p> <p>This lesson exposes student teacher to the selection of vowels</p> <p><b>Example 3:</b> <i>Principles and rules of writing of a Ghanaian language (JHS)</i> Vowel Harmony</p> <p>This lesson exposes student teacher to the selection of vowels</p> <p><b>Example 4:</b> Phonetics and Phonology of a Ghanaian language (JHS) Language lesson plan preparation</p> <p>This lesson introduces student teachers to lesson plan preparation and also teaches them factors to consider before preparation to teach</p> <p>1.5 Ask tutors to anticipate and discuss barriers that may impede success of the lesson</p> <p><b>Possible Barriers</b> <b>Example 1;</b> Principles and rules of writing a Ghanaian language (EG)</p>	<p><b>Example 2:</b> <i>Principles and rules of writing of a Ghanaian language (UP)</i> Vowel Harmony</p> <p>This lesson exposes student teacher to the selection of vowels</p> <p><b>Example 3:</b> <i>Principles and rules of writing of a Ghanaian language (JHS)</i> Vowel Harmony</p> <p>This lesson exposes student teacher to the selection of vowels</p> <p><b>Example 4:</b> Phonetics and Phonology of a Ghanaian language (JHS) Language lesson plan preparation</p> <p>This lesson introduces student teachers to lesson plan preparation and also teaches them factors to consider before preparation to teach a language lesson</p> <p>1.5 Discuss with the group some of the factors you anticipate may constitute challenges that will impede the success of the lesson</p> <p><b>Possible Barriers</b> <b>Example 1;</b> Principles and rules of writing a Ghanaian language (EG)</p>	
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	<p><b>Vowel Harmony</b> Student teachers might not be aware of how the selection of vowels is made in a word</p> <p><b>Example 2:</b> Principles and rules of writing a Ghanaian language (UP)</p> <p><b>Vowel Harmony</b> Student teachers might not be aware of how selection of vowels is made in a word</p> <p><b>Examples 3:</b> Principles and rules writings a Ghanaian language (JHS) <b>language lesson plan preparation</b></p> <p>Student teacher may not be able to tell the steps and factors to consider when preparing a lesson</p> <p><b>Example 4:</b> Phonetics and phonology of a Ghanaian language (JHS)</p> <p>Preparation of a sound system lesson plan Student teacher may not have seen a lesson plan before</p>	<p><b>Vowel Harmony</b> Student teachers might not be aware of how the selection of vowels is made in a word</p> <p><b>Example 2:</b> Principles and rules of writing a Ghanaian language (UP)</p> <p><b>Vowel Harmony</b> Student teachers might not be aware of how selection of vowels is made in a word</p> <p><b>Examples 3:</b> Principles and rules writings a Ghanaian language (JHS) <b>language lesson plan preparation</b></p> <p>Student teacher may not be able to tell the steps and factors to consider when preparing a lesson</p> <p><b>Example 4:</b> Phonetics and phonology of a Ghanaian language (JHS)</p> <p>Preparation of a sound system lesson plan Student teacher may not have seen a lesson plan before</p>	
<p><b>2. Concept Development (New learning likely to arise in lesson/s):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of new learning, potential</li> </ul>	<p>2.1 Ask tutors to present oral summaries of the major new content and potential barriers of the lessons:</p> <ul style="list-style-type: none"> <li>○ <b>New concept</b></li> </ul>	<p>2.1 Read and present to the whole group an oral summary of the major new content to be presented in your lesson: concepts</p> <ul style="list-style-type: none"> <li>○ <b>New concept</b></li> </ul>	<b>15 mins</b>

<p>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</p> <p>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</p>	<p><b>Example 1:</b> <i>Principles and rules of writing of a Ghanaian language –(EG):</i> vowel harmony</p> <p><i>This lesson exposes student teachers to vowel harmony and its constraints</i></p> <p><b>Example 2:</b> <i>Principles and rules of writing of a Ghanaian language –(UP):</i> Vowel harmony</p> <p><i>The lesson teaches student teachers to vowel harmony and its constraints</i></p> <p><b>Example 3:</b> <i>Principles and rules of writing of a Ghanaian language – (JHS)</i> Language lesson plan preparation</p> <p><i>The lesson introduces student teachers to factors to consider when preparing a language lesson plan</i></p> <p>Example 4: <b><i>Phonetics and phonology of a Ghanaian language – (JHS)</i></b> <i>Preparation of a sound system lesson plan.</i></p> <ul style="list-style-type: none"> <li>• This lesson equips student teachers with the knowledge and skills to prepare a lesson plan to teach</li> </ul>	<p><b>Example 1:</b> <i>Principles and rules of writing of a Ghanaian language –(EG):</i> vowel harmony</p> <p><i>This lesson exposes student teachers to vowel harmony and its constraints</i></p> <p><b>Example 2:</b> <i>Principles and rules of writing of a Ghanaian language –(UP):</i> Vowel harmony</p> <p><i>The lesson teaches student teachers to vowel harmony and its constraints</i></p> <p><b>Example 3:</b> <i>Principles and rules of writing of a Ghanaian language – (JHS)</i> Language lesson plan preparation</p> <p><i>The lesson introduces student teachers to factors to consider when preparing a language lesson plan</i></p> <p>Example 4: <b><i>Phonetics and phonology of a Ghanaian language – (JHS)</i></b> <i>Preparation of a sound system lesson plan.</i></p> <ul style="list-style-type: none"> <li>• This lesson equips student teachers with the knowledge and skills to prepare a lesson plan to teach</li> </ul>	
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	the sound system in a Ghanaian language	the sound system in a Ghanaian language	
<p><b>3. Planning for teaching, learning and assessment activities for the lesson/s</b></p> <ul style="list-style-type: none"> <li>• Reading and discussion of the teaching and learning activities</li> <li>• Noting and addressing areas where tutors may require clarification</li> <li>• Noting opportunities for making links to the Basic School Curriculum</li> <li>• Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> <li>• Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning</li> <li>• Resources: <ul style="list-style-type: none"> <li>○ links to the existing PD Themes, for example, action</li> </ul> </li> </ul>	<p>3.1 Ask tutors to read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion.</p> <p><b>Examples of proposed teaching and learning activities</b></p> <p>Principles and rules of writing a Ghanaian language (EG)</p> <p>Vowel harmony</p> <ul style="list-style-type: none"> <li>▪ Brainstorming</li> <li>▪ Discussion</li> <li>▪ Group work</li> </ul> <p><b>Example 2:</b> <i>Principles and rules of writing a Ghanaian language (UP)</i></p> <p>Vowel harmony</p> <ul style="list-style-type: none"> <li>▪ Brainstorming</li> <li>▪ Group work</li> <li>▪ Discussion</li> </ul> <p><b>Example 3:</b> <i>Principles and rules of writing a Ghanaian language (JHS)</i></p> <ul style="list-style-type: none"> <li>▪ Class discussion</li> <li>▪ Practical activities</li> <li>▪ Questions and answer</li> </ul> <p><b>Example 4:</b> <i>Phonetics and phonology of a Ghanaian language (JHS)</i></p>	<p>3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion</p> <p><b>Examples of proposed teaching and learning activities</b></p> <p>Principles and rules of writing a Ghanaian language (EG)</p> <p>Vowel harmony</p> <ul style="list-style-type: none"> <li>▪ Brainstorming</li> <li>▪ Discussion</li> </ul> <p><b>Example 2:</b> <i>Principles and rules of writing a Ghanaian language (UP)</i></p> <ul style="list-style-type: none"> <li>▪ Group work</li> <li>▪ Discussion</li> </ul> <p><b>Example 3:</b> <i>Principles and rules of writing a Ghanaian language (JHS)</i></p> <ul style="list-style-type: none"> <li>▪ Class discussion</li> <li>▪ Practical activities</li> </ul> <p><b>Example 4:</b> <i>Phonetics and phonology of a Ghanaian language (JHS)</i></p>	<p><b>40 mins</b></p>

<p>research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</p> <ul style="list-style-type: none"> <li>○ guidance on any power point presentations, TLM or other resources which need to be developed to support learning</li> <li>● Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<p>Preparation of a sound system lesson plan</p> <ul style="list-style-type: none"> <li>▪ Class discussion</li> <li>▪ Individual exercise</li> <li>▪ Group presentation</li> </ul> <p>3.2 Give each tutor an opportunity to 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</p> <p>3.3 Ask tutors to identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.</p> <p>3.4 Ask tutors to indicate how they will use ICT in the lesson.</p> <p><b>Examples 1:</b> <b><i>Principles and rules of writing of a Ghanaian language-(EG):</i></b> <b><i>Vowel Harmony</i></b></p> <ul style="list-style-type: none"> <li>● Make PowerPoint presentation on vowel harmony</li> <li>● Show a video of vowel harmony on YouTube</li> </ul> <p><b>Example 2:</b> <b><i>Principles and rules of writing of a Ghanaian language –(UP)</i></b> <b><i>Vowel harmony</i></b></p>	<p>Preparation of a sound system lesson plan</p> <ul style="list-style-type: none"> <li>▪ Class discussion</li> <li>▪ Individual exercise</li> </ul> <p>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.</p> <p>3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.</p> <p>3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.</p> <p><b>Examples 1:</b> <b><i>Principles and rules of writing of a Ghanaian language-(EG) :</i></b> <b><i>Vowel Harmony</i></b></p> <ul style="list-style-type: none"> <li>● Make PowerPoint presentation on vowel harmony</li> </ul> <p><b>Example 2:</b> <b><i>Principles and rules of writing of a Ghanaian language –(UP)</i></b> <b><i>Vowel harmony</i></b></p>	
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	<ul style="list-style-type: none"> <li>• Show a video from YouTube on vowel harmony</li> <li>• Make PowerPoint presentation on vowel harmony</li> </ul> <p><b>Example 3:</b> <i>Principles and rules of writing of a Ghanaian language –(JHS)</i> Language lesson plan preparation</p> <ul style="list-style-type: none"> <li>• Project samples lesson plan to students.</li> </ul> <p><b>Example 4:</b> Phonetics and phonology of a Ghanaian language – (JHS): Component of a language lesson plan</p> <ul style="list-style-type: none"> <li>• Project some components of a language lesson plan</li> <li>• Make PowerPoint presentation</li> </ul> <p>3.5 Let tutors suggest the various ways in which they will make the lesson GESI responsive</p> <p><b>Examples:</b> <i>Principles and rules of writing of a Ghanaian language – (EG):</i> <b>Vowel harmony</b></p> <ul style="list-style-type: none"> <li>• Select a YouTube video that shows a male teacher teaching an EG class.</li> <li>• Form mixed groups for group activities.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Show a video from YouTube on vowel harmony</li> </ul> <p><b>Example 3:</b> <i>Principles and rules of writing of a Ghanaian language –(JHS)</i> Language lesson plan preparation</p> <ul style="list-style-type: none"> <li>• Project samples of lesson plan to students</li> </ul> <p><b>Example 4:</b> Phonetics and phonology of a Ghanaian language – (JHS): Component of a language lesson plan</p> <ul style="list-style-type: none"> <li>• Make PowerPoint presentation</li> </ul> <p>3.5 Suggest various ways in which the lesson can be GESI responsive</p> <p><b>Examples:</b> <i>Principles and rules of writing of a Ghanaian language – (EG):</i> <b>Vowel harmony</b></p> <p>Select a YouTube video that shows a male teacher teaching an EG class</p>	
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	<p><b>Example 2</b> <i>Principles and rules of writing of a Ghanaian language – (UP):</i></p> <p><b>Vowel harmony</b></p> <ul style="list-style-type: none"> <li>• Select a YouTube video that shows a person with different ability (person living with disability) teaching at UP level.</li> <li>• Form mixed groups for group activities.</li> </ul> <p><b>Example3</b> <i>Principles and rules of writing of a Ghanaian language –(JHS)</i></p> <p><i>Component of a language lesson plan</i></p> <ul style="list-style-type: none"> <li>• Form mixed groups for group activities.</li> </ul> <p><b>Example 4</b> <i>Phonetics and phonology of a Ghanaian language – (JHS)</i></p> <p>Factors to consider when designing a sound system plan</p> <ul style="list-style-type: none"> <li>• Select a YouTube video that shows a female and a male teacher teaching a sound system lesson plan</li> <li>• Form mixed groups for group activities.</li> </ul> <p>3.6 Put tutors in mixed pairs to deliberate on how the contents of</p>	<p><b>Example 2</b> <i>Principles and rules of writing of a Ghanaian language – (UP):</i></p> <p><b>Vowel harmony</b></p> <ul style="list-style-type: none"> <li>• Form mixed groups for group activities.</li> </ul> <p><b>Example3</b> <i>Principles and rules of writing of a Ghanaian language –(JHS)</i></p> <p><i>Component of a language lesson plan</i></p> <ul style="list-style-type: none"> <li>• Form mixed groups for group activities.</li> </ul> <p><b>Example 4</b> <i>Phonetics and phonology of a Ghanaian language – (JHS)</i></p> <p>Factors to consider when designing a sound system plan</p> <ul style="list-style-type: none"> <li>• Form mixed groups for group activities.</li> </ul> <p>3.6 In mixed pairs (male-female, able-disable), deliberate on how the</p>	
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	<p>topics and the delivery of their lessons will develop the core competences.</p> <p><b>Examples 1</b> <b><i>Principle and rules of writing a Ghanaian language- (EG)</i></b></p> <p><b>Vowel Harmony</b> <i>Group work:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p><b>Example 2</b> <b><i>Principles and rules of writing a Ghanaian language (UP)</i></b></p> <p>Vowel harmony Discussions: (communication, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p><b>Example 3</b> <b><i>Principles and rules of writing a Ghanaian language (JHS)</i></b></p> <p>Component of a language lesson plan</p> <p><i>Group work:</i> (communication and collaboration, critical</p>	<p>contents and the delivery of your lessons will develop the core competences and share it with the larger group.</p> <p><b>Examples 1</b> <b><i>Principle and rules of writing a Ghanaian language- (EG)</i></b></p> <p><b>Vowel Harmony</b> <i>Group work:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p><b>Example 2</b> <b><i>Principles and rules of writing a Ghanaian language (UP)</i></b></p> <p>Vowel harmony Discussions: (communication, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p><b>Example 3</b> <b><i>Principles and rules of writing a Ghanaian language (JHS)</i></b></p> <p>Component of a language lesson plan</p> <p><i>Group work:</i> (communication and collaboration, critical</p>	
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	<p>thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p><b>Example:4</b> <b><i>Preparation of a sound system lesson plan (JHS):</i></b> <i>Group work:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p>3.7 Ask tutors to 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). <i>(Refer tutors to section 1.7 of Session One (1) for examples of subject projects and subject portfolios)</i></p> <p>3.8 Ask tutors to consider the resources in the respective manuals and suggest which and how they may be deployed. <i>(These should include ICT tools, inclusive materials, required and additional texts).</i></p> <p>3.9 Provide tutors with assistance on how</p>	<p>thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p><b>Example:4</b> <b><i>Preparation of a sound system lesson plan (JHS):</i></b> <i>Group work:</i> (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video:</i> (digital literacy)</p> <p>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)</p> <p>3.8 Consider the resources in the respective manuals and suggest which and how they may be deployed. <i>(These should include ICT tools, inclusive materials, required and additional texts).</i></p> <p>3.9 Ask for assistance regarding how</p>	
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	available digital tools may be deployed (PowerPoint – how to prepare presentations; YouTube video – how to find YouTube videos; etc)	available digital tools may be deployed (PowerPoint, YouTube video, etc.)	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>Tutors should identify critical friends to observe lessons and report at next session.</li> <li>Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<p>4.1 Ask a tutor to identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session</p> <p>4.2 Ask tutors to indicate any outstanding issues relating to each lesson for discussion</p> <p>4.3 Encourage tutors to read the PD and course manuals in preparation for the next PD session</p>	<p>4.1 Identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session.</p> <p>4.2 Indicate any outstanding issues relating to each lesson for discussion.</p> <p>4.3 Read the PD and course manuals in preparation for the next PD session.</p>	<b>15 mins</b>

## Appendix 1

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

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

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

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

## Appendix 2. Course Assessment Components briefly

COMPONENT	SUBJECT PROJECT 1 per course per semester, individual or collaborative student teacher work.	SUBJECT PORTFOLIO 1 per course per semester, individual or collaborative student teacher work.
WHAT IS IT?	<p><b>The Subject project</b> is an assignment designed to enable student teachers to demonstrate achieving one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of: the Basic School Curriculum, GESI responsiveness, using ICT mand 21stC skills</p>	<p><b>The Subject Portfolio</b> is the deliberate collection of student teachers' work that has been selected and organized for a particular subject to show student teacher's learning and progress to achieving the CLOs through examples of his or her best work.</p>
CONSTITUENTS	<p><b>Introduction:</b> a clear statement of aim and purpose  <b>Methodology:</b> what the student teacher has done and why to achieve the aim and purpose of the project  <b>Substantive or main section:</b> Presentation of any artifacts, experiments, TLMs created for the project; presentation, analysis, and interpretation of what has been done, learned, or found out in relation to focus of the project.  <b>Conclusion:</b> Statement of the key outcomes of the project; reflection on what the student teacher has learnt</p>	<p><b>3 items of work produced during the semester selected by student teachers with tutor support</b> during the semester as best examples of their progress and 200-word reflection on the items*  <b>Or 2 items of work and A mid semester assessment:</b> 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</p>
WEIGHT	<p><b>Overall weighting of project = 30%</b>  <b>Weighting of individual parts of project out of 100</b></p> <ul style="list-style-type: none"> <li>• Introduction – 10</li> <li>• Methodology – 20</li> <li>• Substantive section – 40</li> <li>• Conclusion – 30</li> </ul>	<p><b>Overall weighting of project = 30%</b>  <b>Weighting of individual parts of portfolio out of 100</b>  i(a). Each of the three (3) items selected by the student teacher is 30 % (90%).  i(b) Presentation and organisation of portfolio 10%.  <b>OR</b>  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%</p>

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