# 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)

		<u></u>	-
Focus: the bullet	Guidance notes on Leading	Guidance Notes on Tutor	Time in
points provide the	the session. What the	Activity during the PD	session
frame for what is to	SL/HoDs will have to say	Session. What PD Session	
be done in the	during each stage of the	participants (Tutors) will	
session. The SWL	session	do during each stage of	
should use the bullets		the session.	
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.			
1.0 Introduction to	11 Task tutors to	1.1 Read and discuss the	20 mins
GESI	individually read the	introduction to (to	
	introduction (to GESI)	GESI) and the learning	
	and learning outcomes	outcomes below and	
	below and invite	provide your opinion	
	opinions from both male	on same.	
	and female tutors and		
	those with special needs		
	where applicable.		
	Introduction to GESE	Introduction to GESI:	
	a. Purpose of GESI in the	<ul> <li>Burpose of GESI in the specialisms</li> </ul>	
	specialisms		
	Communities all over the	Communities all over the world consist of diverse	
	world consist of diverse	individuals and social	
	individuals and social		
	groupings that have	groupings that have	
	different needs, strengths,	different needs, strengths,	
	opportunities, and concerns as a result of differences in	opportunities, and	
		concerns as a result of	
	culture, gender, abilities,	differences in culture,	
	economic and social status.	gender, abilities,	
	As teacher educators, it is	economic and social	
1	important to understand	status. As teacher	

## Tutor PD Session for Lesson 001 in the Course Manual

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 dear 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.

#### Drerview of GESI and related concepts

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 dassroom and in the College\_

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.

#### Derview of GESI and related concepts

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c. Session learning	c. Session learning
outcomes	outcomes
By the end of this session,	By the end of this session,
tutors will be able to	you will be able to
i. demonstrate	i. demonstrate
understanding of	understanding of
the concept GESI	the concept GESI
and related issues.	and related issues.
ii. apply these	ii. apply these
concepts in their	concepts in your
teaching and	teaching and
general practices.	general practices.
iii. support student	iii. support student
teachers to	teachers to
understand GESI	understand GESI
issues and how to	issues and how to
apply them during	apply them during
STS.	STS.
1.2 Task tutors to identify	1.2 Identify what the
what the acronym GESI	acronym GESI stands
stands for and explain	for and explain what it
what it means.	means.
Gender, Equality and Social	
Inclusion 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.	
1.3 Using talk for learning	1.3 In your subject groups,
strategies (concept	explain any <u>two</u>
cartoons, storytelling,	<u>concepts</u> related to
role play discussion etc),	GESI. (you may use
ask tutors in their	your phones/laptops to
subject groups to	search for how each
explain any <u>two</u>	concept is related to
concepts related to	education from
GESL Allow tutors to use	www.google.com
their phones/laptops to	Adapt differentiated
search for how each	approaches to explain
concept is related to education.	concepts (sketches, role
	play, story etc).
www.google.com	I I

<b></b>		<b>1</b>
	Allow tutors to explain	
	concepts using	
	differentiated approaches	
	(sketches, role play, story	
	etc).	
	Employ a creative	
	approach, such as quizzes	
	to capture attention.	
	-	
	Gender is the relationship	
	between men and women	
	and the roles and	
	responsibilities they have in	
	the society. Example in	
	<i>,</i> ,	
	Ghana it is socially accepted that conking is the rate of	
	that cooking is the role of	
	women and providing	
	upkeeping money for the	
	family is the role of men.	
	Equality 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.	
	Equity 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.	
	Inclusion is the process of	
	valuing all individuals and	
	leveraging their diverse	
	talent, not in spite of their	
	differences, but because of	
	their differences. Ecample	
	Ensuring that all students	
	(boys, girls and SEN) are	
	given equal opportunities	

<b></b>	A		
	to participate in the		
	classroom.)		
	Gender Equality is a state		
	where males and females		
	have equal rights, life		
	prospects and opportunities		
	to shape their own lives and		
	contribute to society.		
	Social inclusion is the		
	process of improving the		
	terms of participation for		
	people who are		
	disadvantaged, through		
	enhancing opportunities		
	and access to resources.		
	1.2 Ask tutors to reflect on	1.2 Reflect on your	
	their understanding of CESI and justify the need	understanding of GESI	
	GESI and justify the need for GESI in education.	and justify its	
	TOP GEST IN COLLAUDEL	importance in	
		education.	
	For instance, the classroom		
	and school environment		
	have been skewed in ways		
	that condone gender bias		
	and promote exclusion.		
	Example 1: Male characters		
	are often represented than		
	females in TLMs and		
	textbooks.		
	Eg. 2 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.		
	Refer to Appendix 1.		
2. Identification and	2.1 Through questioning	2.1 identify and discuss	15 mins
discussion of new	ask tutors to identify	how the new GESI	
learning	and discuss how each	concepts you have	
	new GESI concept they	acquired could be	
	have acquired could be	useful in your teaching	
		and general school life.	

		· · · · · · ·	
	useful in their teaching		
	and general school life.		
	Eg. o) Inclusion: mix		
	ability/gender grouping;		
	involving all categories of		
	learners in every activity.		
	Eg. b) Equity: provide		
	support and resources in		
	fine with the needs of each		
	learner.		
	N/B: Encourage tutors to		
	support student teachers		
	identify how each concept		
	could be used during STS.		
	2.2 Using think-pair-share	2.2 Reflect individually,	
	ask tutors to identify	share with a colleague	
	possible barriers to	and then the entire	
	learning GESI for student	group possible barriers	
	teachers and how to	to learning GESI for	
	address them.	student teachers and	
		how to address them.	
Potential barriers to			
learning for student	Examples may include:	Examples may include:	
teachers	Misconceptions: those	Miscouceptions: these	
	certain roles are for specific	certain roles are for	
	gender, boys are brave and	specific gender, boys are	
	can dissect a rabbit and	brave and can dissect a	
	gives are good cooks than	rabbit and girls are good	
	boys. This can be addressed	cooks than boys. This can	
	by citing instances where	be addressed by citing	
	girls demonstrate bravery	instances where girls	
	and boys have been better	demonstrate bravery and	
	analis.	bays have been better	
		cooks.	
	<b>.</b>		
	Negative attitudes: the	Negative attitudes: the	
	perception that persons	perception that persons	
	with SEN are low achievers.	with SEN are low	
	Address this by giving	ochievers. Address this by	
	examples of persons with	giving examples of persons	
	SEN who have excelled in	with SEN who have	
	various aspects of life	excelled in various aspects	
	(Hellen Keller, Professor	of life (Hellen Keller,	
	Danoah)	Professor Danaah)	
	<b>_</b>		

		<b></b>	
	(Tutors may share their	(Tutors may share their	
	experience of unfair	experience of unfair	
	treatment/unconscious	treatment/unconscious	
	biases that constitute	biases that constitute	
	barriers to GESI).	barriers to GESI).	
3.0 Planning for	3.1 Using talk for learning	3.1 Identify and discuss	30 mins
teaching, learning	(small group discussion,	GESI responsive	
and assessment	plenary discussion)	practices that support	
activities for the	guide tutors to identify	in creating GESI	
lesson/s	and discuss GESI	friendly school and	
-	responsive practices that	classroom	
	support in creating GESI	environments.	
	friendly school and	(Reference to college	
	classroom	context).	
	environments.		
	(reference to college		
	context)		
	concercity (		
	Eg. o) Involving men and	Eg. a) Involving men and	
	women equally in decision	women equally in decision	
	making	making	
	b) ensuring that all college		
	facilities are accessible by		
	everyone (obled bodied and		
	persons with disability),		
	c) Equitable allocation of		
	resources among all college		
	actors (males, females,		
	minority groups) etc		
	3.2 Ask tutors to brainstorm	3.2 Brainstorm aspects of	
	aspects of the basic	the basic school	
	school curriculum that	curriculum that need	
	need improvement in	improvement in the	
	the area of GESL	area of GESI.	
	E.g. a) Play activities: girls	E.g. a) Play activities: girls	
	and boys could play specer	and bays could play soccer	
	and ampe.	and ampe.	
	Eg. b) decision making		
	school prefects are mostly		
	boys: girls and students		
	with special education		
	needs could equally be		
	appointed school prefects.		

Noting opportunities for integrating: GESI responsiveness and ICT and 21 <sup>st</sup> C skills	3.3 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.	3.3 Identify strategies on how GESI, ICT, and 21 <sup>st</sup> Century skills can be integrated in their specific subject areas.
GESI responsive assessment	3.4 Lead tutors to identify and possible strategies to make subjects projects and subject portfolios GESI responsive.	3.4 identify and discuss possible strategies to make subjects projects and subject portfolios GESI responsive.
	Eg. o) Equitable distribution of relevant resources for the subject projects Eg. b) Ensure projects content do not portray GESI biases and stereotypes. In grouping students for subject projects ensure mix	Eg. a) Equitable distribution of relevant resources for the subject projects
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	atility/gender groupings Note Remind tutors to consciously ensure GESI responsiveness in conducting continuous assessment in their various disciplines. 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.	Note: Make conscious efforts to ensure GESI responsiveness in conducting continuous assessment for student teachers (eg subject project)
	Eg. b) Ensure equitable distribution of resources among males, female and (SEN).	

	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	<ul> <li>3.5 identify and discuss the links to existing GESI resources such as the Gender Handbook for CoEs</li> <li>Read GESI resources for new ideas to improve your lesson preparation and classroom practice.</li> </ul>	
<ul> <li>Evaluation and review of session:</li> <li>Tutors need to identify critical friends to observe lessons and report at next session.</li> <li>klentifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<ul> <li>4.1 Invite critical friend {male/female} to observe a lesson using the observation checklist and give feedback on next PD session.</li> <li>Example: equal involvement of both moles, females and SEN fearners.</li> <li>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.</li> </ul>	<ul> <li>4.2 Invite critical friend (male/female) to observe a lesson using the observation checklist and give feedback on next PD session.</li> <li>Example: equal involvement of both males, females and SEN learners</li> <li>4.2 Pick and explain GESI concepts learnt giving examples in classroom and out of class situations.</li> </ul>	15 mins
	Advance Preparation for lessons 4.3 Encourage tutors to read GESI related resources for new ideas to improve their lesson preparation and classroom practices.	Advance Preparation for lessons 4.3 Read GESI related resources for new ideas to improve their lesson preparation and classroom practices.	

## Tutor PD Session for Lesson 2 Onwards in the Course Manual

_		-	-	
	us: the bullet	Guidance notes on Leading	Guidance Notes on Tutor	Time in
	nts provide the	the session. What the	Activity during the PD	session
	me for what is to	SL/HoDs will have to say	Session. What PD Session	
	done in the	during each stage of the	participants (Tutors) will	
	sion. The SWL	session	do during each stage of	
	uld use the bullets		the session.	
-	guide what they			
	te for the SL/HoD			
	tutors to do and			
	during each			
	sion. Each bullet			
	eds to be			
	iressed and			
	cific reference			
	uld be made to			
	course manual/s.			
	ntroduction to	Introduction to the	Introduction to the	20 mins
	the session	5256i00	session	
	Review prior			
	learning	1.0 Starter: Silent tears in	1.0 Starter: Silent tears in	
I 1	A critical friend to	the classroom.	the dassroom.	
	share findings for a			
1 :	short discussion	Ask a volunteer to read the	Read, reflect and discuss	
	and lessons	silent tears aloud and	the scenario	
	learned	slowly for individuals to		
	Reading and	reflect and discuss.		
	discussion of the			
	introductory	11 Using questions allow	1.1 Reflect and share	
I 1	sections of the	tutors to reflect and	previous learning and	
	lesson up to and	share what they learnt	how it was useful in	
	including learning	from the previous	your lessons.	
	outcomes and	session and how it was		
	indicators	useful in their lessons.		
	Overview of	Example social inclusion		
	content and	(mixed ability and mixed		
	identification of	gender grouping),		
	any distinctive	equity (able to give		
	aspects of the	support to both male,		
	lesson/s,	female and learners		
	The guidance for	with SEN according to		
· ·	HoD should	their individual needs).		
	ntify and address			
	areas where	1.2 Invite critical friend	1.2 Give feedback on	
tuta	ors might require	(male/female) to give	lesson observation for	
		feedback on lesson	discussion.	

- <b>L</b> -: <b>C</b>	_h	I	
clarification on any	observation for		
aspect of the lesson.	discussion.		
NB SL/HoD should ask	Example, equal		
tutors to plan for their	involvement of males,		
teaching as they go	females and SEN		
through the PD	learners.		
session			
	1.3 Allow a male and female	1.3 Read and discuss the	
	to read the introductory	introduction to the	
	session on promoting	session in appendix 2.	
	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.		
	1.4 Ask tutors to read	1.4 Read the overview of	
	overview of the session	the session and	
	(appendix 2) and identify	identify the distinctive	
	the distinctive aspects.	aspects in appendix 2.	
	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		

r			
	outcomes of all learners.		
	This require teachers to be		
	GESI responsive in lesson		
	planning, selection and use		
	of teaching and learning		
	materials, methodologies		
	etc.		
2. Concept	2.0 Concept Development	2.0 Concept Development	15 mins
Development			
(New learning	2.1 Task tutors in their	2.1 Discuss the	
likely to arise in	subject groups to discuss	components of a GESI	
lesson/s):	the components of a	responsive lesson in	
<ul> <li>klentification and</li> </ul>	GESI responsive lesson.	your various subjects	
discussion of new	Eg. a. GESI responsive	and read appendix 2	
learning, potential	lesson planning (Content,	for validation.	
barriers to learning	choice of learning materials		
for student	to use)		
teachers or	b. Selection and use of		
students, concepts	materials (review TLMs to		
or pedagogy being	deal with stereotypes),		
introduced in the	c. Teaching methodologies		
lesson, which need	(ensure equal participation		
to be explored	of girls, boys and students		
with the SL/HoD	with special needs).		
NB The guidance for	Allow tutors to do a quick		
SL/HoD should set out	read on components of		
what they need to do	GESI responsive lesson in		
to introduce and	appendix 2.		
explain the issues/s			
with tutors	2.1.1 Through small group	2.1.1 Mention and discuss	
	discussion, (still in	possible barriers that	
	subject groups) ask	may hinder	
	tutors to mention and	implementation of	
	discuss possible	GESI responsive	
	barriers that may	pedagogy in CoE and	
	hinder tutors' and	in basic school and	
	student teachers'	identify appropriate	
	implementation of	strategies to mitigate	
	GESI responsive	barriers.(use phones	
	pedagogy in CoE and in	and laptops to surfer	
	basic schools	additional	
	respectively.	information)	
	Task tutors to identify		
	appropriate strategies to		
	mitigate barriers.		
	THE BUL MITTERS.	I	

		Eg. large class size (employ small group work; mix obility/gender), unavailability of oppropriate learning materials (improvise using local materials), tutors' biases, lack of knowledge of oppropriate pedagogical skills (rearientation and reading around GESI pedagogy).		
		NB: tutors can use phones and laptops to search for		
		additional barriers online.		
Ļ	Planning for	20 Teaching and Incoming	2 / Teaching and Incoming	40 mins
<b>T</b>	ranking for teaching, learning	3.0 Teaching and learning activities	3.0 Teaching and learning activities	-nu mans
	and assessment			
	activities for the			
	lesson/s	3.1 Using talk for learning	3.1 Mention and discuss	
•	Reading and discussion of the	strategy ask tutors to mention and discuss	appropriate teaching and learning activities	
	teaching and	appropriate teaching	in a GESI responsive	
	learning activities	and learning activities in	lesson. (Search for	
-	Noting and	a GESI responsive lesson.	additional information	
	addressing areas		online)	
	where tutors may	Eg. Mixed gender/ability		
	require	group activities, using		
	clarification Mating	differentiated and universal		
•	Noting	design for learning teaching opproaches (eg. multiple		
	opportunities for making links to the	means of learner		
	Basic School	engogement,		
	Curriculum	representation and action).		
-	Noting	NB: tutors can search for		
1	apportunities for	odditional information		
	integrating: GESI	onfine.		
	responsiveness	3.2 Allow tutors to seek	3.2 Seek clarification on	
	and KCT and 21 <sup>st</sup> C skills	darification on issues	issues that are not	
-	Reading.	where necessary. You	dear.	
[	discussion, and	may allow any member		
1	identification of	to provide clarification.		
1	continuous			
L	assessment			

_			I	
L	opportunities in	3.3 In their subject groups,	3.3 Discuss GESI	
L	the lesson. Each	ask tutors to discuss the	responsive activities	
L	lesson should	GESI responsive	student teachers could	
L	include at least	activities student	use during STS.	
L	two opportunities	teachers could use		
L	to use continuous	during STS.		
L	assessment to			
L	support student	(eg. give equal opportunity		
L	••			
	teacher learning	for boys, girls and learners		
•	Tutors should be	with SEN to take leadership		
L	expected to have a	position, participate in all		
L	plan for the next	octivities)		
L	lesson for student			
1	teachers	3.4 Using questions, tutors	3.4 Discuss how GESI, ICT,	
1		should discuss how GESI,	and 21 <sup>st</sup> Century skills	
1		ICT, and 21 <sup>st</sup> Century	can be integrated in	
1		skills can be integrated	their specific subject	
L		in their specific subject	areas	
L				
L		areas.		
L				
L		3.5 Using dialogue discuss	3.5 Identify possible	
L		with tutors to identify	strategies to make	
L		possible strategies to	subjects projects and	
L		make subjects projects	subject portfolios GESI	
L		and subject portfolios	responsive.	
L		GESI responsive.		
L		Eg. a. In grouping students		
L				
L		for subject projects ensure		
L		mix ability/gender		
L		groupings		
L		b. Ensure subject projects		
1		have GESI components.		
1				
1		Eg. A check list for an		
1		observation project must		
1		include equal participation		
1		of boys, girls and learners		
1		with SEN.		
1				
1				
1		3.6 In their subject groups,	3.6 Identify and discuss	
1		task tutors to identify	finks to existing GESI	
1		and discuss the links to	documents and videos.	
1		existing GESI documents	(visit sites at your	
1		and videos.	convenience for	
1			further information)	
1				

	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.	
<ul> <li>4. Evaluation and review of session:</li> <li>Tutors should identify critical friends to observe lessons and report at next session.</li> <li>klentifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<ul> <li>4.1 Encourage tutors to invite critical friends to observe lessons using the GESI responsive check list (see appendix 3)</li> <li>4.2 Allow tutors to ask questions for further discussion and clarification.</li> </ul>	<ul> <li>4.1 Invite critical friends to observe lessons using the GESI responsive check list (see appendix 3)</li> <li>4.2 Ask questions for further discussion and clarification.</li> </ul>	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.

#### Same 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 precondition for sustainable development. It is based on the principle that, though men and women are not the same biologically, they are equal as human beings.

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

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

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

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

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

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

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

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

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

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

#### Other concepts/ terminologies:

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

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

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

## **Dispossession** - through patriarchal systems of property inheritance, where is some cultures women are not allowed to inherit wealth.

Segregation occurs when students with disabilities are educated in separate environments (classes or schools) designed for students with impairments or with a particular impairment.

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

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

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

**Pour** 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 powerty 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
- Elustrations in TLMs often portray gender stereotypes (male CEO and decision makers, females in domestic roles etc.)
- d. Persons with disability are underrepresented
- 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)
- Persons with disability are identified by their disability. Often their disability is put before them – for example, deaf man, "handicapped" child, blind girl etc.

#### Same 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 miscanceptions can be addressed

These can be addressed through:

- Behavior charge 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
- attitudinal barriers such as insensitivity and discrimination by teachers, parents, peers and the society at large
- 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 Teas



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

#### Integrating GESI in Teaching and Learning.

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

#### Overview of GESI Responsive Pedagogy:

Classroom practices often reinforce traditional gender roles, gender and inclusion stereotypes that may disadvantage some learners resulting in poor quality learning outcomes. There is therefore the need to challenge these practices to ensure equal learning. outcomes of all learners. This require teachers to be GESI responsive in lesson planning, selection and use of teaching and learning materials, methodologies, learning activities, classroom setup and interaction, management of gender stereotypes in the classroom and feedback and assessment.

#### Components of a GESI Responsive Lesson

#### 1. GESI Responsive Lesson Plauning

- 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 makes 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 Sctup 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.
- Foctures and visual aids on the walls that send gender-responsive messages
- Appropriate size, shape and weight of desks and chairs.

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

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

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

## Appendix 3 – GESI Observation Tool

Name of Tutor	Ser					
Course Title	Level					
Subject/Tapic						
Gender and Inclusion Responsive competency	Some Strategies and Actions to observe:		Not achieved	Partially achieved		Fully achieved
			٥	1	2	3
1. The Tutor uses Gender and Inclusion responsive pedagogy in class (aim for a score of 19-21)	<ul> <li>The Tutor:</li> <li>1) gives equal chance to to ask and answer que provides extra encouse who may lack confide</li> <li>2) uses participatory me work, debates and ro equal participation of (giving extra encoural needed)</li> <li>3) pays attention to the females and males due assigns females leade</li> <li>4) ensures that females teaching and learning books, desks, etc.), partient with female are more assertive ar first</li> <li>5) is patient with female may be shy or afraid to the shy or afraid to t</li></ul>	estions in class (and agement to girls nce) thods such as group le play; and ensures females & males gement where composition of ring group work and <u>rship roles</u> have equal access to resources (TLMs, inticularly if males d take resources s and males who to speak				
	<ol><li>checks to see if both understand the lesso</li></ol>					
	<li>7) provides constructive feedback to both fem class</li>	/positive verbal				
Total score						
2. The Tutor uses Gender and Inclusion responsive language and interaction	The Tutor: 1) does not use negativ language that demea gives females the imp as intelligent or do no as well as males	ris, excludes, or pression that are not				
	<ul> <li>2) does not use harsh/t or actions that instil t and males</li> </ul>					

(aim for a score of	<ol><li>does not say things that reinforce false</li></ol>	
1 <del>9-</del> 21)	assumptions about females and males	
	(e.g., girls are bad at maths/science, girls	
	are always shy, boys are the first to	
	answer)	
	4) does not use body language that excludes	
	girls or shows preferential treatment to	
	boys (such as speaking mostly to boys or	
	turning your back to girls)	
	5) sets ground rules that prohibit teasing or	
	bullying, particularly from males towards	
	females	
	6) builds students' (especially females') skills	
	for self-confidence, speaking out and	
	leadership	
	7) knows the difference between 'being	
	friendly' with girls and being flirtatious.	
	Jokes and conversations should not have	
	sexual undertones, and Tutors should not	
	use terms like 'girlfriend' or 'sweetie'.	
	Total score	
3. The Tutor uses	The Tutor:	
Gender and	1) reviews all textbooks, pictures, posters,	
Inclusion	and materials before using them to see if	
responsive TLMs	they reinforce traditional Gender and	
_	Inclusion roles (e.g., women	
	cooking/cleaning, men in professional	
(aim for a score of	roles)	
10-12)	2) identifies traditional Gender and	
	Inclusion roles that appear in	
	books/materials and makes a point to	
	alert students to these portrayals when	
	using the materials in class	
	3) discusses with students how portrayals of	
	traditional Gender and Inclusion roles	
	limit what female students think they can	
	do and achieve	
	4) ensures that books, materials, or	
	equipment are equally distributed	
	amongst females/males	
	Total score	
4. The Tutor	The Tutor:	
challenges	1) empowers males to be critical of and	
	challenge traditional views of masculinity	
	· - ·	

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

Cless size	
Number of	
Females	
Number of Males	

\_\_\_\_\_

...

\_

Name of Peer Tator (Observer)

Signature

Thank you for completing this observation tool.

\_\_\_\_

### ICT AS CROSS-CUTTING TOOL FOR TEACHING AND LEARNING

#### Perpose

#### This measured is prepared to

- 1. help tutors plan and teach learner-centred lessons using ICT
- provide tutors access to and use of ICT tools for assessment of, for and os learning
- 3. Introduce tutors to the use ICT for the development of 21<sup>st</sup> century skills
- 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.

- Familiarization: is when teachers become aware of technology and its potential uses.
- Utilization: teachers use technology, but minor problems will cause them to discontinue its use.
- Integration: technology becomes essential for the educational process and teachers are constantly thinking of new ways to use technology in their classrooms
- Reorientation: teachers begin to rethink the educational goals of the classroom with the use of technology.
- 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.

KTs 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. KTs 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 teachertraining 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.

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

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

## ICT TOOLS

KT 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 function 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.

**Conceptioned** 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.

**Hipgrid**: Ripgrid 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 Eccel) and Slides (equivalent of Microsoft PowerPoint) for writing/word processing, calculation and graphing, and presentation respectively Gmail for communication, and Google Claendar 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.

**Vocy 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, YooV 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 Clasnof Classroom 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.

**Kalmont** is an online game-based learning platform. It alkows 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.

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

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

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

**Telegram** is a mobile application that allows users to communicate with them using mobile gadget and computer. Telegram can be used for teaching and learning for the following reasons:

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

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

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

#### DIGITAL ASSESSMENT TOOLS FOR TEACHERS

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

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

Gimkit Lets you write real-time quizzes.

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

Keboot - game-based assessment tool.

Mentimeter - pre-built education templates.

Naika 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.educ is a platform for academics to share research papers. The company's mission is to accelerate the world's research.

algoogle: 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. **Deteilenk:** 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 & 21st Century Skills

Age Levels/s: EG,UP,JHS

Name of Subject/s: ICT Integration

Focus: the bullet	Guidance notes on Leading	Guidance Notes on Tutor	Time in
points provide the	the session. What the	Activity during the PD	session
frame for what is to	SL/HoDs will have to say	Session. What PD Session	30331011
be done in the	during each stage of the	participants (Tutors) will	
session. The SWL	session	do during each stage of	
should use the bullets	35331011	the session.	
to guide what they		the session.	
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.			
Introduction to the	1.1 Self-introduction: Ask	1.1 Kindly introduce	20 mins
session	tutors to introduce	yourself to the group.	
	themselves.		
	1.2 Ask tutors to share any	1.2 Tutors share any	
	successes and issues	successes and issues	
	they had when using KT	they had when using	
	tools in a previous	KT tools in a previous	
	semester employing talk	semester employing	
	for learning strategies.	talk for learning	
	jar icenting so access.	strategies.	
		-	
	1.3 Asks tutors who are	1.3 Tutors who are	
	conversant with and	conversant with and	
	have utilized ICT tool(s)	have utilized ICT tool(s)	
	in Lessons in the	in Lessons in the	
	previous semester(s) to	previous semester(s) to	
	share their practices and	share their practices	
	how these ICT tools and	and how these ICT	
	its integration has	tools and its	
	impacted on their tracking in any of the	integration has	
	teaching in any of the	impacted on their traching in any of the	
	semester(s). It is	teaching in any of the	
	important to identify the topic as well as the ICT	semester(s). It is important to identify	
	· ·	important to identify the topic as well as the	
	tooks) used in the discussion.	the topic as well as the KT tool(s) used in the	
		KT tool(s) used in the discussion.	
		discussion.	

<ul> <li>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.</li> <li>Distinctive aspects Lead tutors to discuss KCT tool(s) they are familiar with and any unique qualities of these KCT tool(s)</li> </ul>	<ul> <li>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.</li> <li>Distinctive aspects         Tutors to discuss ICT         tool(s) they are familiar         with and any unique         qualities of these ICT</li> </ul>	
qualities of these ICT tool(s) as learning tools that they can identify. Note: The following are the distinctive aspects that this manual has considered: Reading literacy, writing literacy, numeracy, information literacy, ICT [information literacy, ICT [information and communications technologies] digital literacy, communication and can be described broadly as learning domains.	qualities of these ICT tool(s) as learning tools that they can identify. Note: The following are the distinctive aspects that this manual has considered: Reading literacy, writing literacy, numeracy, information literacy, ICT [information literacy, ICT [information and communications technologies] digital literacy, communication and can be described broadly as learning domains.	
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.	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></b>
		1.6 in groups ask tutors to	1.6 in groups, write on a	
		write on a flip chart	flip chart using Concept	
		using Concept Cartoons:	Cartoons:	
		a. KT tool (s) tutors are	a. The distinctive features	
		familiar with.e.g., email,	of ICT tool(s) you are	
		mobile phones, computers,	familiar with	
		slides, animation, zoom,		
		telegram, etc.		
		b. ICT tool(s) tutors use and	b. CT tools you use and	
		integrate in their teaching	integrate in your teaching	
		at the College of Education	at the College of	
			Education.	
		1.7 Let tutors present their	1.7 Present your findings	
		findings via radio	via rodio reporting.	
		reporting.	the route reporting.	
╞╸	Concept	Concept Development	Concept Development	25 mins
ľ.	Development		concept Derengenein	27111111
	-	71 Using the think pair	2.1 Discuss the sub-tanis	
	(New learning	2.1. Using the think, pair,	2.1. Discuss the sub-topic,	
	likely to arise in	share approach, assign	assigned to you with	
	lesson/s):	tutors sub-topics of	your partner and share	
•	kientification and	integrating ICT into	your views with the	
	discussion of new	teaching and learning	larger group	
	learning, potential	(equity, health and		
	barriers to learning	safety issues relating to		
	for student	the use of ICT tools) to		
	teachers or	tutors to discuss and		
	students, concepts	write points on a flip		
	or pedagogy being	chart for presentation.		
	introduced in the	Allow time for each		
	lesson, which need	presentation and whole		
	to be explored	group discussion.		
	with the SL/HoD			
	The guidance for	2.2 Ask tutors to work in	2.2 In pairs, discuss	
	/HoD should set out	pairs and examine the	misconceptions in	
•	hat they need to do	misconceptions in	teaching and learning	
	introduce and	teaching and learning	with ICT tool (s) and	
	plain the issues/s	with ICT tool(s) and	share possible ways of	
	th tutors	share ideas on how to	addressing them.	
"'		address them.	warenning uikun.	
1		E.g. computers can do	E.g. computers can do	
1		everything a teacher can do	everything a teacher can do	
1				
1				
1				
1				

		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 KT tool(s) taking into consideration GESI (e. g. identifying areas in the curriculum where stereotypes are reinforced and addressing these).	
3.	Planning for	Teaching and learning	Teaching and learning	40 mins
	teaching, learning	activities:	activities:	
	and assessment			
	activities for the	3.1. Discuss with tutors,	3.1 Discuss general ICT	
	lesson/s	general ICT tools for	tools for teaching and	
•	Reading and	teaching and learning	learning	
	discussion of the teaching and	Desktop and laptops	Desktop and laptops	
	learning activities	computers, Projector,	computers, Projector,	
	Noting and	Digital cameras, Printer,	Digital cameras, Printer,	
<b> </b>	addressing areas	Photocopier, tablets,	Photocopier, tablets,	
	where tutors may	Popplet, Pen Drive, Ipods,	Popplet, Pen Drive, Ipods,	
	require	Ipads, Webboards,	Ipads, Webboards,	
	clarification	Scanners, Microphones,	Scanners, Microphones,	
•	Noting	interactive white board,	interactive white board,	
	opportunities for	DVDs and CDs Flash discs,	DVDs and CDs Flash discs,	
	making links to the	video Games	video Games	
	Basic School	F -	r -	
	Curriculum	E.g., Geomaths	E.g., Geomaths	
•	Noting	Maths kits	Maths kits	
	opportunities for integrating: GESI	Microsoft maths solver	Microsoft maths solver	
	responsiveness	Photomaths	Photomaths	
	and ICT and 21 <sup>st</sup> C	Scratch	Scratch	
	skils	kasahorow	kasahorow	
	Reading,			
	discussion, and	Software	<ul> <li>Software</li> </ul>	
1	identification of	Office Professional	Office Professional	
	continuous	– E.g. XP.	– E.g. XP.	
	assessment	<ul> <li>Good photo</li> </ul>	Good photo	
1	opportunities in	software e.g.	software e.g.	
	the lesson. Each	Microsoft Digital	Microsoft Digital	
	lesson should	Photo Suite	Photo Suite	
1	include at least	<ul> <li>Photostary 2 –</li> </ul>	<ul> <li>"Photostary 2 –</li> </ul>	
1	two opportunities to use continuous	comes with service	comes with service	
		pack 2.	pack 2.	

assessment to support student teacher learning Resources: Ints to the existing PD Themes, for example, action research, questioning and to other external reference material: iterature, on web, YouTube. physical resources. power point; how they should be used. Consideration needs to be given to local availability guidance on any power point presentations, TLM or other resources which need to be developed to support learning Tutors should be expected to have a plan for the next lesson for student

teachers

# Inspiration Smart Notebook

- <u>United</u>
   <u>Streaming</u>
   subscription
- Hardware
- Hat Screen monitor Good quality printer preferably a laser black and color photo. E.g. HP
- CD/DVD RW drive(s)
- US8 ports
- Scanner e.g. Epson brand
- Digital camera c.g. of Canon
- External storage an <u>external hard</u> <u>drive</u> to back up data
- Portable storage -USB flash drive, 2 GB minimum.
- <u>Paim</u> or other
   **handheid device** to keep schedules, dates, reminders, and store pictures and music. E.g. Tunesten Paim
- <u>Smart board</u> or <u>Smart Airliner</u>, with projection unit for classroom use.
- CPS (<u>classroom</u> <u>performance</u> <u>system</u>) also for classroom use.

Teaching 21st Century Skills with ICT

Collaborative Problem

Solving

Inspiration

- Smart Notebook
  - <u>United</u>
     <u>Streaming</u>
     subscription -
- Hardware
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- CD/DVD RW drive(s)
- <u>USB ports</u>
- Scanner e.g. Epson brand
- Digital camera e.g. of Canon
- External storage an <u>external hard</u> <u>drive</u> to back up data
- Portable storage -USB flash drive, 2 GB minimum.
- <u>Paim</u> or other handbeld device to keep schedules, dates, reminders, and store pictures and music. E.g. Tungsten Paim
- <u>Smart board</u> or <u>Smart Airliner</u>, with projection unit for classroom use.
- CPS (<u>classroom</u> <u>performance</u> <u>system</u>) also for classroom use.

Teaching 21st Century Skills with ICT

Collaborative Problem Solving

https://youtu.be/- NF10F6bX_g Personal Responsibility and	https://youtu.be/- NF10F6bX_g Personal Responsibility	
Critical Thinking <u>https://youtu.be/y7iMEH7j</u> <u>GFk</u> <u>https://youtu.be/88DoGrqE</u> <u>uJk</u> Leadership	Critical Thinking https://youtu.be/y7iMEH7 jGFk https://youtu.be/88DoGrq EuJk Leadership	
Information and Media Literacy <u>https://youtu.be/bjYhmTC3</u> Irc	Information and Media Literacy <u>https://youtu.be/bjYhmTC</u> <u>3Irc</u>	
Ethical Decision Making https://youtu.be/lwk8dGFn 1tY	Ethical Decision Making https://youtu.be/lwk8dGF n1tY	
watch?v=qV7DiTFdtvw Hands-On Learning https://youtu.be/vYUNfJ9IK ZS Effective Written and Oral Communication https://www.youtube.com/ watch?v=D5hMN_XkPQA	<u>m/watch?v=qV7DiTFdtvw</u> Hands-On Learning <u>https://youtu.be/vYUNfJ9I</u> <u>Kzs</u> Effective Written and Oral Communication <u>https://www.youtube.com/</u> watch?v=D5hMN_XkPQA	
https://youtu.be/cnkKHL_d yGE Creativity https://www.youtube.com/	https://youtu.be/cnkKHL dyGE Creativity https://www.youtube.co	

Poll Everywhere - used by	Poll Everywhere - used by	
education templates.	education templates.	
Mentimeter - pre-built	Mentimeter - pre-built	
Google Forms - easy to use.	Google Forms - easy to use.	
grading	grading	
Classmarker- quizzes and questions with real-time	Classmarker- quizzes and questions with real-time	
grading.	grading.	
questions with real-time	questions with real-time	
Socrative - quizzes and	Socrative - quizzes and	
Teachers:	for Teachers:	
Digital Assessment Tools for	Digital Assessment Tools	
classroom polling. Quiz bot	classroom polling. Quiz bot	
assessment, surveys, and	assessment, surveys, and	
assessment, and peer	assessment, and peer	
plagiarism detection, self-	plagiarism detection, self-	
Canvas Assignments,	Canvas Assignments,	
include: grading rubrics,	include: grading rubrics,	
Grammar errors Online Assessment tools	errors Online Assessment tools	
Tools for <u>Checking</u> Grammar errors Online	for <u>Checking Grammar</u> errors Online	
Softwares	Softwares. Tools	
Plagiarism checking	Plagiarism checking	
Assignment submissions	Assignment submissions	
Online	for Online	
Google Classroom for	Google Classroom	
Teaching	Teaching	
Google Meet for Online	Google Meet for Online	
for Education	for Education	
E.g., Office 365 vs G-Suite	E.g. Office 365 vs G-Suite	
and assessment.	assessment.	
Technology Resources for teaching, learning	Resources for teaching, learning and	
some useful Education Technology Percentation	Education Technology Resources for teaching,	
3.3 Lead tutors to discuss	3.3 Discuss some useful Education Technology	
771	a a Diana 6 1	
prints, audio books.	large prints, audio books.	
braille, typing aids, large	Palsy, braille, typing aids,	
keyboard for cerebral Palsy,	keyboard for cerebral	

		https://www.youtube.com/	https://www.youtube.co	
		watch?v=k8nMh71ky4Y	m/watch?v=k8nMh71ky4Y	
		3.4 Ask tutors to suggest	3.4 Suggest ICT-mediated	
		ICT-mediated teaching,	teaching, learning and	
		learning and assessment	assessment activities in	
		activities in their	your respective	
		respective subjects	subjects, aking into	
		taking into account GESI.	account GESI.	
		E.g., Making reasonable	E.g., Making reasonable	
		adjustments using ICT for	adjustments for physically	
1		physically challenged	challenged learners.	
1		learners.		
		E.g. Both male and female	Both male and female	
		learners playing leading	learners playing leading	
		roles in ICT-based group	roles in a group task.	
		tasks.		
		3.5 Let tutors present their	3.5 Present your findings	
		findings to the larger	to the larger group	
⊢		graup		
•	Evaluation and	4.1 Ask tutors to identifying	4.1 klentifying any	5 mins
	review of	any outstanding issues	outstanding issues	
	Session:	relating to the lesson/s	relating to the lesson/s	
•	Tutors need to	for clarification	for clarification.	
	identify critical		4 7 14	
	friends to observe	4.2 Ask tutors to identify a	4.2 kientify a critical friend	
1	lessons and report	critical friend who will	who will observe your	
	at next session	observe their first lesson	first lesson and give	
•	kientifying and	and give them feedback	you feedback on how	
	addressing any	on how they integrated	you integrated ICT in	
1	outstanding issues	ICT in the lesson.	the lesson.	
1	relating to the			
	lesson/s for clarification			
	CIATEICALION			

# **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.

Focus: the bullet points provide the	Guidance notes on Leading the session. What the	Guidance Notes on Tutor Activity during the PD	Time in session
frame for what is to	SL/HoDs will have to say	Session. What PD Session	
be done in the	during each stage of the	participants (Tutors) will do	
session. The SWL	session	during each stage of the	
should use the		session.	
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>1(a</b>	a) Introduction to	1A	1A	20 mins
the	e semester – in	1.1 Discuss with tutors the	1.1 Recount how you were	
ses	ssion one	purpose of the	trained in the college as	
•	Introduction to	specialisms: Early Grade	generalist teachers (jack	
	the purpose of	(EG), Upper Primary	of all trades but master	
	the specialisms:	(UP) and Junior High	of none). How did it	
	EG, UP and JHS	School (JHS). Ask them	benefit you as person	
•	Overview of	to recount how they	and as person and what	
	subject/s age	were trained in the	was the effects on your	
	level/s to be	college as generalist	work as you taught in	
	covered in the PD	teachers (jack of all	the basic school?	
	sessions and	trades but master of		
	guidance on	none), how they		
	grouping tutors	thought it benefited		
	according to the	them or affected their		
	subject/s, age	work and how they		
	levels/s.	taught it in the basic		
	Introduction to	school.		
	the course	NB: Now, explain to them		
	manual/s	that the specialisms,		
•	Overview of	thus, EG, UP and JHS is a		
•	course learning	requirement in the new		
	outcomes	4 year B.Ed. Curriculum		
	Introduction to	, framework and that		
•	the two	early childhood		
	continuous	, education, primary		
	assessment	education and junior		
	components to be	high school education		
	undertaken in	are distinct areas of		
	each subject	knowledge with their		
	during the	own specialist concerns,		
	semester (See	concepts, praxis and		
	Course	methodological		
	Assessment	perspectives. So, it is		
	Components at a	important that these		
	Glance Appendix	different levels are		
	2) NB in subjects	strengthened as distinct		
	where there are	but integrated		
	no assessment	discourses.		
	components in			
	the course	1.2 Ask a tutor from each	1.2 Refer to your manuals	
	manuals examples	group to remind their	and talk to your elbow	
1	will need to be	members on how the	partner about the age	
	provided <b>for</b>	phases of these PD	phases covered in the	
1	SL/HoD.	manuals are organised	manual and the number	
		and how they will be	of courses that each	
		covered	phase has.	

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.	1.6 Talk to your elbow partner about the main purpose of the current PD Session and how you understand the concepts to be treated in the lesson.
1.7 In 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.	1.7 In your course groups, read the course Learning Outcomes (CLOs) and your indicators (LIs) in your respective course manuals. Discuss, and write down two relationships each course has between the CLOs and the LIs. Share it with the larger group.
1.8 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.	1.8 Find a partner (an opposite sex if possible). Refer to appendix 2 in the PD manual. Read the information in appendix 2 on assessment and talk to the larger group about your understanding of the two continuous assessment components to be undertaken in each subject/course during the semester.
1.9 Ask tutors 'what has changed' in terms of the previous process of continuous assessment and this current	1.9 Compare the current procedure of assessment with the previous one. Identify what has changed.

	procedure of		
	continuous assessment?		
1(b) Introduction to	Notes: Discuss with them		
the session	further about what		
Review prior	should go into subject		
learning	projects and subject		
<ul> <li>Reading and</li> </ul>	portfolio. Let them		
discussion of the	know, for example, that		
introductory	the subject project is a		
sections of the	mini classroom research		
lesson up to and	on the course being		
including learning	taught ranging from		
outcomes and	content to pedagogy		
indicators	and the subject		
Overview of	portfolio is how well		
content and	organised the student		
identification of	has gathered and or		
any distinctive	documented his/her		
aspects of the	lived experience and		
lesson/s,	past records and the		
NB The guidance for	selection of her/his two		
SL/HoD should	or three best		
identify and address	assignments, quizzes,		
any areas where	presentations, etc.		
tutors might require	NOTE:	NOTE:	
clarification on any	Subject Project:	Subject Project:	
aspect of the lesson.	Overall weighting of project	Overall weighting of project	
NB SL/HoD should ask	= 30%	= 30%	
tutors to plan for	Weighting of individual	Weighting of individual	
their teaching as they	parts of the subject	parts of the subject	
go through the PD	project out of 100	project out of 100	
session	<ul> <li>Introduction – 10</li> </ul>	<ul> <li>Introduction – 10</li> </ul>	
	<ul> <li>Methodology – 20</li> </ul>	<ul> <li>Methodology – 20</li> </ul>	
	<ul> <li>Substantive section – 40</li> </ul>	<ul> <li>Substantive section – 40</li> </ul>	
	<ul> <li>Substantive section – 40</li> <li>Conclusion – 30</li> </ul>		
	• $COnclusion = 30$	• Conclusion – 30	
		•	
	Subject Portfolio:	Subject Portfolio:	
	Overall weighting of project	Overall weighting of project	
	= 30%	= 30%	
	Weighting of individual	Weighting of individual	
	parts of portfolio out of	parts of portfolio out of	
	100	100	
	i(a). Each of the three (3)	i(a). Each of the three (3)	
	items selected by the	items selected by the	

I.	
student teacher is 30 % (90%).	student teacher is 30 % (90%).
i(b) Presentation and	i(b) Presentation and
organisation of portfolio	organisation of portfolio
10%.	10%.
OR	OR
ii(a). Each of the two (2)	ii(a). Each of the two (2)
items selected by the	items selected by the
student teacher is 30 %	student teacher is 30 %
(60%).	(60%).
ii(b) Mid semester	ii(b) Mid semester
assessment 30%	assessment 30%
ii(c) Presentation and	ii(c) Presentation and
organisation of portfolio	organisation of portfolio
10%	10%
<b>NOTE</b> : Refer tutors to	<b>NOTE</b> : Refer tutors to
appendix 2 in the PD	appendix 2 in the PD
manual and ask them to	manual and ask them to
read on assessment in	read on assessment in
the appendix for a few	the appendix for a few
minutes and ask each	minutes and ask each
pair to take turns to talk	pair to take turns to talk
to the larger group	to the larger group
about their	about their
understanding of the	understanding of the
two continuous	two continuous
assessment components	assessment components
	-
(subject project and	(subject project and
subject portfolio).	subject portfolio).
1B	18
1.10 Use 'someone who'	1.10 Get up from your
strategy to recap the	tables and move to
main issues raised in the	other tables to find
previous PD session	someone who will tell
(thus, ask tutors to get	you what they can recall
up from their tables and	from the previous
move to other tables to	lesson.
find someone who will	
tell them what they can	
recall under the	
previous lesson.	
1.11 Put tutors in pairs	1.11 Discuss the main
(while being gender	purpose of the current
, 00	

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.	PD Session and that of the current lesson and share your views.	
<ul> <li>1.12 Discuss with the group the main Learning Outcomes (LOs) and the Learning Indicators (LIs) stated in their respective course manuals. For example,</li> <li>(i) English Advanced Grammar: (Analyse various advanced uses of English Grammar as used in authentic discourses (NTS 2c, p.13);</li> <li>(ii) English Semantics: Demonstrate understanding and knowledge of the basic/key concepts in semantics (NTS 2c, 3i)</li> <li>(iii) Introduction to English: Demonstrate knowledge of English speech sounds. (NTS 2c, 13)</li> <li>(<i>Refer to the learning</i> outcomes and indicators sections of the lessons).</li> </ul>	1.12 In pairs, refer to the main learning Outcomes and the Learning Indicators of your respective course manuals. Identify how the Learning Indicators are linked to the CLOs and share your views with the group.	
1.13 Refer tutors to the lesson description of lesson 1 and identify the distinctive features of the lesson, e.g. the	1.13 Refer to the lesson descriptions in the manuals and identify the distinctive features of the lesson	

		l	,
	models of curriculum		
	development		
	1.14 Ask tutors to dialogue	1.14 Tell your elbow	
	about the controversial	partner the	
	questions that are likely	controversial questions	
	to arise from the	that are likely to arise	
	introduction to the	from the introduction to	
	lesson.		
	(An example of a question	your lesson	
	which might arise: What	(An example of a question	
	is Semantics?	which might arise: What	
	What is the difference	is Semantics?	
	between Semantics and	What is the difference	
		between Semantics and	
	pragmatics?	pragmatics?	
	Why study Grammar?)	Why study Grammar?)	
	Solution:	Solution:	
	Semantics is the study of	Semantics is the study of	
	meaning, or more	meaning, or more	
	precisely, the study of	precisely, the study of	
	the relation between	the relation between	
	linguistic expressions	linguistic expressions	
	and their meanings	and their meanings	
	Pragmatics is the study	Pragmatics is the study	
	of context, or more	of context, or more	
	precisely, a study of the	precisely, a study of the	
	way context can	way context can	
	influence our	influence our	
	understanding of	understanding of	
	linguistic utterances.	linguistic utterances.	
	_	iniguistic atterances.	
2. Concept	2.1 Using think-pair-share	2.1 Using Think-Pair-Share	15 mins
Development	strategy, ask tutors to	strategy, come out with	13 111113
(New learning	come out with the main	what you think is the	
likely to arise in	content to be covered in	main content to be	
lesson/s):	lesson 1 and clarify	covered in lesson 1 for	
	-		
Identification and	issues that may arise	your respective courses.	
discussion of new	from the discussion.		
learning, potential		2110000000	
barriers to	2.1.1 Ask tutors to open to	2.1.1 Open to <i>lesson 1 and</i>	
learning for	lesson 1 and its sub-	its sub-topics in the	
student teachers	topics in the respective	respective course	
or students,	course manuals and	manuals and examine	
concepts or	examine the aspects	the aspects that link to	
pedagogy being	that link to student-	student-teachers'	
introduced in the			
lesson, which need	teachers' previous knowledge.	previous knowledge.	

	lo a Advanced Commence		
to be explored with the SL/HoD NB The guidance for	(e.g. Advanced Grammar: Noun Phrases; forms of noun phrases		
SL/HoD should set out what they need to do to introduce	Semantics: What is Semantics; semantics and semiotics		
and explain the issues/s with tutors	Introduction to Literature: Definition of Literature		
	Introduction to English: Autography versus Sounds		
	2.2 Put tutors in their course groups to discuss the challenges they might encounter when presenting some specific topics of their lessons.	2.2 In your course groups discuss the challenges you might encounter when presenting topics of your lessons.	
	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.	2.2.1 Share your challenges with the whole group	
	E.g. students' linguistics and sociolinguistics background, their schemata, level of self- efficacy etc.		
	2.3 Ask tutors, in their course groups, to consider the suggested strategies in the manual and choose the most appropriate ones for	2.3 Still in your course groups, refer to the strategies <i>section of</i> <i>your</i> respective course manuals and consider the suggested strategies	
	teaching the topics in their respective manuals. Example:	in the manual. Choose the most appropriate ones for teaching the	
	Group work, Think, pair and share, School visits,	topics.	

		Discussion Concert		
		Discussion, Concept		
		mapping, Individual work		
		and presentation, Teacher		
		modelling, Brainstorming,		
		Questioning		
		2.4 Still in their groups, ask	2.4 Use 'the radio presenter	
		them to use 'the radio	strategy' to show how	
		presenter strategy' to	the selected activities	
		show how the selected	will be used in the	
		activities will be used in	lessons to promote	
		the lessons to promote	learning at the New 4-	
		learning at the New 4-	Year B.Ed. and Basic	
		Year B.Ed. and Basic	school levels.	
		levels.		
3.	Planning for	3.1 Lead discussion through	3.1 Discuss through	
	teaching, learning	questions and answers	questions and answers	
	and assessment	on the various	on the various	
	activities for the	suggested teaching and	suggested teaching and	
	lesson/s	learning activities to be	learning activities to be	
•	Reading and	used in the lesson	used in the lesson	
	discussion of the	delivery;	delivery;	
	teaching and			
	learning activities	Examples:	Examples:	
•	Noting and	(i) Advanced English	(i) Advanced English	
	addressing areas	Grammar: Teaching and	Grammar: Teaching and	
	where tutors may	learning activities is	learning activities is	
	require	guiding student	guiding student	
	clarification	teachers to identify pre-	teachers to identify pre-	
•	Noting	modifiers - headword -	modifiers - headword -	
	opportunities for	post-modifiers in noun	post-modifiers in noun	
	making links to the	phrases.	phrases.	
	Basic School			
	Curriculum	(ii) English Semantics:	(ii) English Semantics:	
•	Noting	Teaching and learning	Teaching and learning	
	opportunities for	activities is	activities is	
	integrating: GESI	brainstorming lexical,	brainstorming lexical,	
	responsiveness	implied, inferred and	implied, inferred and	
	and ICT and 21 <sup>st</sup> C	textual meanings of	textual meanings of	
	skills	semantics.	semantics.	
•	Reading,			
	discussion, and	(iii) Introduction to English:	(iii) Introduction to English:	
	identification of	Teaching and learning	Teaching and learning	
	continuous	activities include	activities include	
	assessment	engaging student	engaging student	
	opportunities in	teachers in activities	teachers in activities	
	the lesson. Each	that will lead to	that will lead to	
L	LIC ICSSUII. LAUII			

lesson should differentiating between differentiating between include at least sounds of the English sounds of the English two opportunities language and letters of language and letters of the alphabet; between the alphabet; between to use continuous assessment to orthography and orthography and support student pronunciation; between pronunciation; between teacher learning phonetics and phonetics and phonology. phonology. Resources: o links to the (iv) Introduction to (iv) Introduction to existing PD Literature in English: Literature in English: Themes, for Teaching and learning Teaching and learning example, activities on the activities on the action difference between oral difference between oral research, and written literature; and written literature; questioning and to other the characteristics of the characteristics of external oral and written oral and written reference literature; the genre of *literature; the genre of* literature (prose, drama literature (prose, drama material: literature, on and poetry). and poetry). web, youtube, physical 3.2 Discuss how tutors will 3.2 Discuss how you will resources, promote the delivery of promote the delivery of power point; English lessons in both English lessons in both how they the B.Ed. and Basic the B.Ed. and Basic should be used. School Curricula, as well School Curricula, as well Consideration as GESI and 21<sup>st</sup> century as GESI and 21<sup>st</sup> century needs to be skills. (Refer tutors to skills. (Refer tutors to given to local the teaching and the teaching and availability learning activities learning activities guidance on 0 sections of the course sections of the course any power manuals) manuals) point presentations, 3.3 Discuss with tutors the 3.3 Discuss the TLM or other appropriateness of the appropriateness of the resources activities and strategies activities and strategies which need to and how they will be and how they will be be developed used to enhance the used to enhance the to support core and transferable core and transferable learning skills (e.g., critical skills (e.g., critical Tutors should be thinking, thinking, expected to have a plan for the next communication, communication, collaboration, digital collaboration, digital lesson for student literacy) and GESI (e.g., literacy) and GESI (e.g., teachers diversity issues, equal diversity issues, equal opportunities, nonopportunities, nonsexist language) in the sexist language) in the

 Τ	1	
<ul> <li>lessons in both the College of Education (B.ED) and the Basic School Curricula.</li> <li>3.4 Ask one tutor to model a selected activity in a teaching situation.</li> <li>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).</li> <li>3.5 Refer tutors to the</li> </ul>	<ul> <li>lessons in both the College of Education (B.ED) and the Basic School Curricula.</li> <li>3.4 Model a selected activity in a teaching situation.</li> <li>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).</li> <li>3.5 Refer to the assessment</li> </ul>	
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.	section of your respective manuals. Read on Subject project and Subject portfolio. Share your understanding of each concept.	
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	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.	

	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,	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	
	methodology, substantive section and the conclusion. Note: Remind tutors to be mindful of GESI issues such as the use of braille, the use of audio machines for orals, etc.	section and the conclusion. Note: Be mindful of GESI issues such as the use of braille, the use of audio machines for orals, etc.	
	3.7 Discuss the assessment instruments in the respective manuals and procedures used in assessing student teachers, for example, presentation, project, debate, quizzes, assignment and tests.	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.	
<ul> <li>4. Evaluation and review of session:</li> <li>Tutors need to identify critical friends to observe lessons and report at next session.</li> </ul>	4.1 Ask tutors to reflect on and share what they have learnt in the session which they will be using in their lessons.	4.1 Reflect on what you have learnt in the session which you will be using in your lesson. Share your ideas with the class.	15 mins
<ul> <li>Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	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.	4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on his/her observation during the next PD session.	

4.3 Ask tutors to read	4.3 Read lesson 2 to	
lesson 2 from the PD	prepare for next week's	
manual in preparation	PD session.	
for the next session.		

# 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. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<ol> <li>Introduction to the session</li> <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> </ol>	<ul> <li>Use an icebreaker to start the lesson.</li> <li>1.1 Use discussion strategy to recap the main issues raised in the previous PD session.</li> <li>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</li> </ul>	<ul> <li>1.1 Discuss the main issues raised in the previous PD session.</li> <li>1.2 Discuss the main purpose of the current PD Session and that of the current lesson and share your views.</li> </ul>	20 mins

identification of	lesson and ask them to		
any distinctive	share their views. For		
aspects of the	example, one of the		
lesson/s,	purposes is to ensure		
NB The guidance for	effective		
SL/HoD should	implementation of the		
identify and address	key principles and		
any areas where	practices of the B.Ed.		
tutors might require	Programme.		
clarification on any	5		
aspect of the lesson.	1.3 Discuss with the group	1.3 In pairs, refer to the	
NB SL/HoD should ask	the main Learning	main learning	
tutors to plan for	Outcomes (LOs) and the	Outcomes and the	
their teaching as they	Learning Indicators (LIS)	Learning Indicators of	
go through the PD	stated in their	your respective course	
session		manuals. Identify how	
56551011	respective course manuals.	the Learning Indicators	
	manuals.	are to the CLOs and	
		share your views with	
	_ ,	the group.	
	For example,	For example,	
	(i) Advanced English	(i) Advanced English	
	Grammar: (Analyse	Grammar: (Analyse	
	various advanced uses	various advanced uses	
	of English Grammar as	of English Grammar as	
	used in authentic	used in authentic	
	discourses (NTS 2c,	discourses (NTS 2c,	
	p.13);	p.13);	
	(ii) English Semantics:	(ii) English Semantics:	
	Demonstrate	Demonstrate	
	understanding and	understanding and	
	knowledge of the	knowledge of the	
	basic/key concepts in	basic/key concepts in	
	semantics (NTS 2c, 3i)	semantics (NTS 2c, 3i)	
	(iii) Introduction to English:	(iii) Introduction to English:	
	Demonstrate knowledge	Demonstrate knowledge	
	of English speech	of English speech	
	sounds. (NTS 2c, 13)	sounds. (NTS 2c, 13)	
	(Refer to the learning	(Refer to the learning	
	outcomes and indicators	outcomes and indicators	
	sections of the lessons).	sections of the lessons).	
		,,	
	1.4 Refer tutors to the	1.4 Refer to the lesson	
	lesson description of	descriptions in the	
	lesson 2 and identify the	manuals and identify	
	distinctive features of	the distinctive features	
		of the lesson	
	the lesson, e.g. sense	01 1112 123011	

and reference;		
denotation and		
connotation of words.		
1.5 Ask tutors to dialogue	1.5 tell your elbow partner	
about the controversial	the controversial	
questions that are likely	questions that are likely	
-		
to arise from the	to arise from the	
introduction to the	introduction to your	
lesson.	lesson.	
Example of questions which	Example of questions which	
might arise:	might arise:	
(i) English Semantics:	(i) English Semantics:	
What is connotation of a	What is connotation of a	
word?	word?	
worar	woru?	
Suggested answer The	Suggested answer The	
Suggested answer: The	Suggested answer: The	
meaning of a word	meaning of a word	
based on the context in	based on the context in	
which the word is found.	which the word is found.	
(ii) Advanced English	(ii) Advanced English	
<b>Grammar</b> : What is the	<b>Grammar</b> : What is the	
structure of a verb	structure of a verb	
phrase?	phrase?	
Suggested answer: auxiliary	Suggested answer: auxiliary	
verb + lexical verb (is	verb + lexical verb (is	
going); auxiliary verb +	going); auxiliary verb +	
auxiliary verb + lexical	auxiliary verb + lexical	
verb (has been eating);	verb (has been	
modal verb + auxiliary	eating); modal verb +	
verb + auxiliary verb +	auxiliary verb + auxiliary	
	verb + lexical verb	
lexical verb (may have		
been eaten)	(may have been	
	eaten)	
(iii) Introduction to English:	(iii) Introduction to English:	
What is a consonant	What is a consonant	
cluster?	cluster?	
Suggested answer: a group	Suggested answer: a group	
of consonants	of consonants	
pronounced in	pronounced in	
immediate succession,	immediate succession,	
as str in strong	as str in strong	
as string	as an in an ong	

	<ul> <li>(iv) Introduction to English Literature:</li> <li>What is a didactic poetry?</li> <li>Suggested answer: Poetry that instructs, either in terms of morals or by providing</li> </ul>	<ul> <li>(iv) Introduction to English Literature:</li> <li>What is a didactic poetry?</li> <li>Suggested answer:</li> <li>Poetry that instructs, either in terms of morals or by providing</li> </ul>	
	knowledge of philosophy, religion, arts, science, or skills.	knowledge of philosophy, religion, arts, science, or skills.	
<ul> <li>2 Concept</li> <li>Development (New</li> <li>learning likely to</li> <li>arise in lesson/s) :</li> <li>Identification and</li> <li>discussion of new</li> <li>learning, potential</li> <li>barriers to</li> </ul>	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.	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.	15 mins
learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the	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.	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.	
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	<ul> <li>Examples of topics and subtopics:</li> <li>(i) Advanced Grammar: Verb phrases and their functions</li> <li>(ii) English Semantics: Literal and non-literal meaning of words.</li> <li>(iii) Introduction to Literature: Narrative, didactive, lyrical and</li> </ul>	<ul> <li>Examples of topics and subtopics:</li> <li>(i) Advanced Grammar: Verbs phrases and their functions</li> <li>(ii) English Semantics: Literal and non-literal meaning of words.</li> <li>(iii) Introduction to Literature: Narrative, didactive, lyrical and and and and and and and and and and</li></ul>	
	descriptive poems. (iv) <b>Introduction to English</b> : place and manner of articulations.	descriptive poems. (iv) <b>Introduction to English</b> : place and manner of articulations.	

2.2 Dut tutors in their	2.2 In your course groups	
2.2 Put tutors in their course groups to discuss the challenges they might encounter when presenting some specific concepts of their lessons.	2.2 In your course groups discuss the challenges you might encounter when presenting topics of your lessons.	
Examples of challenges with concepts: Differentiating between literal and non-literal meaning (English Semantics); differentiating place and manner of articulation (Introduction to English); functions of verb phrases (Advanced English Grammar).	Example of challenges with concepts: Differentiating between literal and non-literal meaning (English Semantics); differentiating place and manner of articulation (Introduction to English); functions of verb phrases (Advanced English Grammar)	
2.2.1 Discuss potential challenges or barriers to learning that student teachers are likely to encounter in teaching the topics in lesson 2.	2.2.1 Share your challenges with the whole group	
Examples of barriers: Coping with mixed abilities of student teachers, differentiated activities in the teaching and learning of student teachers.	Examples of barriers: Coping with mixed abilities of student teachers, differentiated activities in the teaching and learning of student teachers.	
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.	2.3 Refer to the strategies section of your respective course manuals and consider the suggested strategies in the manual. Choose the most appropriate ones for teaching the topics.	

			E a sector of a sector d	
		Examples of suggested	Examples of suggested	
		strategies:	strategies:	
		Group work, Think-pair-	Group work, Think-pair-	
		share, School visits,	share, School visits,	
		Discussion, Concept	Discussion, Concept	
		mapping, Individual	mapping, Individual	
		work and presentation,	work and presentation,	
		Teacher modelling,	Teacher modelling,	
		Brainstorming,	Brainstorming,	
		Questioning.	Questioning.	
		2.4 Discuss with tutors how	2.4 Show how the selected	
		the selected strategies	strategies and activities	
		and activities will be	will be used in the	
		used in the lessons to	lessons to promote	
		promote learning at the	learning at the New 4-	
		New 4-Year B.Ed. and	Year B.Ed. and Basic	
		Basic levels.	school levels.	
3.	Planning for	3.1 Lead discussion through	3.1 discuss through	40 mins
	teaching, learning	questions and answers	questions and answers	
	and assessment	on the various	on the various	
	activities for the	suggested teaching and	suggested teaching and	
	lesson/s	learning activities to be	learning activities to be	
•	Reading and	used in the lesson	used in the lesson	
	discussion of the	delivery;	delivery;	
	teaching and			
	learning activities	Examples:	Examples:	
•	Noting and	(i) Advanced English	(i) Advanced English	
	addressing areas	<b>Grammar</b> : teaching and	<b>Grammar</b> : teaching and	
	where tutors may	learning activities of	learning activities of	
	require	guiding student	guiding student	
	clarification	teachers to examine the	teachers to examine the	
	Noting	functions of verb	functions of verb	
	opportunities for	phrases.	phrases.	
	making links to the	<i>p</i> 40000		
	Basic School	(i) English Semantics:	(ii) English Semantics:	
	Curriculum	teaching and learning	teaching and learning	
		activities of	activities of	
•	Noting	-	brainstorming on	
	opportunities for	brainstorming on	_	
	integrating: GESI	denotation and	denotation and	
	responsiveness	connotation of words.	connotation of words.	
	and ICT and 21 <sup>st</sup> C			
	skills	(ii) Introduction to English:	(iii) Introduction to English:	
•	Reading,	teaching and learning	teaching and learning	
	discussion, and	activities include	activities include	
	identification of	engaging student	engaging student	
L		I	1	1

1	continuous	teachers in activities	teachers in activities
	assessment	that will lead to explain	that will lead to explain
	opportunities in	the place and manner of	the place and manner of
1	the lesson. Each	articulation.	articulation.
	lesson should		
	include at least	(iii) Introduction to	(iv) Introduction to
	two opportunities	Literature in English:	Literature in English:
	to use continuous	teaching and learning	teaching and learning
	assessment to	activities on the	activities on the
	support student	difference between	difference between
	teacher learning	narrative and lyrical	narrative and lyrical
•	Resources:	poetry.	poetry.
	<ul> <li>links to the</li> </ul>		
	existing PD	3.2 Discuss how tutors will	3.2 Discuss how you will
	Themes, for	promote the delivery of	promote the delivery of
	example,	English lessons in both	English lessons in both
	action	the B.Ed. and Basic	the B.Ed. and Basic
	research,	School Curricula, as well	School Curricula, as well
1	questioning	as GESI and 21 <sup>st</sup> century	as GESI and 21 <sup>st</sup> century
	and to other	skills. (Refer tutors to	skills. <i>(Refer tutors to</i>
	external	the teaching and	the teaching and
	reference	learning activities	learning activities
	material:	sections of the course	sections of the course
		-	-
	literature, on web, Utube,	manuals)	manuals)
	physical	2.2 Discuss with twite is the	2.2 Discuss the
	resources,	3.3 Discuss with tutors the	3.3 Discuss the
	power point;	appropriateness of the	appropriateness of the
	how they	activities and strategies	activities and strategies
	should be used.	and how they will be	and how they will be
	Consideration	used to enhance the	used to enhance the
1	needs to be	core and transferable	core and transferable
	given to local	skills (e.g. critical	skills (e.g. critical
	availability	thinking,	thinking,
1	<ul> <li>guidance on</li> </ul>	communication,	communication,
1	any power	collaboration, digital	collaboration, digital
	point	literacy) and GESI (e.g.	literacy) and GESI (e.g.
1	presentations,	diversity issues, equal	diversity issues, equal
1	TLM or other	opportunities, non-	opportunities, non-
1	resources	sexist language) in the	sexist language) in the
	which need to	lessons in both the	lessons in both the
	be developed	College of Education	College of Education
1	to support	(B.ED) and the Basic	(B.ED) and the Basic
1	learning	School Curricula.	School Curricula.
•	Tutors should be		
1	expected to have	3.4 Ask one tutor to model	3.4 Model a selected
1	a plan for the next	a selected activity in a	activity in a teaching
1		teaching situation.	situation.
			Situation.

lesson for student	For overalla	For example:	
	For example:	For example:	
teachers	modeling the teaching of	modeling the teaching of	
	sense and reference	sense and reference	
	(English Semantics); the	(English Semantics); the	
	state of the glottis	state of the glottis	
	(Introduction to	(Introduction to	
	English); meaning and	English); meaning and	
	identification of verb	identification of verb	
	phrases (Advanced	phrases (Advanced	
	English Grammar).	English Grammar).	
	3.5 Refer tutors to the assessment section of their respective	3.5 Refer to the assessment section of your respective manuals.	
	manuals. Ask them to	Read on Subject project	
	read on Subject project	and Subject portfolio.	
	and Subject portfolio.	Share your	
	Invite them to share	understanding of each	
	their understanding of	concept.	
	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.		
	3.6 Ask tutors to examine	3.6 Examine the mode of	
	the mode of assessment	assessment outlined in	
	outlined in the various	the various manuals	
	manuals and find out	and find out how they	
	how they are aligned	are aligned with the	
	with the NTEAP in terms	NTEAP in terms of	
	of subject project,	subject project, subject	
	subject portfolio	portfolio including	
	including those	those gathered from	
	gathered from School	School Visit (STS) and	
	Visit (STS) and end of	end of semester	
	semester examination.	examination.	
	For example:	For example:	
	Have them to identify and	Identify and discuss some	
	discuss some areas for	areas for your Subject	
	Subject projects for the	projects for the	
	semester.	semester.	

	<ul> <li>Briefly discuss the structure of the prospective subject projects topics in terms of the introduction, methodology, substantive section and the conclusion.</li> <li>Note: Remind tutors to be mindful of GESI issues such as the use of braille, the use of audio machines for orals, etc.</li> <li>3.7 Discuss the assessment instruments in the respective manuals and procedures used in assessing student</li> </ul>	<ul> <li>Explain the structure of the subject project in terms of the introduction, methodology, substantive section and the conclusion.</li> <li>Note: Be mindful of GESI issues such as the use of braille, the use of audio machines for orals, etc.</li> <li>3.7 Discuss the assessment instruments in your respective manuals and procedures used in assessing student</li> </ul>	
	teachers. For example: presentation, project, debate, quizzes, assignment and tests.	teachers with whole group. For example: presentation, project, debate, quizzes, assignment and tests.	
<ul> <li>4. Evaluation and review of session:</li> <li>Tutors need to identify critical friends to observe lessons and report at next session.</li> </ul>	4.1 Ask tutors to reflect on and share what they have learnt in the session which they will be using in their lessons.	4.1 Reflect on what you have learnt in the session which you will be using in your lesson. Share your ideas with the class.	15 mins
<ul> <li>Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	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.	4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on his/her observation during the next PD session.	
	4.3 Ask tutors to read lesson 3 from the PD manual in preparation for the next session.	4.3 Read lesson 3 to prepare for next week's PD session.	

# **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. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<ol> <li>Introduction to the session</li> <li>Review prior learning</li> <li>A critical friend to share findings for a short discussion and lessons learned</li> </ol>	<ul> <li>1.1 Using 'Tell a Friend' strategy have tutors recap the main issues raised in the previous PD session in English.</li> <li>1.2 Invite critical friends to share their observations with the group and discuss possible</li> </ul>	<ul> <li>1.1 Tell your friend the main issues raised in the previous PD session in English.</li> <li>1.2 Share your observations with the whole group.</li> </ul>	20 mins

• Dooding and	solutions to outstanding	
<ul> <li>Reading and discussion of the</li> </ul>	challenges from the	
	lesson observations.	
introductory		
sections of the		1.2 Decidential discuss the
lesson up to and	1.3 Ask tutors to read and	1.3 Read and discuss the
including learning	discuss the introductory	introductory sections of
outcomes and	sections of lesson 3 up	lesson 3 up to and
indicators	to and including	including learning
<ul> <li>Overview of</li> </ul>	learning outcomes and	outcomes and
content and	indicators in the	indicators in the
identification of	respective course	respective course
any distinctive	manuals and indicate	manuals and indicate
aspects of the	how related the lesson	how related the lesson
lesson/s,	descriptions are to	descriptions are to
NB The guidance for	student teachers'	student teachers'
SL/HoD should	relevant previous	relevant previous
identify and address	knowledge.	knowledge. Share your
any areas where		views with the whole
, tutors might require		group.
clarification on any	For example:	For example:
aspect of the lesson.	(i) EG: Introduction to	(i) EG: Introduction to
NB SL/HoD should ask	English	English
tutors to plan for	Topic: Morphology	Topic: Morphology
their teaching as they	Lesson Description: This	Lesson Description: This
go through the PD	lesson is intended to	lesson is intended to
session	introduce student teachers	introduce student teachers
30331011	to word formation	to word formation
	processes in the English	processes in the English
	language.	language.
	Student teachers' RPK:	Student teachers' RPK:
	Student teachers can read	Student teachers can read
	and write.	and write.
		and write.
	(ii) UP: Introduction to	
	English Literature	
	Topic: Elements of Poetry	
	Lesson Description: This	
	lesson introduces student	
	teachers to the elements of	
	Poetry.	
	Student teachers' RPK:	
	Student teachers were	
	introduced to the form and	
	types of Poetry in the	
	previous lesson.	

<ul> <li>(iii) JHS: English Advanced Grammar</li> <li>Topic: Adjective and adverb phrases</li> <li>Lesson Description: This</li> <li>lesson introduces the student teacher to the features and uses of adjective and adverb</li> <li>phrases in phrasal</li> <li>construction.</li> <li>Student teachers' RPK:</li> <li>Student teacher can identify</li> <li>noun phrases and use them effectively as parts of sentence construction.</li> <li>Note: Where the RPK is not related to the lesson topic and the description, discuss how to modify it with the tutors.</li> <li>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. (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.</li> <li>For example: In semantics;</li> <li>Types of meaning: Denotational meaning and Connotational / Associative meaning, reflected meaning</li> </ul>	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.	
Types of meaning: Denotational meaning and		

	<ul> <li>1.5 Ask tutors to discuss the controversial questions and misconceptions that are likely to arise from the introduction to the lesson.</li> <li>Examples of questions may include:</li> <li>What is a morpheme? What is the difference between the functions of an adjective phrase and an adverb phrase? etc.</li> <li>(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 a noun while the adverb</li> </ul>	<ul> <li>1.5 Tell your elbow partner the controversial questions that are likely to arise from the introduction to your lesson.</li> <li>Examples of questions may include:</li> <li>What is a morpheme?</li> <li>What is the difference between the functions of an adverb phrase? etc.</li> <li>(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.</li> </ul>	
<ul> <li>2. Concept</li> <li>Development</li> <li>(New learning</li> <li>likely to arise in</li> <li>lesson/s):</li> <li>Identification and</li> </ul>	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.	<ul> <li>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</li> </ul>	15 mins
discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out	Example: Advanced Grammar: Adjective and adverb phrases: Adjective and adverb phrases, Semantics: Types of meaning: Denotational meaning and Connotational/Associative meaning Introduction to Literature: Elements of Poetry:	parts. Example: Advanced Grammar: Adjective and adverb phrases: Adjective and adverb phrases, Semantics: Types of meaning: Denotational meaning and Connotational/Associative meaning Introduction to Literature: Elements of Poetry:	
what they need to do to introduce and explain the issues/s with tutors	Imagery, Introduction to English: Morphology: Introduction to morphology	Imagery, Introduction to English: Morphology: Introduction to morphology	

				1
		2.2 Put tutors in their	2.2 In your course groups	
		course groups to discuss	discuss the challenges	
		the challenges they	you might encounter	
		might encounter when	when presenting some	
		presenting some	specific topics of the	
		specific topics of their	lessons.	
		lessons.		
		Examples of	Examples of	
		misconceptions: Grammar	misconceptions: Grammar	
		is difficult; Challenge: How	is difficult; Challenge:How	
		does the adverb phrase	does the adverb phrase	
		function?	function?	
		2.3 Lead tutors to discuss	2.3 Discuss possible ways of	
		possible ways of	dealing with the	
		dealing with the	challenges e.g use	
		challenges e.g use	games to teach	
		games to teach	grammar lessons	
		grammar lessons.	0.2	
3.	Planning for	3.1 Give tutors time to read	3.1 Read the section on	40 mins
	teaching, learning	the section on teaching	suggested teaching and	
	and assessment	and learning activities in	learning activities in the	
	activities for the	the course manuals and	manual and identify	
	lesson/s	identify activities	activities suggested for	
٠	Reading and	suggested for the	the delivery of lesson 3	
	discussion of the	delivery of lesson 3 to	to the various age	
	teaching and	the various age levels.	levels.	
	learning activities			
•	Noting and	Note:	Examples of various	
	addressing areas	Examples of various	suggested teaching and	
	where tutors may	suggested teaching and	learning activities for the	
	, require	learning activities for the	delivery of lesson 3.	
	clarification	delivery of lesson 3	(i) Advanced English	
•	Noting	(i) Advanced English	Grammar leading student	
	opportunities for	Grammar leading student	teachers identify the	
	making links to the	teachers to identify the	position of adjective	
	Basic School	position of adjective	phrases in sentences.	
	Curriculum	phrases in sentences.	(ii) English Semantics:	
•	Noting	(ii) English Semantics:	discussion on the	
	opportunities for	discussion on the	differences between lexical	
	integrating: GESI	differences between lexical	and bond morphemes	
	responsiveness	and bound morphemes	(iii) Introduction to English:	
	and ICT and 21 <sup>st</sup> C	(iii) Introduction to English:	brainstorming to arrive at	
	skills	brainstorming to arrive at	the definition of	
	Reading,	the definition of	morphology.	
ľ	discussion, and	morphology.		
	uiscussion, and			

identification of	(iu) Introduction to	(iv) Introduction to
continuous	(iv) Introduction to	(iv) Introduction to
	Literature in English:	Literature in English:
assessment	making student teachers	making student teachers
opportunities in	listen to the narrative and	listen to the narrative and
the lesson. Each	each mention what the	each mention what the
lesson should	narrative makes them see,	narrative makes them see,
include at least	feel, hear, smell or taste in	feel, hear, smell or taste in
two opportunities	their mind.	their mind.
to use continuous		
assessment to	3.2 Discuss with tutors the	3.2 Discuss the
support student	appropriateness of the	appropriateness of the
teacher learning	activities and strategies	activities and strategies
Resources:	for the delivery of	for the delivery of
<ul> <li>links to the</li> </ul>	lesson 3 in both the	lesson 3 in both the
existing PD	College of Education	College of Education
Themes, for	(B.ED) and the Basic	(B.ED) and the Basic
example,	School Curricula and	School Curricula and
action	how they will be used to	how they will be used to
research,	enhance the core and	enhance the core and
questioning	transferable skills (e.g.	transferable skills (e.g.
and to other	critical thinking,	critical thinking,
external	communication,	communication,
reference	collaboration, digital	collaboration, digital
material:	literacy) and diversity	literacy) and diversity
literature, on	issues, equal	issues, equal
web, Utube,	opportunities, non-	opportunities, non-
physical	sexist language) in the	sexist language) in the
resources,	classroom	classroom
power point;		
how they	3.3 Assist tutors to identify	3.3 Identify areas that need
should be	areas that need	clarification.
used.	clarification.	
Consideration		
needs to be	3.4 Lead tutors to discuss in	3.4 Discuss in your various
given to local	their various course	course groups how the
availability	groups how the	different activities
<ul> <li>guidance on</li> </ul>	different activities	would be carried out in
any power	would be carried out in	both CoE and basic
point	both CoE and basic	school classroom to
presentations,	school classroom to	achieve the LOs and the
TLM or other	achieve the LOs and the	Lis of the course manual
resources	Lis of the course manual	for lesson 3.
which need to	for lesson 3.	
be developed		
to support	3.5 Ask one tutor to model	3.5 Model a selected
learning	a selected activity in a	activity in a teaching
learning	_	
	teaching situation. For	situation. For example

<b>—</b> · · · · · · ·		
Tutors should be	example, modeling the	model the teaching of:
expected to have a	teaching of:	Denotational meaning
plan for the next	Denotational meaning	and Connotational /
lesson for student	and Connotational /	Associative meaning in
teachers	Associative meaning,	English Semantics);
	(English Semantics);	Introduction to
	Introduction to	morphology
	morphology	(Introduction to
	(Introduction to	English); Adjective and
	English); Adjective and	adverb phrases
	adverb phrases	(Advanced English
	(Advanced English	Grammar); Imagery,
	Grammar); Imagery,	(Introduction to
	(Introduction to	literature ).
	literature).	interature j.
	illerature).	
	3.6 Ask tutors to discuss	3.6 Discuss how GESI issues
	how GESI issues related	related to the teaching
	to the teaching and	and learning activities of
	learning activities of the	the lesson would be
	lesson would be	addressed.
	addressed.	
	Examples:	Examples:
	-	
	(i) Equal representation of	(i) Equal representation of
	males and females and	males and females and
	mix ability grouping as	mix ability grouping as
	appropriate.	appropriate.
	(ii) Assign leadership roles	(ii) Assign leadership roles
	to females as well as to	to females as well as
	males.	to males.
	3.7 Ask tutors to identify	3.7. Identify where, and
		•
	where, and which, 21 <sup>st</sup>	which, 21 <sup>st</sup> century
	century skills that can	skills that can be
	be developed or applied	developed or applied
	in the lesson and how	in the lesson and how
	they can help student	they can help student
	teachers to support	teachers to support
	basic school leaners to	basic school leaners to
	develop these skills	develop these skills
	through STS activities.	through STS activities.
	E las	E a contra
	Examples:	Examples:
	(i) The use of appropriate	(i) The use of appropriate
	videos to prepare and	videos to prepare and
	present lessons.	present lessons.

			ı
	(ii) Development of collaborative and communicative skills through group works and presentations.	(ii) Development of collaborative and communicative skills through group works and presentations.	
	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.	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.	
	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.	Note: Be mindful of GESI issues such as the use of braille, the use of audio machines for orals, etc.	
	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.	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.	
<ul> <li><b>4. Evaluation and</b> review of session:</li> <li>Tutors should Identifying critical friends to observe</li> </ul>	4.1 Ask tutors to reflect on and share what they have learnt in the session which they will be using in their lessons.	4.1 Reflect on what you have learnt in the session which you will be using in your lesson. Share your ideas with the class.	15 mins

	4.2 Aply to the vertex indepatible	4.2 Identify a gritical friand	
lessons and report	4.2 Ask tutors to identify	4.2 Identify a critical friend	
at next session.	critical friends who took	who took part in the PD	
<ul> <li>Identifying and</li> </ul>	part in the PD session to	session to sit in your	
addressing any	sit in their classes during	class during the lesson	
outstanding issues	lesson and report on	and report on his/her	
relating to the	observation made	observation during the	
lesson/s for	during next PD session.	next PD session.	
clarification			
	4.3 Ask tutors to read	4.3 Read lesson 4 to	
	lesson 4 from the PD	prepare for next week's	
	manual in preparation	PD session.	
	for the next session.		

# **Tutor PD Session for Lesson 4 in the Course Manual**

### Introduction to English (EG, UP and JHS)

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

### Introduction to English Literature (UP)

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

### Advanced English Grammar (JHS)

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

#### English Semantics (JHS)

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

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<ol> <li>Introduction to the session</li> <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> </ol>	<ul> <li>1.1 Use an icebreaker to start the session: provide it or invite any volunteer(s) to provide one.</li> <li>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</li> </ul>	<ul> <li>1.1 Listen and respond to an icebreaker, and volunteer one if necessary.</li> <li>1.2 Move from your tables to other tables to find someone who will tell you what they can recall from the previous lesson.</li> </ul>	20 mins

aspects of the	recall in the previous		
lesson/s,	lesson.		
NB The guidance for	125		
SL/HoD should	1.3 Focusing on gender, put	1.3 Discuss in your gender	
identify and address	tutors in pairs and let	groups the main	
any areas where	them discuss the main	purpose of the current	
tutors might require	purpose of the current	PD session and that of	
clarification on any	PD session and that of	the current lesson and	
aspect of the lesson.	the current lesson and	share your views.	
NB SL/HoD should	ask them to share their		
ask tutors to plan for	views.		
their teaching as they	For example:		
go through the PD	The purpose of this PD		
session	session and the current		
	lesson is to help student		
	teachers to identify		
	diverse meanings in		
	English in relation to		
	grammar and literature.		
	1.4 Discuss with the gender	1.4 In gender pairs, refer to	
	groups, the main	the main learning	
	Learning Outcomes	Outcomes and the	
	(LOs) and the Learning	Learning Indicators of	
	Indicators (LIs) stated in	your respective course	
	their respective course	manuals. Identify how	
	manuals.	the Learning Indicators	
	For example:	align with the CLOs and	
	(iv) English Advanced	share your views with	
	Grammar: Analyse	the group.	
	various advanced uses of		
	English Grammar as used		
	in authentic discourses		
	(NTS 2c, p.13);		
	(v) English Semantics:		
	Demonstrate		
	understanding and		
	knowledge of the		
	basic/key concepts in		
	semantics (NTS 2c, 3i)		
	<i>(vi)</i> Introduction to		
	English: Demonstrate		
	basic knowledge and		
	understanding of English		
	word-forms and how they		
	are used to create		
	meaning (NTS 2c, 13)		

	(Refer to the learning		
	outcomes and indicators		
	sections of the lessons in		
	the course manuals).		
	1.5 Refer tutors to the lesson description of	1.5 Identify the lesson	
	lesson 4 and identify	descriptions in the	
	the distinctive features of the lesson.	manuals and the distinctive features of the lesson.	
	1.6 Ask tutors to brainstorm on likely controversial	1.6 Confer with your elbow	
	questions that are possible to arise from the introductory part of the lesson.	partner some of the likely controversial questions that are possible to arise from	
	An example of a question which might arise: Will meanings in the student-	the introductory part of your lesson.	
	teacher's mother tongue interfere with meanings in English?)		
2. Concept	2.1 Using think-pair-share	2.1 Use think-Pair-Share	15 mins
Development	strategy, ask tutors to	strategy to come out	15 11115
(New learning	come out with the main	with what you think is	
likely to arise in		,	
	content to be covered	the main content to be	
lesson/s):		the main content to be covered in lesson 4 for	
	content to be covered in lesson 4 and clarify issues that may arise		
lesson/s):	in lesson 4 and clarify	covered in lesson 4 for	
<ul><li>lesson/s):</li><li>Identification and</li></ul>	in lesson 4 and clarify issues that may arise	covered in lesson 4 for	
<ul> <li>lesson/s):</li> <li>Identification and discussion of new learning, potential barriers to learning</li> </ul>	in lesson 4 and clarify issues that may arise from the discussion. 2.1.1 Ask tutors to open to	covered in lesson 4 for your respective courses. 2.1.1 Open to lesson 4 and	
<ul> <li>lesson/s):</li> <li>Identification and discussion of new learning, potential barriers to learning for student</li> </ul>	in lesson 4 and clarify issues that may arise from the discussion. 2.1.1 Ask tutors to open to lesson 4 and identify the	covered in lesson 4 for your respective courses. 2.1.1 Open to lesson 4 and identify the various	
<ul> <li>lesson/s):</li> <li>Identification and discussion of new learning, potential barriers to learning for student teachers or</li> </ul>	<ul> <li>in lesson 4 and clarify</li> <li>issues that may arise</li> <li>from the discussion.</li> </ul> 2.1.1 Ask tutors to open to <ul> <li>lesson 4 and identify the</li> <li>various sub-topics in the</li> </ul>	covered in lesson 4 for your respective courses. 2.1.1 Open to lesson 4 and identify the various sub-topics in the	
<ul> <li>lesson/s):</li> <li>Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts</li> </ul>	<ul> <li>in lesson 4 and clarify</li> <li>issues that may arise</li> <li>from the discussion.</li> </ul> 2.1.1 Ask tutors to open to <ul> <li>lesson 4 and identify the</li> <li>various sub-topics in the</li> <li>respective course</li> </ul>	covered in lesson 4 for your respective courses. 2.1.1 Open to lesson 4 and identify the various sub-topics in the respective course	
<ul> <li>lesson/s):</li> <li>Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being</li> </ul>	<ul> <li>in lesson 4 and clarify issues that may arise from the discussion.</li> <li>2.1.1 Ask tutors to open to lesson 4 and identify the various sub-topics in the respective course manuals, examine the</li> </ul>	covered in lesson 4 for your respective courses. 2.1.1 Open to lesson 4 and identify the various sub-topics in the respective course manuals, examine the	
<ul> <li>lesson/s):</li> <li>Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the</li> </ul>	<ul> <li>in lesson 4 and clarify issues that may arise from the discussion.</li> <li>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</li> </ul>	covered in lesson 4 for your respective courses. 2.1.1 Open to lesson 4 and identify the various sub-topics in the respective course manuals, examine the aspects that link to	
<ul> <li>lesson/s):</li> <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>	<ul> <li>in lesson 4 and clarify issues that may arise from the discussion.</li> <li>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</li> </ul>	covered in lesson 4 for your respective courses. 2.1.1 Open to lesson 4 and identify the various sub-topics in the respective course manuals, examine the aspects that link to student-teachers'	
<ul> <li>lesson/s):</li> <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</li> </ul>	<ul> <li>in lesson 4 and clarify issues that may arise from the discussion.</li> <li>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</li> </ul>	covered in lesson 4 for your respective courses. 2.1.1 Open to lesson 4 and identify the various sub-topics in the respective course manuals, examine the aspects that link to student-teachers' previous knowledge	
<ul> <li>lesson/s):</li> <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>	<ul> <li>in lesson 4 and clarify issues that may arise from the discussion.</li> <li>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.</li> </ul>	covered in lesson 4 for your respective courses. 2.1.1 Open to lesson 4 and identify the various sub-topics in the respective course manuals, examine the aspects that link to student-teachers' previous knowledge and discuss them.	
<ul> <li>lesson/s):</li> <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> <li>NB The guidance for</li> </ul>	<ul> <li>in lesson 4 and clarify issues that may arise from the discussion.</li> <li>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.</li> </ul>	covered in lesson 4 for your respective courses. 2.1.1 Open to lesson 4 and identify the various sub-topics in the respective course manuals, examine the aspects that link to student-teachers' previous knowledge and discuss them. Example:	
<ul> <li>lesson/s):</li> <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> <li>NB The guidance for SL/HoD should set</li> </ul>	<ul> <li>in lesson 4 and clarify issues that may arise from the discussion.</li> <li>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.</li> <li>Example: Advanced Grammar:</li> </ul>	covered in lesson 4 for your respective courses. 2.1.1 Open to lesson 4 and identify the various sub-topics in the respective course manuals, examine the aspects that link to student-teachers' previous knowledge and discuss them. Example: Advanced Grammar:	
<ul> <li>lesson/s):</li> <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> <li>NB The guidance for</li> </ul>	<ul> <li>in lesson 4 and clarify issues that may arise from the discussion.</li> <li>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.</li> </ul>	covered in lesson 4 for your respective courses. 2.1.1 Open to lesson 4 and identify the various sub-topics in the respective course manuals, examine the aspects that link to student-teachers' previous knowledge and discuss them. Example:	
<ul> <li>lesson/s):</li> <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> <li>NB The guidance for SL/HoD should set out what they need</li> </ul>	<ul> <li>in lesson 4 and clarify issues that may arise from the discussion.</li> <li>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.</li> <li>Example: Advanced Grammar: Prepositional phrases,</li> </ul>	covered in lesson 4 for your respective courses. 2.1.1 Open to lesson 4 and identify the various sub-topics in the respective course manuals, examine the aspects that link to student-teachers' previous knowledge and discuss them. Example: Advanced Grammar: Prepositional phrases,	

Semantics: Sense relations	Semantics: Sense relations	
among words1: Lexical	among words1: Lexical	
Fields: Kinship, Synonyms	Fields: Kinship, Synonyms	
& Antonyms.	& Antonyms.	
Introduction to Literature: Interpreting the selected text, (literal meaning), Sound devices in the poem	Introduction to Literature: Interpreting the selected text, (literal meaning), Sound devices in the poem	
& Figurative language. Introduction to English: Semantics: definition of semantics, types of meaning, semantic vrs pragmatic, sense relations.	& Figurative language. Introduction to English: Semantics: definition of semantics, types of meaning, semantic vrs pragmatic, sense relations.	
2.2 Put tutors in their course groups to discuss the challenges they might encounter when presenting some specific topics of their lessons.	2.2 In your course groups discuss probable challenges you might encounter when presenting topics of your lessons.	
<ul> <li>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.</li> <li>Example:</li> <li>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.</li> </ul>	2.2.1 Provide answers to likely questions that will be raised by student teachers relating to barriers to learning some concepts or pedagogy in teaching these topics with the whole group.	
2.3 Ask tutors in their course groups, to consider the suggested strategies in	2.3 Still in your course groups, refer to the strategies <i>section of your</i>	
	strategies section of your	
the manual and choose	respective course	
the manual and choose the most appropriate	respective course manuals and consider	

	ones for teaching the	the suggested strategies	
	topics in their respective manuals.	in the manual. Choose	
	manuais.	the most appropriate	
		ones for teaching the	
	Examples:	topics. Examples:	
	Think-pair-share strategy,		
	,	Think-pair-share strategy,	
	school visits, Discussion,	school visits, Discussion,	
	Concept mapping, Individual work and	Concept mapping, Individual work and	
	presentation, Teacher	presentation, Teacher	
	modelling, Brainstorming	modelling, Brainstorming	
	and Questioning.	and Questioning.	
	2.4 Still in their course	2.4 In your course groups,	
	groups, ask tutors to	use 'the radio presenter	
	use 'the radio presenter	strategy' to show how	
	strategy' to show how	the selected activities	
	the selected activities	will be used in the	
	will be used in the	lessons to promote	
	lessons to promote	learning at the New 4-	
	learning at the New 4-	Year B.Ed. programmes	
	Year B.Ed. programme	and Basic school levels.	
	and Basic school levels.		
3. Planning for	3.1 Lead discussion through	3.1 Answer questions that	
teaching, learning	questions and answers	arise from the	
and assessment	on the various	discussion on the	
activities for the	suggested teaching and	various suggested	
lesson/s	learning activities to be	teaching and learning	
Reading and	used in the lesson	activities to be used in	
discussion of the	delivery.	the lesson delivery.	
teaching and	Examples:	Examples:	
learning activities	Advanced English Grammar:	Advanced English Grammar:	
<ul> <li>Noting and addressing areas</li> </ul>	Teaching and learning	Teaching and learning	
where tutors may	activity is to discuss with	activity is to quide student	
require	student teachers to identify	teachers to identify the	
clarification	the elements in a	elements in a prepositional	
<ul> <li>Noting</li> </ul>	prepositional phrase.	phrase through discussion.	
opportunities for	,,		
making links to the	English Semantics: Teaching	English Semantics: <i>Teaching</i>	
Basic School	and learning activity is to	and learning activity is to	
Curriculum	ask student teachers to	allow student teachers to	
Noting	brainstorm on lexical field,	brainstorm on lexical field,	
opportunities for	show the differences and	show the differences and	
integrating: GESI	similarities among words in	similarities among words in	

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responsiveness	the same lexical field and	the same lexical field and	
and ICT and 21 <sup>st</sup> C	give examples.	give examples.	
skills			
<ul> <li>Reading,</li> </ul>	Introduction to English:	Introduction to English:	
discussion, and	Teaching and learning	Teaching and learning	
identification of	activities is to engage	activities include guiding	
continuous	student teachers to	student teachers to	
	brainstorm on the various	brainstorm on the various	
assessment	definitions of meanings.	definitions of meanings.	
opportunities in	dejinitions of meanings.	dejinitions of meanings.	
the lesson. Each		Introduction to Literature in	
lesson should	Introduction to Literature in		
include at least	English: Teaching and	English: Teaching and	
two opportunities	learning activities is to	learning activities is guiding	
to use continuous	guide student teachers to	student teachers to look for	
assessment to	discuss the literal meaning of	the literal meaning of the	
support student	the poem by asking them to	poem and try to distinguish	
teacher learning	say what the poem is talking	between literal and literary	
Resources:	about distinguishing between	meaning.	
links to the existing	literal and literary meaning.		
PD Themes, for			
	3.2 Discuss how tutors will	3.2 Deliberate on how you	
example, action	promote the delivery of	will promote the	
research, questioning	English lessons in both	delivery of English	
and to other external	the B.Ed. and Basic	lessons in both the B.Ed.	
reference material:	School Curricula, as well	and Basic School	
literature, on web,	as GESI and 21 <sup>st</sup> century	Curricula, as well as	
Utube, physical	skills. (Refer tutors to	GESI and 21 <sup>st</sup> century	
resources, power	the teaching and	skills. (Refer to the	
point; how they should	learning activities	teaching and learning	
be used. Consideration	sections of the course	activities sections of the	
needs to be given to	=		
local availability	manuals)	course manuals)	
guidance on any		2.2 Delikerets statis	
power point	3.3 Discuss with tutors the	3.3 Deliberate on the	
presentations, TLM	appropriateness of the	appropriateness of the	
or other resources	activities and strategies	activities and strategies	
which need to be	and how they will be	and show how these	
developed to support	used to enhance the	will be used to enhance	
learning	core and transferable	the core and	
• Tutors should be	skills (e.g. critical	transferable skills (e.g.	
expected to have a	thinking,	critical thinking,	
plan for the next	communication,	communication,	
lesson for student	collaboration, digital	collaboration, digital	
teachers	literacy) and GESI (e.g.	literacy) and GESI (e.g.	
	diversity issues, equal	diversity issues, equal	
	opportunities, non-	opportunities, non-	
	sexist language) in the	sexist language) in the	
	,		
	lessons in both the	lessons in both the	
	College of Education	College of Education	

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	(B.ED) and the Basic School Curricula.	(B.ED) and the Basic School Curricula.	
	<ul> <li>3.4 Ask one tutor to model a selected activity in a teaching situation.</li> <li>For example: In English semantics, model the teaching of some of the lexical fields.</li> <li>In Advanced English Grammar, model the teaching of identifying the elements in a prepositional phrase.</li> <li>In Introduction to English, model the teaching on the various definitions of</li> </ul>	<ul> <li>3.4 Model a selected activity in a teaching situation.</li> <li>For example: In English semantics, model the teaching of some of the lexical fields.</li> <li>In Advanced English Grammar, model the teaching of identifying the elements in a prepositional phrase.</li> <li>In Introduction to English, model the teaching on the various definitions of</li> </ul>	
	meanings.	meanings.	
	<ul> <li>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.</li> </ul>	3.5 Refer to the assessment section of your respective manuals. Read on Subject project and Subject portfolio. Share your understanding of each concept.	
	3.6 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	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	

	portfolio including	those gathered from	
	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.	<ul> <li>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.</li> <li>Explain the structure of the subject project in terms of the introduction, methodology, substantive section and the conclusion.</li> </ul>	
	Note: Remind tutors to be mindful of GESI issues such as the use of braille, the use of audios, videos etc.	Note: Be mindful of GESI issues such as the use of braille, the use of audios, videos etc.	
	3.7 Discuss the assessment instruments in the respective manuals and procedures used in assessing student teachers.	3.7 Discuss the assessment instruments in your respective manuals and procedures used in assessing student teachers with whole group.	
	For example: presentation, projects, debate, quizzes, assignments and tests.	For example: presentation, projects, debate, quizzes, assignments and tests.	
<ul> <li>4. Evaluation and review of session:</li> <li>Tutors need to identify critical friends to observe lessons and report at next session.</li> </ul>	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.	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.	15 mins
<ul> <li>Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	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.	4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on his/her observation during the next PD session.	

4.3 Ask tutors to read	4.3 Read lesson 5 to	
lesson 5 from the PD	prepare for next week's	
manual in preparation	PD session.	
for the next session.		

# **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. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<ol> <li>Introduction to the session</li> <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> </ol>	<ul> <li>1.1 Use an icebreaker <i>e.g.</i> song or rhyme, to start the session: provide it or invite any volunteer(s) to provide one.</li> <li>1.2 Use question and answer to recap the main issues raised in the previous PD session.</li> <li>1.3 Put tutors in gender groups and let them discuss the main purpose of the current PD session.</li> </ul>	<ul> <li>1.1 Listen, respond and participate to the icebreaker, and volunteer one if necessary.</li> <li>1.2 Provide answers to the questions to recap some of the main issues discussed in the previous PD session.</li> <li>1.3 Discuss in your gender groups the main purpose of the current PD session and share your views with the larger group.</li> </ul>	20 mins

aspects of the	For example:		]
lesson/s,	The purpose of this PD		
NB The guidance for	session and the current		
SL/HoD should	lesson is to help student		
identify and address	teachers to identify diverse		
any areas where	meanings in English in		
tutors might require	relation to grammar and		
clarification on any	literature.		
aspect of the lesson.			
NB SL/HoD should ask	1.4 Discuss with the gender	1.4 In gender pairs, refer to	
tutors to plan for	groups, the main	the main learning	
their teaching as they	Learning Outcomes	Outcomes and the	
go through the PD	(LOs) and the Learning	Learning Indicators of	
session	Indicators (LIs) stated in	your respective course	
	their respective course	manuals. Identify how	
	manuals. (Refer to the	the Learning Indicators	
	learning outcomes and	align with the CLOs and	
	indicators sections of	share your views with	
	the lessons. How are the	the group.	
	indicators related to the	<u> </u>	
	learning outcome?		
	For example:	For example:	
	(i) English Advanced	(i) English Advanced	
	Grammar: Analyse various	Grammar: Analyse various	
	advanced uses of English	advanced uses of English	
	Grammar as used in	Grammar as used in	
	authentic discourses (NTS	authentic discourses (NTS	
	2c, p.13);	2c, p.13);	
	(ii) English Semantics: At the	(ii) English Semantics: At the	
	end of this course,	end of this course,	
	students should be able	students should be able	
	to apply the basic	to apply the basic	
	concepts/principles to	concepts/principles to	
	synthesize basic	synthesize basic	
	semantic building blocks	semantic building blocks	
	to compose meaningful	to compose meaningful	
	English structures and to	English structures and	
	analyze meaning at	to analyze meaning at different levels of	
	different levels of	different levels of	
	language (NTS2c, d, 3e, i).	language (NTS2c, d, 3e, i).	
	(iii) Introduction to English:	(iii) Introduction to English:	
	Demonstrate basic	Demonstrate basic	
	knowledge and	knowledge and	
	understanding of	understanding of	
	English word-forms and	English word-forms and	
	Lingiisii woru-joriiis ullu		

	<ul> <li>how they are used to create meaning (NTS 2c, 13)</li> <li>(Refer to the learning outcomes and indicators sections of the lessons in the course manuals).</li> <li>1.5 Refer tutors to the lesson description of lesson 5 and identify the</li> </ul>	<ul> <li>how they are used to create meaning (NTS 2c, 13)</li> <li>(Refer to the learning outcomes and indicators sections of the lessons in the course manuals).</li> <li>1.5 Identify the lesson descriptions in the manuals of lesson 5 and</li> </ul>	
	distinctive features of the lesson. 1.6 Ask tutors to brainstorm on likely controversial questions that are possible to arise from the introductory part of the lesson. An example of a question which might arise: What is the difference among gerund, infinitive, participle and absolute	the distinctive features of the lesson. 1.6 Confer with your elbow partner some of the likely controversial questions that are possible to arise from the introductory part of your lesson.	
<ul> <li>2. Concept Development (New learning likely to arise in lesson/s):</li> <li>Identification and discussion of new learning, potential barriers to learning for student teachers or students,</li> </ul>	<ul> <li>phrases.</li> <li>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?</li> </ul>	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	15 mins
concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set	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.	2.1.1 Through <i>the think-pair-share</i> , state the main content to be covered in the lesson and clarify issues that may arise from the discussion.	

and a deal that the	Freedor	<b>E</b> very lev
out what they need	Example:	Example:
to do to introduce	Advanced Grammar: Forms	Advanced Grammar: Forms
and explain the	and functions of phrases in	and functions of phrases in
issues/s with tutors	English: Gerund phrases and	English: Gerund phrases and
	their functions, Infinitive	their functions, Infinitive
	phrases and their functions,	phrases and their functions,
	Participle phrases and	Participle phrases and
	Absolute phrases	Absolute phrases
	Introduction to Literature:	Introduction to Literature:
	Introduction to Drama:	Introduction to Drama:
	what is drama?, Nature of	what is drama?, Nature of
	drama and Types of drama	drama and Types of drama
	English semantics: Sense	English semantics: Sense
	Relations among words 2:	Relations among words 2:
	hyponymy, homonymy,	hyponymy, homonymy,
	homophony, Homography	homophony, Homography
	and Polysemy	and Polysemy
	, ,	
	Introduction to English:	Introduction to English:
	Word classes: Nouns and	Word classes: Nouns and
	Pronouns.	Pronouns.
	(Refer to the sections on	(Refer to the sections on
	topics and sub-topics in the	topics and sub-topics in the
	respective course manuals)	respective course manuals).
	2.2 Put tutors in their course	2.2 In your course groups
	groups to discuss the	discuss any challenges
	challenges they might	you anticipate in
	encounter when	presenting the topics of
	presenting some specific	various lessons
	topics of their lessons.	
	topics of their lessons.	
	2.2.1 Use probing questions	2.2.1 provide apswers to
		2.2.1 provide answers to
	to identify potential	likely questions that will
	barriers student	be raised by student
	teachers are likely to	teachers relating to
	encounter in learning	barriers to learning
	some concepts or	some concepts or
	pedagogy in teaching	pedagogy in teaching
	these topics.	these topics with the
	Example:	whole group.
	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.		
		languager		
		2.3 Ask tutors in their	2.3 Still in your course	
		course groups, to	groups, refer to the	
		consider the suggested		
		strategies in the manual	strategies section of	
		and choose the most	your respective course	
			manuals and consider	
		appropriate ones for	the suggested strategies	
		teaching the topics in	in the manual. Choose	
		their respective	the most appropriate	
		manuals.	ones for teaching the	
			topics.	
		Examples:	Examples:	
		Think-pair-share strategy,	Think-pair-share strategy,	
		school visits, Discussion,	school visits, Discussion,	
		Concept mapping, Individual	Concept mapping,	
		work and presentation,	Individual work and	
		Teacher modelling,	presentation, Teacher	
		Brainstorming and	•	
		Questioning.	modelling, Brainstorming	
		Questioning.	and Questioning.	
3.	Planning for	3.1 Have tutors do	3.1 Discuss the various	
	teaching, learning	discussion on the	teaching and learning	
	and assessment	various teaching and	activities used in the	
	activities for the	learning activities used	lesson delivery and how	
	lesson/s	in the lesson delivery	they will promote the	
•	Reading and	such as group work and	content delivery of the	
-	discussion of the	how they will promote	B.Ed and Basic School	
	teaching and	the content delivery of	Curricula. E.g., group	
	•	the New 4-year B.Ed.	work, think-pair-share,	
	learning activities	-	· · ·	
•	Noting and	and Basic School	independent study,	
	addressing areas	Curricula. (Refer tutors	brainstorming (refer to	
	where tutors may	to the teaching and	the teaching and	
	require	learning activities	learning activities	
	clarification	sections of their course	section of your course	
•	Noting	manuals	manual)	
	opportunities for	Examples:	Examples:	
	making links to the	Advanced English Grammar:	Advanced English Grammar:	
	Basic School	teaching and learning	teaching and learning	
	Curriculum	activity is to discuss with	activity is to discuss with	
•	Noting	student teachers to identify	student teachers to identify	
1	opportunities for	the forms and functions of	the forms and functions of	
1				

		1		
	integrating: GESI	phrases in English: Gerund	phrases in English: Gerund	
	responsiveness	phrases and their functions,	phrases and their functions,	
	and ICT and 21 <sup>st</sup> C	Infinitive phrases and their	Infinitive phrases and their	
	skills	functions, Participle phrases	functions, Participle phrases	
•	Reading,	and Absolute phrases.	and Absolute phrases.	
	discussion, and	,	· · · · · · · · · · · · · · · · · · ·	
	identification of	English Semantics: teaching	English Semantics: teaching	
	continuous	and learning activity is to	and learning activity is to	
		5,		
	assessment	ask student teachers to	ask student teachers to	
	opportunities in	brainstorm on sense	brainstorm on sense	
	the lesson. Each	relations among words 2:	relations among words 2:	
	lesson should	hyponymy, homonymy,	hyponymy, homonymy,	
	include at least	homophony, Homography	homophony, Homography	
	two opportunities	and Polysemy	and Polysemy	
	to use continuous			
	assessment to	Introduction to English:	Introduction to English:	
	support student	teaching and learning	teaching and learning	
	teacher learning	activities is to engage	activities is to engage	
	Resources:	student teachers to	student teachers to	
	<ul> <li>links to the</li> </ul>	brainstorm on word classes:	brainstorm on word classes:	
	existing PD	Nouns and Pronouns.	Nouns and Pronouns.	
	-		Nouns und Pronouns.	
	Themes, for	Introduction to Literature in	Introduction to Literature in	
	example, action			
	research,	English: <i>teaching and</i>	English: teaching and	
	questioning and	learning activities is to guide	learning activities is to	
	to other	student teachers to discuss	guide student teachers to	
	external	the Introduction to Drama:	discuss the Introduction to	
	reference	what is drama?, Nature of	Drama: what is drama?,	
•	Tutors should be	drama and Types of drama.	Nature of drama and Types	
	expected to have		of drama.	
	a plan for the next			
	lesson for student	3.2 Discuss how tutors will	3.2 Deliberate on how you	
	teachers	promote the delivery of	will promote the	
		English lessons in both	delivery of English	
		the B.Ed. and Basic	lessons in both the B.Ed.	
		School Curricula, as well	and Basic School	
		as GESI and 21 <sup>st</sup> century	Curricula, as well as	
		skills. (Refer tutors to	GESI and 21 <sup>st</sup> century	
			skills. (Refer to the	
		the teaching and		
		learning activities	teaching and learning	
		sections of the course	activities sections of the	
		manuals)	course manuals)	
		3.3 Discuss with tutors the	3.3 Deliberate on the	
		appropriateness of the	appropriateness of the	
		activities and strategies	activities and strategies	
		(Use of traffic light in	(strategies (Use of	
L				

classes: Nouns and	classes: Nouns and
Pronouns.	Pronouns.
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.	3.5 Refer to the assessment section of your respective manuals. Read on Subject project and Subject portfolio. Share your understanding of each concept.
<ul> <li>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.</li> </ul>	3.6 Examine the modes of assessment outlined in the various manuals and find out how they are aligned with the NTEAP in terms of subject project, subject portfolio including those gathered from school visits (STS) and end of semester examination. For example, identify and discuss some areas for your subject projects for the semester. Explain the structure of the subject project in terms of the introduction, methodology, substantive section and the conclusion.

	Note: Remind tutors to be	Note: Be mindful of GESI	
	mindful of GESI issues such	issues such as the use of	
	as the use of braille, the use	braille, the use of audios,	
	of audios, videos etc.	videos etc.	
	3.7 Discuss the assessment instruments in the respective manuals and procedures used in assessing student teachers.	3.7 Discuss the assessment instruments in your respective manuals and procedures used in assessing student teachers with whole group.	
	For example: presentation,	For example: presentation,	
	projects, debate, quizzes,	projects, debate, quizzes,	
	assignments and tests.	assignments and tests.	
4. Evaluation and	4.1 Ask tutors to reflect on	4.1 Reflect on what you	15 mins
review of session:	the lesson and share	have learnt in the	
<ul> <li>Tutors need to</li> </ul>	what they have learnt in	session which you will	
identify critical	the session which they	be using in your lesson.	
friends to observe	will be using in their	Share your ideas with	
lessons and report	lessons.	the class.	
at next session.			
<ul> <li>Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	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.	4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on his/her observation during the next PD session.	
	4.3 Ask tutors to read	4.3 Read lesson 6 to	
	lesson 6 from the PD	prepare for next week's	
	manual in preparation	PD session.	
1	for the next session.		

# **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. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<ol> <li>Introduction to the session</li> <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> </ol>	<ul> <li>1.1 Use an icebreaker to start the session: provide it or invite any volunteer(s) to provide one.</li> <li>1.2 Let tutors write down the main ideas raised in the previous PD Session.</li> <li>Example: <ul> <li>What were the main concepts you learnt</li> </ul> </li> </ul>	<ul> <li>1.1 Listen and respond to an icebreaker, and volunteer one if necessary.</li> <li>1.2 Write down the main concepts raised in the previous PD Session in the manual.</li> </ul>	20 mins

Overview of	in the previous PD	
content and identification of any distinctive	- Ask tutors to reflect on the lesson	Reflect on the application of the previous PD session
aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where	observed by a colleague on the application of the previous PD session in the classroom.	practised in the classroom and provide comments and feedback.
tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	1.3 Lead tutors to discuss the student-teacher prior knowledge that will facilitate the success of the delivery of the current lessons. ( <i>Refer</i> <i>tutors to the RPK section</i> <i>of the course manual</i> <i>RPK</i> ).	1.3 Think and share with the whole group the student-teacher's knowledge and experience upon which you may build your lesson.
	<ul> <li>1.4 Focusing on gender, put tutors in pairs and let them discuss the purpose of this current PD session and the current lesson.</li> <li>For example: 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.</li> </ul>	1.4 Discuss in your gender groups the main purpose of the current PD sessions. And the current lesson.
	1.5 Discuss with the gender groups, the main Learning Outcomes (LOs) and the Learning Indicators (LIs) stated in their respective course manuals. (Refer to the learning outcomes and indicators sections of the lessons. How are the indicators related to the learning outcome?	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. (Refer to the learning outcomes and indicators section of the various lessons)

For example:		
English Advanced Grammar:		
Analyse various advanced		
uses of English Grammar as		
used in authentic discourses		
(NTS 2c, p.13).		
English Semantics:		
At the end of this course,		
students should be able to		
apply the basic		
concepts/principles to		
synthesize basic semantic		
building blocks to compose		
meaningful English		
structures and to analyze		
meaning at different levels		
of language (NTS2c, d, 3e, i).		
Introduction to English:		
Demonstrate basic		
knowledge and		
understanding of English		
word-forms and how they		
are used to create meaning		
(NTS 2c, 13)		
(Refer to the learning		
outcomes and indicators		
sections of the lessons in the		
course manuals).		
1.6 Refer tutors to the	1.6 Identify the lesson	
lesson description of	descriptions in the	
lesson 6 and identify the	manuals of lesson 6 and	
distinctive features of	the distinctive features	
the lesson.	of the lesson.	
1.7 Ask tutors to brainstorm	1.7 Confer with your elbow	
on likely controversial	partner some of the	
questions that are	likely controversial	
possible to arise from	questions that are	
the introductory part of	possible to arise from	
the lesson.	the introductory part of	
An example of a question	your lesson in the	
which might arise:	various courses.	
Advanced Creatives		
Advanced Grammar:		
Student teachers may		

2. Concept Development	<ul> <li>confuse phrases with clauses.</li> <li>English Semantics:</li> <li>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.</li> <li>Introduction to English: students teachers may not know how to use correct forms of adjectives and verbs that are used in English.</li> <li>2.1 Use question and answer technique to</li> </ul>	2.2 Answer and ask questions for	15 mins
<ul> <li>(New learning likely to arise in lesson/s):</li> <li>Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being</li> </ul>	<ul> <li>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?</li> <li>2.1.1 Using think-pair-share</li> </ul>	<ul> <li>clarification to identify key elements of the lesson description in the course manual and address issues that may arise. (<i>Refer to the</i> <i>lesson description in the</i> <i>course manual</i></li> <li>2.2.1 Through the think-</li> </ul>	
introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce	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. (Refer to the sections on topics and sub-topics in the respective course manuals)	pair-share, state the main content to be covered in the lesson and clarify issues that may arise from the discussion. (Refer to the section on topics and sub-topics in the respective course manuals).	

and explain the	Example:		
issues/s with tutors	Advanced Grammar: Noun		
	clauses: what is a		
	clause, The noun clause:		
	constituents and		
	position.		
	Semantics: 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.		
	Introduction to Literature:		
	Elements of Drama:		
	Elements of Drama		
	(Setting and Plot),		
	Elements of Drama - (1)		
	dialogue, aside,		
	monologue and soliloquy		
	(2) character and		
	characterization.		
	Introduction to English:		
	Word classes: Adjectives		
	& Verbs		
	2.2 Put tutors in their	2.2 In your course groups	
	course groups to discuss	discuss any challenges	
	the challenges they	you anticipate in	
	might encounter when presenting some	presenting the topics of	
	specific topics of their	various lessons.	
	lessons.		
	2.3 Use probing questions	2.3 Provide answers to	
	to identify potential	likely questions that will	
	barriers student	be raised by student	
	teachers are likely to	teachers relating to	
	encounter in learning	barriers to learning	
	some concepts or	some concepts or	

		1	
	pedagogy in teaching	pedagogy in teaching	
	these topics.	these topics with the	
	Example:	whole group.	
	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.		
	2.4 Ask tutors in their	2.4 Demonstrate the	
	course groups, to	selected activity in real	
	consider the suggested	classroom teaching	
	strategies in the manual	situation.	
	and choose the most		
	appropriate ones for		
	teaching the topics in		
	their respective		
	manuals.		
	Examples:	Examples:	
	Think-pair-share strategy,	Think-pair-share strategy,	
	school visits, Discussion,	school visits, Discussion,	
	Concept mapping,	Concept mapping,	
	Individual work and	Individual work and	
	presentation, Teacher	presentation, Teacher	
	modelling,	modelling, Brainstorming	
	Brainstorming and	and Questioning.	
	Questioning.		
3. Planning for	3.2 Have tutors do	3.2 Discuss the various	
teaching, learning	discussion on the	teaching and learning	
and assessment	various teaching and	activities used in the	
activities for the	learning activities used	lesson delivery and how	
lesson/s	in the lesson delivery	they will promote the	
Reading and	such as group work and	content delivery of the	
discussion of the	how they will promote	B.Ed and Basic School	
teaching and	the content delivery of	Curricula. E.g., group	
learning activities	the New 4-year B.Ed.	work, think-pair-share,	
<ul> <li>Noting and</li> </ul>	and Basic School	independent study,	
addressing areas	Curricula. (Refer tutors	brainstorming (refer to	

	where tutors may	to the teaching and	the teaching and	
	require	learning activities	learning activities	
	clarification	sections of their course	section of your course	
•	Noting	manuals	manual)	
	opportunities for			
	making links to the	Examples:	Examples:	
	Basic School	Advanced English Grammar:	Advanced English Grammar:	
	Curriculum	teaching and learning	teaching and learning	
•	Noting	activity is to discuss with	activity is to guide student	
	opportunities for	student teachers to identify	teachers to identify noun	
	integrating: GESI	noun clauses: what is a	clauses: what is a clause,	
	responsiveness	clause, the noun clause:	the noun clause:	
	and ICT and 21 <sup>st</sup> C	constituents and position.	constituents and position.	
	skills			
•	Reading,	English Semantics: teaching	English Semantics: teaching	
	discussion, and	and learning activity is to	and learning activity is to	
	identification of	ask student teachers to	allow student teachers to	
	continuous	brainstorm on meaning of	brainstorm on meaning of	
	assessment	nouns and adjectives:	nouns and adjectives:	
		forms/feature of nouns,	forms/feature of nouns,	
	opportunities in the lesson. Each	categories of nouns,	categories of nouns,	
		functions of nouns in	functions of nouns in	
	lesson should	sentence structure, forms &	sentence structure, forms &	
	include at least	types of adjectives and	types of adjectives and	
	two opportunities	functions of adjectives in	functions of adjectives in	
	to use continuous	sentence structure	sentence structure	
	assessment to	sentence structure	sentence structure	
	support student	Introduction to English:	Introduction to English	
	teacher learning	Introduction to English:	Introduction to English:	
•	Resources:	teaching and learning	teaching and learning	
	<ul> <li>links to the</li> </ul>	activities is to engage	activities include guiding	
	existing PD	student teachers to	student teachers to	
	Themes, for	brainstorm on the word	brainstorm on the word	
	example, action	classes: Adjectives & Verbs	classes: Adjectives & Verbs	
	research,		Introduction to Literature in	
	questioning	Introduction to Literature in		
	and to other	English: teaching and	English: teaching and	
	external	learning activities is to guide	learning activities is guiding	
	reference	student teachers to discuss	student teachers to look for	
	material:	the Elements of Drama	the Elements of Drama	
	literature, on	(Setting and Plot), Elements	(Setting and Plot), Elements	
	web, Utube,	of Drama - (1) dialogue,	of Drama - (1) dialogue,	
	physical	aside, monologue and	aside, monologue and	
	resources, power	soliloquy (2) character and	soliloquy (2) character and	
	point; how they	characterization	characterization	
	should be used.			
	Consideration	3.2 Discuss how tutors will	3.2 Deliberate on how you	
	needs to be	promote the delivery of	will promote the	

	[		
given to local	English lessons in both	delivery of English	
availability	the B.Ed. and Basic	lessons in both the	
<ul> <li>guidance on</li> </ul>	School Curricula, as well	B.Ed. and Basic School	
any power	as GESI and 21 <sup>st</sup> century	Curricula, as well as	
point	skills. (Refer tutors to	GESI and 21 <sup>st</sup> century	
presentations,	the teaching and	skills. (Refer to the	
TLM or other	learning activities	teaching and learning	
resources	sections of the course	activities sections of the	
which need to	manuals	course manuals)	
be developed			
to support	3.3 Discuss with tutors the	3.3 Deliberate on the	
learning	appropriateness of the	appropriateness of the	
Tutors should be	activities and strategies	activities and strategies	
expected to have a	(Use of traffic light in	(strategies (Use of	
plan for the next	teaching, think-pair-	traffic light in teaching,	
lesson for student	share strategy, school	think-pair-share	
teachers	visits, Discussion,	strategy, school visits,	
	Concept mapping,	Discussion, Concept	
	Individual work and	mapping, Individual	
	presentation, Teacher	work and presentation,	
	modelling,	Teacher modelling,	
	Brainstorming and	Brainstorming and	
	Questioning) and how	Questioning) and show	
	they will be used to	how these will be used	
	enhance the core and	to enhance the core	
	transferable skills (e.g.	and transferable skills	
	critical thinking,	(e.g. critical thinking,	
	communication,	communication,	
	,		
	collaboration, digital	collaboration, digital	
	literacy), and GESI (e.g.	literacy) and GESI (e.g.	
	diversity issues, equal	diversity issues, equal	
	opportunities, non-	opportunities, non-	
	sexist language) in the	sexist language) in the	
	lessons in both the	lessons in both the	
	College of Education	College of Education	
	(B.ED) and the Basic	(B.ED) and the Basic	
	School Curricula.	School Curricula.	
	3.4 Ask one tutor to model a	3.4 Model a selected	
	selected activity in a	activity in a teaching	
	teaching situation.	situation.	
	For example:	For example:	
	In English semantics, model	In English semantics, model	
	the teaching of meaning of	the teaching of meaning of	
	nouns and adjectives:	nouns and adjectives:	
	forms/feature of nouns.	forms/feature of nouns.	
	jornis/jeature of nouris.	jornisjjeatare oj nouris.	

[			
	In Advanced English	In Advanced English	
	Grammar, model the	Grammar, model the	
	teaching of Noun clauses:	teaching of Noun clauses:	
	what is a clause?	what is a clause?	
	In Introduction to English,	In Introduction to English,	
	<i>model the teaching of</i> Word	model the teaching of Word	
	classes: Adjectives & Verbs.	classes: Adjectives & Verbs.	
	3.5 Refer tutors to the	3.5 Refer to the assessment	
	assessment section of	section of your	
	their respective	respective manuals.	
	manuals. Ask them to	Read on Subject project	
	read on Subject project	and Subject portfolio.	
	and Subject portfolio.	Share your	
	Invite them to share	understanding of each	
	their understanding of	concept.	
	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.		
	3.6 Ask tutors to examine	3.6 Examine the modes of	
	the modes of	assessment outlined in	
	assessment outlined in	the various manuals	
	the various manuals and	and find out how they	
	find out how they are	are aligned with the	
	aligned with the NTEAP	NTEAP in terms of	
	in terms of subject	subject project, subject	
	project, subject	portfolio including	
	portfolio including those	those gathered from	
		_	
	gathered from school	school visits (STS) and	
	visits (STS) and end of	end of semester	
	semester examination.	examination. For	
	For example, have them	example, identify and	
	to identify and discuss	discuss some areas for	
	some areas for Subject	your subject projects	
	projects for the	for the semester.	
	semester.	Explain the structure of	
	Briefly discuss the structure	the subject project in	
	of the prospective subject	terms of the	
	projects' topics in terms of		
		introduction,	

	<ul> <li>the introduction, methodology, substantive section and the conclusion. Note: Remind tutors to be mindful of GESI issues such as the use of braille, the use of audios, videos etc.</li> <li>3.7 Discuss the assessment instruments in the respective manuals and procedures used in assessing student teachers.</li> <li>For example: presentation, projects, debate, quizzes, assignments</li> </ul>	<ul> <li>methodology, substantive section and the conclusion.</li> <li>Note: Be mindful of GESI issues such as the use of braille, the use of audios, videos etc.</li> <li>3.7 Discuss the assessment instruments in your respective manuals and procedures used in assessing student teachers with whole group.</li> <li>For example: presentation, projects, debate, quizzes, assignments and tests.</li> </ul>	
<ul> <li>4. Evaluation and review of session:</li> <li>Tutors need to identify critical friends to observe lessons and report at next session.</li> </ul>	<ul> <li>and tests.</li> <li>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.</li> </ul>	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.	15 mins
<ul> <li>Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	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.	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.	
	<ul><li>4.3 Ask tutors to read lesson</li><li>7 from the PD manual in</li><li>preparation for the next</li><li>session.</li></ul>	4.3 Read lesson 7 to prepare for next week's PD session.	

# 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. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<ol> <li>Introduction to the session</li> <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> </ol>	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.	20 mins

<ul> <li>Overview of content and identification of any distinctive aspects of the lesson/s,</li> <li>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson.</li> <li>NB SL/HoD should ask tutors to plan for their teaching as they</li> </ul>	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.	1.2 Discuss the main purpose of the current PD Session and that of the current lesson and share your views.	
go through the PD session	<ul> <li>1.3 Discuss with the group the main Learning Outcomes (LOs) and the Learning Indicators (LIs) stated in their respective course manuals. For example,</li> <li>(i) Advanced English Grammar: (Analyse various advanced uses of English Grammar as used in authentic discourses (NTS 2c, p.13);</li> <li>(ii) English Semantics: Demonstrate understanding and knowledge of the basic/key concepts in semantics (NTS 2c, 3i)</li> <li>(vii) Introduction to English: Demonstrate knowledge of English speech sounds. (NTS 2c, 13)</li> <li>(<i>Refer to the learning</i> outcomes and indicators sections of the lessons).</li> <li>1.4 Refer tutors to the</li> </ul>	<ul> <li>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.</li> <li>1.4 Refer to the lesson</li> </ul>	
	lesson description of	descriptions in the	

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lesson 2 and identify the distinctive features of the lesson, e.g. sense and reference; denotation and connotation of words.	manuals and identify the distinctive features of the lesson	
<ul> <li>1.5 Ask tutors to dialogue about the controversial questions that are likely to arise from the introduction to the lesson.</li> <li>Example of questions which might arise:</li> <li>(i) English Semantics:</li> <li>What is connotation of a word?</li> </ul>	<ul> <li>1.5 tell your elbow partner the controversial questions that are likely to arise from the introduction to your lesson</li> <li>Example of questions which might arise:</li> <li>(i) English Semantics:</li> <li>What is connotation of a word?</li> </ul>	
Suggested answer: The meaning of a word based on the context in which the word is found.	Suggested answer: The meaning of a word based on the context in which the word is found.	
(ii) Advanced English Grammar: What is the structure of a verb phrase?	(ii) Advanced English Grammar: What is the structure of a verb phrase?	
Suggested answer: auxiliary verb + lexical verb (is going); auxiliary verb + auxiliary verb + lexical verb (has been eating); modal verb + auxiliary verb + auxiliary verb + lexical verb (may have been eaten)	Suggested answer: auxiliary verb + lexical verb (is going); auxiliary verb + auxiliary verb + lexical verb (has been eating); modal verb + auxiliary verb + auxiliary verb + lexical verb (may have been eaten)	
(iii) Introduction to English: What is a consonant cluster?	(iii) Introduction to English: What is a consonant cluster?	
Suggested answer: a group of consonants	Suggested answer: a group of consonants	

2. Concept	<ul> <li>pronounced in immediate succession, as str in strong</li> <li>(iv)Introduction to English Literature:</li> <li>What is a didactic poetry?</li> <li>Suggested answer: Poetry that instructs, either in terms of morals or by providing knowledge of philosophy, religion, arts, science, or skills.</li> <li>2.1 Using think-pair-share</li> </ul>	<ul> <li>pronounced in immediate succession, as str in strong</li> <li>(iv)Introduction to English Literature:</li> <li>What is a didactic poetry?</li> <li>Suggested answer:</li> <li>Poetry that instructs, either in terms of morals or by providing knowledge of philosophy, religion, arts, science, or skills.</li> <li>2.1 Using Think-Pair-Share</li> </ul>	15 mins
Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	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. 2.1.1 Ask tutors to open to 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. 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.	strategy, come out with what you think is the main content to be covered in lesson 1 for your respective courses.	

2.2 Put tutors in their course groups to discuss the challenges they might encounter when presenting some specific concepts of	2.2 In your course groups discuss the challenges you might encounter when presenting topics of your lessons.	
their lessons. Examples of challenges with concepts: Explaining the role of verbs in sentence structure (English Semantics); reason why prepositional phrases may function as adverbs - e.g. the boy is sitting <b>in the</b> <b>corner</b> , i.e. adverb of place. (Introduction to English); differentiating between finite and non-finite verb (Advanced English Grammar).	Example of challenges with concepts: Explaining the role of verbs in sentence structure (English Semantics); reason why prepositional phrases may function as adverbs - e.g. the boy is sitting <b>in the</b> <b>corner</b> , i.e. adverb of place. (Introduction to English); differentiating between finite and non-finite verb (Advanced English Grammar)	
2.2.1 Discuss potential challenges or barriers to learning that student teachers are likely to encounter in teaching the topics in	2.2.1 Share your challenges with the whole group	
lesson 2. Examples of barriers: Advanced Grammar: Inability to distinguish between verbal and other forms of clauses. English Semantics: Student-teachers' may have problems associating words with the appropriate word classes in the English language. Introduction to English: Student-teachers may be using wrong forms of adverbs and prepositions in their	Examples of barriers: Advanced Grammar: Inability to distinguish between verbal and other forms of clauses. English Semantics: Student-teachers' may have problems associating words with the appropriate word classes in the English language. Introduction to English: Student-teachers may be using wrong forms of adverbs and prepositions in their essays.	

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	Introduction to Literature in	Introduction to Literature in
	English:	English:
	Student teachers may be	Student teachers may be
	confused with literal and	confused with literal and
	contextual meaning of a	contextual meaning of a
		text.
	text.	
	General barriers:	General barriers:
	Coping with mixed abilities	Coping with mixed abilities
	of student teachers,	of student teachers,
	differentiated activities in	differentiated activities in
	the teaching and learning of	the teaching and learning of
	student teachers.	student teachers.
	2.3 Ask tutors, in their	2.3 Refer to the strategies
	course groups, to	section of your
	consider the suggested	respective course
	strategies in the manual	manuals and consider
	and choose the most	the suggested strategies
		in the manual. Choose
	appropriate ones for	
	teaching the topics in	the most appropriate
	their respective	ones for teaching the
	manuals.	topics.
	Examples of suggested	Examples of suggested
	strategies:	strategies:
	Group work, Think-pair-	Group work, Think-pair-
	share, School visits,	share, School visits,
	Discussion, Concept	Discussion, Concept
	•	
	mapping, Individual work	mapping, Individual work
	and presentation, Teacher	and presentation, Teacher
	modelling, Brainstorming,	modelling, Brainstorming,
	Questioning.	Questioning.
	2.4 Discuss with tutors how	2.4 Show how the selected
	the selected strategies	strategies and activities
	and activities will be	will be used in the
	used in the lessons to	
		lessons to promote
	promote learning at the	learning at the New 4-
	New 4-Year B.Ed. and	Year B.Ed. and Basic
	Basic levels.	school levels.
3. Planning for	3.1 Lead discussion through	3.1 Discuss through
teaching, learning	questions and answers	questions and answers
and assessment	on the various	on the various
activities for the	suggested teaching and	
		suggested teaching and
lesson/s	learning activities to be	learning activities to be
Reading and	used in the lesson	used in the lesson
discussion of the	delivery;	delivery;

	tooching and	Evenelos	Examples	
	teaching and	Examples:	Examples:	
	learning activities	(i) Advanced English	(i) Advanced English	
•	Noting and	Grammar: Teaching and	Grammar: Teaching and	
	addressing areas	learning activities of guiding	learning activities of guiding	
	where tutors may	student teachers to examine	student teachers to examine	
	require	finite and non-finite clauses.	finite and non-finite clauses.	
	clarification			
•	Noting	(iii) English Semantics:	(ii) English Semantics:	
	opportunities for	Teaching and learning	Teaching and learning	
	making links to	activities of brainstorming	activities of brainstorming	
	the Basic School	the role of verbs in	the role of verbs in	
	Curriculum	sentences.	sentences.	
•	Noting			
•	opportunities for	(iii) Introduction to English:	(iii) Introduction to English:	
	• •	Teaching and learning	Teaching and learning	
	integrating: GESI	activities of engaging	activities of engaging	
	responsiveness	student teachers in types	student teachers in types	
	and ICT and 21 <sup>st</sup> C			
	skills	and roles of prepositions in	and roles of prepositions in	
•	Reading,	sentences.	sentences.	
	discussion, and			
	identification of	(iv) Introduction to	(iv) Introduction to	
	continuous	Literature in English:	Literature in English:	
	assessment	Teaching and learning	Teaching and learning	
	opportunities in	activities of appreciating a	activities of appreciating a	
	the lesson. Each	literary text.	literary text.	
	lesson should			
	include at least	3.2 Discuss how tutors will	3.2 Discuss how you will	
	two opportunities	promote the delivery of	promote the delivery of	
	to use continuous	English lessons in both	English lessons in both	
	assessment to	the B.Ed. and Basic	the B.Ed. and Basic	
	support student	School Curricula, as well	School Curricula, as well	
	teacher learning	as GESI and 21 <sup>st</sup> century	as GESI and 21 <sup>st</sup> century	
	Resources:	, skills.	, skills.	
•		Examples:	Examples:	
	<ul> <li>links to the</li> </ul>	(i) Promoting GESI	(i) Promoting GESI	
	existing PD	Select a YouTube	Select a YouTube	
	Themes, for	video that shows a	video that shows a	
	example,	male teacher	male teacher	
	action			
	research,	teaching an EG	teaching an EG	
	questioning	class.	class.	
	and to other	Select a YouTube	Select a YouTube	
	external	video that shows a	video that shows a	
	reference	person with	person with	
	material:	different ability	different ability	
	literature, on	(person living with	(person living with	
	web, Utube,	disability) teaching	disability) teaching	
	physical	at JHS levels.	at JHS levels.	
			· · · ·	I

resources,	Form mixed groups	Form mixed groups
power point;	for group activities.	for group activities.
how they		
should be used.	(ii) Promoting 21 <sup>st</sup> century	(ii) Promoting 21 <sup>st</sup> century
Consideration	skills	skills
needs to be	<ul> <li>Using email,</li> </ul>	• Using email,
given to local	mobile phones,	mobile phones,
availability	_	
<ul> <li>guidance on</li> </ul>	computers, slides,	computers, slides,
any power	telegram	telegram
point		
presentations,	3.3 Discuss with tutors the	3.3 Discuss the
TLM or other	appropriateness of the	appropriateness of the
resources	activities and strategies	activities and strategies
which need to	and how they will be	and how they will be
	used to enhance the	used to enhance the
be developed	core and transferable	core and transferable
to support	skills.	skills.
learning		SKIIIS.
Tutors should be	Examples:	
expected to have	(i) Using textual analysis	(i) Using textual analysis
a plan for the next	(Introduction to Literature),	(Introduction to Literature),
lesson for student	finite and non-finite clause	finite and non-finite clause
teachers	(Advanced Grammar), roles	(Advanced Grammar), roles
	of verbs in sentence (English	of verbs in sentence
	Semantics) to develop	(English Semantics) to
	critical thinking,	develop critical thinking,
	communication,	communication,
	collaboration, digital	collaboration, digital
	literacy).	literacy).
	(ii) Developing GESI:	(ii) Developing GESI:
	Using mixed groupings,	Using mixed groupings,
	diversity issues, equal	diversity issues, equal
	opportunities, non-sexist	opportunities, non-sexist
	language in the lessons in	language in the lessons in
	both the College of	both the College of
	_	-
	Education (B.ED) and the	Education (B.ED) and the
	Basic School Curricula.	Basic School Curricula.
	3.4 Ask one tutor to model a	3.4 Model a selected
	selected activity in a	activity in a teaching
	teaching situation.	situation.
	For example:	For example:
	Modeling the teaching of	Modeling the teaching of
	tense and aspect in English	tense and aspect in English
	(English Semantics); the	(English Semantics); the
	state of the glottis	state of the glottis

(Introduction to English);	(Introduction to English);	
finite and non-finite clauses	finite and non-finite clauses	
(Advanced English	(Advanced English	
Grammar).	Grammar).	
3.5 Refer tutors to 1.8 and	3.5 Refer to 1.8 and 1.9 of	
1.9 of this PD manual	this PD manual and	
and appendix 2 and ask	appendix 2 and read on	
them to read on Subject	Subject project and	
project and Subject	Subject portfolio. Share	
portfolio. Invite them to	your understanding of	
share their	each concept.	
	each concept.	
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.		
3.6 Ask tutors to examine	3.6 Examine the mode of	
the mode of assessment	assessment outlined in	
the mode of assessment outlined in the various	assessment outlined in the various manuals	
the mode of assessment outlined in the various manuals and find out	assessment outlined in the various manuals and find out how they	
the mode of assessment outlined in the various manuals and find out how they are aligned	assessment outlined in the various manuals and find out how they are aligned with the	
the mode of assessment outlined in the various manuals and find out how they are aligned with the NTEAP in terms	assessment outlined in the various manuals and find out how they are aligned with the NTEAP in terms of	
the mode of assessment outlined in the various manuals and find out how they are aligned with the NTEAP in terms of subject project,	assessment outlined in the various manuals and find out how they are aligned with the NTEAP in terms of subject project, subject	
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	assessment outlined in the various manuals and find out how they are aligned with the NTEAP in terms of subject project, subject portfolio including	
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	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	
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	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	
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	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	
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	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	
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.	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.	
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.	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.	
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.	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.	
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.	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.	
the mode of assessment outlined in the various manuals and find out how they are aligned with the NTEAP in terms of subject project, subject portfolio including those gathered from School Visit (STS) and end of semester examination. For example: Have them to identify and	assessment outlined in the various manuals and find out how they are aligned with the NTEAP in terms of subject project, subject portfolio including those gathered from School Visit (STS) and end of semester examination. For example: Identify and discuss some	
the mode of assessment outlined in the various manuals and find out how they are aligned with the NTEAP in terms of subject project, subject portfolio including those gathered from School Visit (STS) and end of semester examination. For example: Have them to identify and discuss some areas for	assessment outlined in the various manuals and find out how they are aligned with the NTEAP in terms of subject project, subject portfolio including those gathered from School Visit (STS) and end of semester examination. For example: Identify and discuss some areas for your Subject	
the mode of assessment outlined in the various manuals and find out how they are aligned with the NTEAP in terms of subject project, subject portfolio including those gathered from School Visit (STS) and end of semester examination. For example: Have them to identify and discuss some areas for Subject projects for the semester.	assessment outlined in the various manuals and find out how they are aligned with the NTEAP in terms of subject project, subject portfolio including those gathered from School Visit (STS) and end of semester examination. For example: Identify and discuss some areas for your Subject projects for the semester. Explain the structure of the	
the mode of assessment outlined in the various manuals and find out how they are aligned with the NTEAP in terms of subject project, subject portfolio including those gathered from School Visit (STS) and end of semester examination. For example: Have them to identify and discuss some areas for Subject projects for the semester. Briefly discuss the structure	assessment outlined in the various manuals and find out how they are aligned with the NTEAP in terms of subject project, subject portfolio including those gathered from School Visit (STS) and end of semester examination. For example: Identify and discuss some areas for your Subject projects for the semester. Explain the structure of the subject project in terms of	
the mode of assessment outlined in the various manuals and find out how they are aligned with the NTEAP in terms of subject project, subject portfolio including those gathered from School Visit (STS) and end of semester examination. For example: Have them to identify and discuss some areas for Subject projects for the semester. Briefly discuss the structure of the prospective subject	assessment outlined in the various manuals and find out how they are aligned with the NTEAP in terms of subject project, subject portfolio including those gathered from School Visit (STS) and end of semester examination. For example: Identify and discuss some areas for your Subject projects for the semester. Explain the structure of the subject project in terms of the introduction,	
the mode of assessment outlined in the various manuals and find out how they are aligned with the NTEAP in terms of subject project, subject portfolio including those gathered from School Visit (STS) and end of semester examination. For example: 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	assessment outlined in the various manuals and find out how they are aligned with the NTEAP in terms of subject project, subject portfolio including those gathered from School Visit (STS) and end of semester examination. For example: Identify and discuss some areas for your Subject projects for the semester. Explain the structure of the subject project in terms of the introduction, methodology, substantive	
the mode of assessment outlined in the various manuals and find out how they are aligned with the NTEAP in terms of subject project, subject portfolio including those gathered from School Visit (STS) and end of semester examination. For example: Have them to identify and discuss some areas for Subject projects for the semester. Briefly discuss the structure of the prospective subject	assessment outlined in the various manuals and find out how they are aligned with the NTEAP in terms of subject project, subject portfolio including those gathered from School Visit (STS) and end of semester examination. For example: Identify and discuss some areas for your Subject projects for the semester. Explain the structure of the subject project in terms of the introduction,	

	methodology, substantive section and the conclusion. Note: Remind tutors to be	Note: Be mindful of GESI	
	mindful of GESI issues such as the use of braille, the use of audio machines for orals, etc.	issues such as the use of braille, the use of audio machines for orals, etc.	
	<ul> <li>3.7 Discuss the assessment instruments in the respective manuals and procedures used in assessing student teachers.</li> <li>For example: presentation, project, debate, quizzes, assignment and tests.</li> </ul>	<ul> <li>3.7 Discuss the assessment instruments in your respective manuals and procedures used in assessing student teachers with whole group.</li> <li>For example: presentation, project, debate, quizzes, assignment and tests.</li> </ul>	
<ul> <li>Evaluation and review of session:</li> <li>Tutors need to identify critical friends to observe lessons and report at next session.</li> </ul>	4.1 Ask tutors to reflect on and share what they have learnt in the session which they will be using in their lessons.	4.1 Reflect on what you have learnt in the session which you will be using in your lesson. Share your ideas with the class.	15 mins
<ul> <li>Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	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.	4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on his/her observation during the next PD session.	
	4.3 Ask tutors to read lesson 8 from the PD manual in preparation for the next	4.3 Read lesson 8 to prepare for next week's PD session.	

## **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 clasuses, 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. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<ol> <li>Introduction to the session</li> <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> </ol>	<ul> <li>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.</li> <li>1.2 Put tutors in pairs (while being gender sensitive), and let them discuss the</li> </ul>	<ul> <li>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.</li> <li>1.2 Discuss the main purpose of the current PD Session and that of</li> </ul>	20 mins

any distinctive	main purpose of the current PD Session and	the current lesson and
aspects of the lesson/s,	that of the current	share your views.
• •		
NB The guidance for	lesson and ask them to	
SL/HoD should	share their views. For	
identify and address	example, one of the	
any areas where	purposes is to ensure	
tutors might require	effective	
clarification on any	implementation of the	
aspect of the lesson.	key principles and	
NB SL/HoD should ask	practices of the B.Ed.	
tutors to plan for	Programme.	
their teaching as they		
go through the PD	1.3 Discuss with the group	1.3 In pairs, refer to the
session	the main Learning	main learning
	Outcomes (LOs) and the	Outcomes and the
	Learning Indicators (LIs)	Learning Indicators of
	stated in their	your respective course
	respective course	manuals. Identify how
	manuals.	the Learning Indicators
		are aligned to the CLOs
		and share your views
		with the group.
	For example:	For example:
	(i) Advanced English	(i) Advanced English
	Grammar: Analyse	Grammar: Analyse
	various advanced uses	various advanced uses
	of English Grammar as	of English Grammar as
	used in authentic	used in authentic
	discourses (NTS 2c,	discourses (NTS 2c,
	p.13);	p.13);
	(iii) English Semantics:	(iv) English Semantics:
	Demonstrate understanding	Demonstrate understanding
	and knowledge of the	and knowledge of the
	basic/key concepts in	basic/key concepts in
	semantics (NTS 2c, 3i)	semantics (NTS 2c, 3i)
	(viii) Introduction to English:	(ix) Introduction to English:
	Demonstrate	Demonstrate
	knowledge of English	knowledge of English
	speech sounds. (NTS 2c,	speech sounds. (NTS 2c,
	13)	13)
	•	
	(Refer to the learning outcomes and indicators	(Refer to the learning
		outcomes and indicators contions of
	sections of the lessons).	indicators sections of
		the lessons).

1.2 Refer tutors to the lesson description of	1.3 Refer to the lesson	
	description of lesson 8	
lesson 8 and identify the	description of lesson 8 and identify the	
distinctive features of	distinctive features of	
the lesson:	the lesson:	
Examples:	Examples:	
Advanced Grammar:	Advanced Grammar:	
Adjectives and their	Adjectives and their	
functions.	functions.	
English Semantics:	English Semantics:	
Argument structure in	Argument structure in	
sentences and semantic	sentences and semantic	
roles and participants.	roles and participants.	
Introduction to English:	Introduction to English:	
Elements of a sentence.	Elements of a sentence.	
Introduction to Literature in	Introduction to Literature	
English: distinction	in English: distinction	
between prose and	between prose and	
fiction. sense and	fiction. sense and	
reference; denotation	reference; denotation	
and connotation of	and connotation of	
words.	words.	
1.4 Ask tutors to dialogue	1.4 Tell your elbow partner	
about the controversial	the controversial	
questions that are likely	questions that are likely	
to arise from the	to arise from the	
introduction to the	introduction to your	
lesson.	lesson.	
Example of questions which	Example of questions which	
might arise:	might arise:	
English Semantics:	English Semantics:	
What is an argument	What is an argument	
structure in semantics?	structure in semantics?	
Suggested answer: a	Suggested answer: a	
construct that specifies	construct that specifies	
the relation between the	the relation between	
semantics of a verb and	the semantics of a verb	
its syntactic expression.	and its syntactic	
	expression.	
Advanced English	Advanced English	
<b>Grammar</b> : How can an	<b>Grammar</b> : How can an	
adjective play the role of	adjective play the role	
a noun?	of a noun?	

		Suggested answer: When an	Suggested answer: When	
		adjective occupies the	an adjective occupies the	
		subject or object	subject or object position,	
		position, e.g. The rich	e.g. The rich shall help the	
		shall help the poor.	poor.	
		Introduction to English:	Introduction to English:	
		What are the elements of a sentence?	What are the elements of a sentence?	
		Suggested answer: Subject and its predicate (or subject, direct object, indirect object, complement, etc.)	Suggested answer: Subject and its predicate (or subject, direct object, indirect object, complement, etc.)	
		Introduction to English	Introduction to English	
		Literature:	Literature:	
		What is the difference	What is the difference	
		between fiction and non-	between fiction and	
		fiction?	non-fiction?	
		Suggested answer: Fiction is	Suggested answer: Fiction is	
		imaginative writing but non-	imaginative writing but	
		fiction is writing that is	non-fiction is writing that is	
		based on fact.	based on fact.	
	Company	2.4 Using thick wain shows	2.4 Using Think Dain Chang	45
2.	-	2.1 Using think-pair-share	2.1 Using Think-Pair-Share	15 mins
	Development	strategy, ask tutors to	strategy, come out with	
	(New learning	come out with the main	what you think is the	
	likely to arise in	content to be covered in	main content to be	
	lesson/s):	lesson 8 and clarify	covered in lesson 1 for	
•	Identification and	issues that may arise	your respective courses.	
	discussion of new	from the discussion.		
	learning, potential			
	barriers to	2.1.1 Ask tutors to open to	2.1.1 Open to <i>lesson 1 and</i>	
	learning for	lesson 8 of the manuals	its subtopics in the	
	student teachers	and discuss the topics	respective course	
	or students,	and subtopics in the	manuals and examine	
	concepts or	respective course	the aspects that link to	
	pedagogy being	manuals by examining	student-teachers'	
	introduced in the	the aspects that link to	previous knowledge.	
	lesson, which	student-teachers'		
	need to be	previous knowledge.		
	explored with the	Examples of topics and	Examples of topics and	
	SL/HoD	subtopics:	subtopics:	

NB The guidance for	Advanced Grammar:	Examples of topics and
SL/HoD should set	Adjective clauses and their	subtopics:
out what they need	functions.	Advanced Grammar:
to do to introduce	English Semantics:	Adjective clauses and their
and explain the	Argument structure in	functions.
issues/s with tutors	English.	English Semantics:
	Introduction to Literature:	Argument structure in
	Difference between	English.
	prose and fictions.	Introduction to Literature:
	Introduction to English:	Difference between
	Elements of the	prose and fictions.
	sentence.	Introduction to English:
		Elements of the
		sentence.
		Sentence.
	2.2 Put tutors in their	2.2 In your course groups
	course groups to discuss	discuss the challenges
	the challenges they	you might encounter
	might encounter when	when presenting topics
	presenting some	of your lessons.
	specific concepts of	Example of challenges with
	their lessons.	concepts:
	Examples of challenges with	Explaining the argument
	concepts:	structure of a sentence
	Explaining the argument	(English Semantics);
	structure of a sentence	identifying the elements of
	(English Semantics);	a sentence (Introduction to
	identifying the elements of	English); identifying the
	a sentence (Introduction to	functions of adjective
	English); identifying the	clauses in sentences
	functions of adjective	(Advanced English
	clauses in sentences	Grammar).
	(Advanced English	
	Grammar).	
	2.2.1 Discuss potential	2.2.1 Share your challenges
	challenges or barriers to	with the whole group
	learning that student	
	teachers are likely to	
	encounter in teaching	
	the topics in lesson 2.	
	Examples of barriers:	Examples of barriers:
	Advanced Grammar:	Advanced Grammar:
	Confusing adjectival clauses	Confusing adjectival clauses
	with other forms of clauses.	with other forms of clauses.
	English Semantics:	English Semantics:

Student teachers may have	Student teachers may have
challenges with different	challenges with different
meanings assigned to word	meanings assigned to word
classes in the sentence	classes in the sentence
structure in the English	structure in the English
language.	language.
Introduction to English:	Introduction to English:
Challegnes in the	Challegnes in the
explanation of the	explanation of the
differences of the elements	differences of the elements
of the sentence.	of the sentence.
Introduction to Literature in	Introduction to Literature in
English:	English:
Student teachers may be	Student teachers may be
confused with the	confused with the
explanation of the types of	explanation of the types of
fiction.	fiction.
General barriers:	General barriers:
Coping with mixed abilities	Coping with mixed abilities
of student teachers,	of student teachers,
differentiated activities	differentiated activities
in the teaching and	in the teaching and
learning of student	learning of student
teachers.	teachers.
leuchers.	leuchers.
2.3 Ask tutors, in their	2.3 Refer to the strategies
course groups, to	section of your
consider the suggested	respective course
strategies in the manual	manuals and consider
and choose the most	the suggested strategies
appropriate ones for	in the manual. Choose
teaching the topics in	the most appropriate
their respective	ones for teaching the
manuals.	topics.
Examples of suggested	Examples of suggested
strategies:	strategies:
Group work, Think-pair-	Group work, Think-pair-
share, School visits,	share, School visits,
Discussion, Concept	Discussion, Concept
mapping, Individual work	mapping, Individual work
and presentation, Teacher	and presentation, Teacher
	-
modelling, Brainstorming,	modelling, Brainstorming,
Questioning.	Questioning.
2.4 Discuss with tutors how	2.4 Show how the selected
the selected strategies	strategies and activities
and activities will be	will be used in the

		used in the lessons to	lessons to promote	
		promote learning at the	learning at the New 4-	
		New 4-Year B.Ed. and	Year B.Ed. and Basic	
		Basic levels.	school levels.	
3.	Planning for	3.1 Lead discussion through	3.1 discuss through	
	teaching, learning	questions and answers	questions and answers	
	and assessment	on the various	on the various	
	activities for the	suggested teaching and	suggested teaching and	
	lesson/s	learning activities to be	learning activities to be	
	•	used in the lesson	used in the lesson	
•	Reading and			
	discussion of the	delivery;	delivery;	
	teaching and			
	learning activities	Examples:	Examples:	
•	Noting and	(i) Advanced English	(i) Advanced English	
	addressing areas	Grammar: teaching	Grammar: teaching	
	where tutors may	activities of guiding student	activities of guiding student	
	require	techers to examine the	techers to examine the	
	clarification	functions of adjective	functions of adjective	
•	Noting	clauses.	clauses.	
	opportunities for			
	making links to the	(ii) English Semantics:	(ii) English Semantics:	
	Basic School	teaching and learning	teaching and learning	
	Curriculum	activities of brainstorming	activities of	
		semantic roles and	brainstorming semantic	
•	Noting	participants.	roles and participants.	
	opportunities for		roles and participants.	
	integrating: GESI	(iii) Introduction to English:	(iii) Introduction to English:	
	responsiveness	(iii) Introduction to English:	(iii) Introduction to English:	
	and ICT and 21 <sup>st</sup> C	teaching and learning	teaching and learning	
	skills	activities of examining	activities of examining	
٠	Reading,	the elements of the	the elements of the	
	discussion, and	sentence.	sentence.	
	identification of			
	continuous	(iv) Introduction to	(iv) Introduction to	
	assessment	Literature in English:	Literature in English:	
	opportunities in	teaching and learning	teaching and learning	
	the lesson. Each	activities on the types of	activities on the types of	
	lesson should	fiction.	fiction.	
	include at least			
	two opportunities	3.2 Discuss with tutors the	3.2 Discuss how you will	
	to use continuous	means of promoting the	promote the delivery of	
	assessment to	delivery of English	English lessons in both	
		lessons in both the B.Ed.	the B.Ed. and Basic	
	support student	and Basic School	School Curricula, as well	
	teacher learning	Curricula, as well as	as GESI and 21 <sup>st</sup> century	
•	Resources:	-	skills.	
	<ul> <li>links to the</li> </ul>	GESI and 21 <sup>st</sup> century	SKIIIS.	
	existing PD	skills.		

	Themes, for	Examples:	Examples:
	example,	(i) Promoting GESI	(i) Promoting GESI
	action	<ul> <li>Select a YouTube video</li> </ul>	<ul> <li>Select a YouTube video</li> </ul>
	research,	that shows a male	that shows a male
	questioning	teacher teaching an EG	teacher teaching an EG
	and to other	class.	class.
	external	<ul> <li>Select a YouTube video</li> </ul>	Select a YouTube video
	reference	that shows a person with	that shows a person
	material:	different ability (person	with different ability
	literature, on	living with disability)	(person living with
	web, Utube,	teaching at JHS levels.	disability) teaching at
	physical	<ul> <li>Form mixed groups for</li> </ul>	JHS levels.
	resources,	group activities.	<ul> <li>Form mixed groups for</li> </ul>
	power point;	group activities.	group activities.
	how they		group activities.
	should be used.	(::) Dromoting $24^{\text{st}}$	(ii) Dromoting 21 <sup>st</sup> control
	Consideration	(ii) Promoting 21 <sup>st</sup> century	(ii) Promoting 21 <sup>st</sup> century
	needs to be	skills	skills
	given to local	Using email, mobile phones,	Using email, mobile
	availability	computers, slides,	phones, computers,
(	<ul> <li>guidance on</li> </ul>	telegram	slides, telegram.
	any power		
	point	(Refer tutors to the teaching	(Refer to the teaching and
	presentations,	and learning activities	learning activities
	TLM or other	sections of the course	sections of the course
	resources	manuals)	manuals)
	which need to		,
	be developed	3.3 Discuss with tutors the	3.3 Discuss the
	to support	appropriateness of the	appropriateness of the
	learning	activities and strategies	activities and strategies
	Tutors should be	and how they will be	_
		1	and how they will be
	expected to have	used to enhance the	used to enhance the
	a plan for the next	core and transferable	core and transferable
	esson for student	skills.	skills (e.g. critical
t	teachers		thinking,
1		Examples:	communication,
1		(i) Using typses of fiction	collaboration, digital
1		(Introduction to	literacy) and GESI (e.g.
1		Literature), functions of	diversity issues, equal
1		adjective clauses	opportunities, non-
		(Advanced Grammar),	sexist language) in the
		Semantic roles and	lessons in both the
1		participants (English	College of Education
1		Semantics) to develop	(B.ED) and the Basic
		critical thinking,	School Curricula.
		communication,	
		collaboration, digital	
		literacy).	

<ul> <li>(i) GESI:</li> <li>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.</li> <li>3.4 Ask one tutor to model a selected activity in a teaching situation</li> </ul>	3.4 Model a selected activity in a teaching situation.	
teaching situation. For example: Modeling the teaching of argument strcuture in English (English Semantics); the elements of a sentence (Introduction to English); the functions of adjective clauses (Advanced English Grammar); types of fiction (Introduction to Literature in English).	For example: Modeling the teaching of argument strcuture in English (English Semantics); the elements of a sentence (Introduction to English); the functions of adjective clauses (Advanced English Grammar); types of fiction (Introduction to Literature in English).	
3.5 Refer 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.	3.5 Refer to the assessment section of your respective manuals. Read on Subject project and Subject portfolio. Share your understanding of each concept.	
3.6 Ask tutors to examine the mode of assessment	3.6 Examine the mode of assessment outlined in	

· · · · · · · · · · · · · · · · · · ·			,
	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.	the various manuals and find out how they are aligned with the NTEAP in terms of subject project, subject portfolio including those gathered from School Visit (STS) and end of semester examination.	
	For example: 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.	For example: Identify and discuss some areas for your Subject projects for the semester. Explain the structure of the subject project in terms of the introduction, methodology, substantive section and the conclusion.	
	Note: Remind tutors to be mindful of GESI issues such as the use of braille, the use of audio machines for orals, etc.	Note: Be mindful of GESI issues such as the use of braille, the use of audio machines for orals, etc.	
	<ul> <li>3.7 Discuss the assessment instruments in the respective manuals and procedures used in assessing student teachers.</li> <li>For example:</li> </ul>	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.	presentation, project, debate, quizzes, assignment and tests.	
<ul> <li>4. Evaluation and review of session:</li> <li>Tutors need to identify critical friends to observe</li> </ul>	4.1 Ask tutors to reflect on and share what they have learnt in the session which they will be using in their lessons.	4.1 Reflect on what you have learnt in the session which you will be using in your lesson. Share your ideas with the class.	15 mins

<ul> <li>lessons and report at next session.</li> <li>Identifying and addressing any outstanding issues relating to the</li> </ul>	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	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	
lesson/s for clarification	during next PD session. 4.3 Ask tutors to read lesson 9 from the PD manual in preparation for the next session.	next PD session. 4.3 Read lesson 9 to prepare for next week's PD session.	

## **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. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<ol> <li>Introduction to the session</li> <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> </ol>	<ul> <li>1.1 Using 'Give one Get one strategy', have tutors recap the main issues raised in the previous PD session in English.</li> <li>1.2 Invite critical friends to share their observations with the group. (Discuss outstanding issues from the lesson observations if any).</li> </ul>	<ul> <li>1.1 Discuss the main purpose of the current PD Session and that of the current lesson and share your views.</li> <li>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.</li> </ul>	20 mins

sections of the	1.3. Ask tutors to read and	1.3 Critical friends, take	
lesson up to and	discuss the	turns to give report on	
including learning	introductory sections of	the lesson observation	
outcomes and	lesson 9 up to and	to the group	
indicators	including learning	Read and discuss the	
Overview of	outcomes and	introductory sections of	
content and	indicators in the	lesson 9 up to and	
identification of	respective course	including learning	
any distinctive	manuals; have them	outcomes and	
aspects of the	indicate how relevant	indicatorsin the	
lesson/s,	the LIs are for the	respective course	
NB The guidance for	successful achievement	manuals. Indicate how	
SL/HoD should	of the LOs at the end of	relevant the LIs are for	
identify and address	the course. Examples	the successful	
any areas where	of LOs and LIs:	achievement of the LOs	
tutors might require	English Advanced	at the end of the	
clarification on any	Grammar:	course.	
aspect of the lesson.	(LO: Analyse various		
NB SL/HoD should ask	advanced uses of English Grammar as used in		
tutors to plan for their			
teaching as they go	authentic discourses (NTS		
through the PD session	2c, p.13); LI: Analyse phrase and		
Session	clause elements in		
	compound sentences)		
	English Semantics:		
	(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)		
	Introduction to English:		
	(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)		
	Introduction to Literature		
	in English:		

<ul> <li>(LO: Demonstrate knowledge and understanding of the major genres of Literature in English; LI: Identify and explain the characteristics and the elements of Prose.)</li> <li>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. (Refer them to the introductory part of the lesson manual for the distinctive features of the various courses for lesson.)</li> </ul>	1.4 Refer to the various course manuals, read through the content to be taught, and iidentify the distinctive features of lesson for the various levels. Discuss your findings with the whole group.	
1.5 Ask tutors to come out with controversial questionsand misconceptions that are likely to arise from the introduction to the lessons.	1.5 Tell your elbow partner the controversial questions that are likely to arise from the introduction to the lessons.	
(Examples: 1. What is the difference between a phrase and a clause? 2. How different is fiction from nonfiction? Note: 1. a clause may be seen as a group of words with a subject-verb unit while a phrase is a group of words without a subject- verb unit. 2.Fiction is literature based on imagination while	(Examples: 1. What is the difference between a phrase and a clause? 2. How different is fiction from nonfiction? Note: 1. a clause may be seen as a group of words with a subject-verb unit while a phrase is a group of words without a subject- verb unit. 2.Fiction is literature based on imagination while	

	nonfiction is literature	nonfiction is literature	
	based in fact).	based in fact).	
	···· j ~··;·	···· , ····	
2. Concept	2.1 Ask tutors to be in their	2.1 In your subject groups,	15 mins
Development	subject groups, come	come out with the main	
(New learning	out with the main	contents to be covered	
likely to arise in	contents to be covered	in lesson 9 and list their	
lesson/s):	in lesson 9 and list their	distinct parts,	
<ul> <li>Identification and</li> </ul>	distinct parts E.g.	E.g.	
discussion of new	(i) Advanced Grammar:	(i) Advanced Grammar:	
learning, potential	Forms and functions of	Forms and functions of	
barriers to learning	Clauses in English	Clauses in English	
for student	[Subordinators or initiators	[Subordinators or initiators	
teachers or	of adverbial clause]	of adverbial clause]	
students, concepts	(ii) <b>Semantics</b> : What is a	(ii) <b>Semantics</b> : What is a	
or pedagogy being	semantic relation	semantic relation	
introduced in the	[Ambiguity]	[Ambiguity]	
lesson, which need	(iii) Introduction to	(iii) Introduction to	
to be explored	Literature in English:	Literature in English:	
with the SL/HoD	[Characteristics and Types	[Characteristics and Types	
NB The guidance for	of Prose (1) Characteristics	of Prose (1) Characteristics	
SL/HoD should set out	of Prose Fiction]	of Prose Fiction]	
what they need to do	(iv) Introduction to English:	(iv) Introduction to English:	
to introduce and	Types of sentences	Types of sentences	
explain the issues/s	[Classification of sentences	[Classification of sentences	
with tutors	by function]	by function]	
	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
	2.2 Put tutors in their	2.2 In your course groups	
	course groups to discuss	discuss the challenges	
	the challenges and	you might encounter	
	misconceptions they	when presenting some	
	might encounter when	specific topics of the	
	presenting some specific	lessons. E.g.	
	topics of their lessons.	misconceptions (e.g.	
	E.g. misconceptions:	English words are	
	English words are	confusing), student	
	confusing; Challenges:	teachers might have	
	student teachers might	challenges with	
	have challenges with	different meanings	
	different meanings	assigned to the same	
	assigned to the same	words in the English	
	words in the English	language.	
	language	ומויקמעקרי	
	2.3 Lead tutors to discuss	2.3 Discuss possible ways of	
	possible ways of	dealing with the	
	dealing with the	challenges e.g teaching	
			I

		challenges e.g teaching	meaning in context	
		meaning in context	makes clear the	
		makes clear the	meaning a word has in	
		meaning a word has in	a text.	
		a text.		
3.	Planning for	3.1 Give tutors time to read	3.1 Read the section on	40 mins
0.	teaching, learning	the section on teaching	suggested teaching and	10 11113
	and assessment	and learning activities in	learning activities in the	
	activities for the	the course manuals and	e e	
			manual and identify	
	lesson/s	identify activities	activities suggested for	
•	Reading and	suggested for the	the delivery of lesson 9	
	discussion of the	delivery of lesson 9 to	to the various age	
	teaching and	the various age levels.	levels.	
	learning activities	Note:		
٠	Noting and	Examples of various		
	addressing areas	suggested teaching and		
	where tutors may	learning activities for the		
	require	delivery of lesson		
	clarification	(i) Advanced English		
•	Noting	Grammar: Leading		
	opportunities for	student teachers to		
	making links to the	discuss given examples		
	Basic School	of adverbial clauses as		
	Curriculum	modifying adverbs.		
-		(ii) English Semantics:		
•	Noting opportunities for	Student teachers give		
		examples of sentences		
	integrating: GESI	and identify the		
	responsiveness	semantic relations (e.g.		
	and ICT and 21 <sup>st</sup> C	. –		
	skills	ambiguity) <i>in them.</i>		
•	Reading,	(iii) Introduction to English:		
	discussion, and	Asking student teachers		
	identification of	in groups to classify		
	continuous	sentences into simple,		
	assessment	compound, complex,		
	opportunities in	and compound		
	the lesson. Each	complex.		
	lesson should	(iv) Introduction to		
	include at least	Literature in English:		
	two opportunities	Asking student teachers		
	to use continuous	to mention books they		
	assessment to	have read in which the		
	support student	characters are animals		
	teacher learning	or non-human.		
	Resources:			
•	Resources:			

○ links to the	3.2 Discuss with tutors the	3.2 Discuss the
existing PD	appropriateness of the	appropriateness of the
Themes, for	activities and strategies	activities and strategies
example, action	for the delivery of	for the delivery of
research,	lesson 9 in both the	lesson 9 in both the
questioning and	College of Education	College of Education
to other	(B.ED) and the Basic	(B.ED) and the Basic
external	School Curricula and	School Curricula and
reference	how they will be used	how they will be used
material:	to enhance the core	to enhance the core
literature, on	and transferable skills	and transferable skills
web, Utube,	(e.g. critical thinking,	(e.g. critical thinking,
physical	communication,	communication,
resources,	collaboration, digital	collaboration, digital
power point;	literacy and diversity	literacy and diversity
how they	issues, equal	issues, equal
should be used.	opportunities and non-	opportunities, and non-
Consideration	sexist language in the	sexist language in the
needs to be	classroom).	classroom)
given to local		
availability	3.3 Assist tutors to identify	3.3 Identify activities that
<ul> <li>guidance on</li> </ul>	activities that need	need clarification.
any power	clarification.	
point		
presentations,	3.4 Lead tutors to discuss in	3.4 Discuss in your various
TLM or other	their various course	course groups how the
resources which	groups how the	different activities
need to be	different activities	would be carried out in
developed to	would be carried out in	both CoE and basic
support	both CoE and basic	school classroom to
learning	school classroom to	achieve the LOs and the
<ul> <li>Tutors should be</li> </ul>	achieve the LOs and the	LIs of the course
expected to have	LIs of the course	manual for lesson 9.
a plan for the next	manual for lesson 9.	
lesson for student	Example: In teaching	Example: In teaching
teachers	'Subordinators or	'Subordinators or
	initiators of adverbial	initiators of adverbial
	clause', the LO is:	clause', the LO is
	Analyse various	Analyse various
	advanced uses of	advanced uses of
	English Grammar as	English Grammar as
	used in authentic	used in authentic
	discourses (NTS 2c,	discourses (NTS 2c,
	p.13)	p.13)
	LI is: Students will be able to	LI is: Students will be able to
	analyse elements and	analyse elements and
	meanings of phrases	meanings of phrases

· · · ·	
and clauses in	and clauses in
sentences.	sentences.
One activity is: Tutor tasks	One activity is: Tutor tasks
student teachers to	student teachers to
construct adverbial	construct adverbial
clauses using the	clauses using the
subordinators.	subordinators.
ii. In teaching 'Types of	ii. In teaching 'Types of
Prose Fiction	Prose Fiction
(allegory/fable)', the LO	(allegory/fable)', the LO
is: Demonstrate	is: Demonstrate
knowledge and	knowledge and
understanding of the	understanding of the
major genres of	major genres of
Literature in English	Literature in English
LI is: Identify and explain	<i>LI is:</i> Identify and explain
the characteristics and	the characteristics and
the elements of Prose.	the elements of Prose.
One activity is: Tutor	One activity is: Tutor
discusses with student	discusses with student
teachers the nature	teachers the nature
fable, parable and	fable, parable and
allegory.	allegory.
Note: By performing these	
activities in class, the	
LOs and the LIs are	
likely to be achieved.	
3.5 Ask a volunteer tutor to	3.5 Model a selected
model a selected	activity in a teaching
activity in a teaching	situation. For example,
situation. For example,	modeling the teaching
modeling the teaching	of Paraphrases in
of: Paraphrases (English	English Semantics.
Semantics);	
Classification of	
sentences by function	
(Introduction to English);	
Forms of adverbial	
clause	
(Advanced English	
(Advanced English Grammar); <i>Types of</i>	
(Advanced English Grammar); <i>Types of</i> <i>Prose Fiction -</i>	
(Advanced English Grammar); Types of Prose Fiction - allegory/fable,	
(Advanced English Grammar); <i>Types of</i> <i>Prose Fiction -</i>	

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<ul> <li>3.6 Ask tutors to discuss how GESI issues related to the teaching and learning activities of the lesson would be addressed.</li> <li>Examples:</li> <li>Equal representation of males and females and mix ability grouping as appropriate.</li> </ul>	<ul> <li>3.6 Discuss how GESI issues related to the teaching and learning activities of the lesson would be addressed.</li> <li>Examples: Equal representation of males and females and mix ability grouping as appropriate.</li> </ul>	
Assigning leadership roles to females as well as males.	Assign leadership roles to females as well as males.	
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 leaners to develop these skills through STS activities. <i>Examples:</i>	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 leaners to develop these skills through STS activities.	
(1) The use of ICT to prepare and present lessons.	(2) The use of ICT to prepare and present lessons.	
(2) Development of collaborative and communicative skills through group works and presentations.	(2) Development of collaborative and communicative skills through group works and presentations.	
3.8 Ask tutors to read the assessment activities in the various manuals and identify areas that require clarification.	3.8 Read the assessment activities in the various manuals and identify areas that require clarification.	
3.9 Discuss with tutors areas that student teachers could research into for group presentation and class exercises.	3.9 Identify areas that student teachers could research into for group presentation and class exercises.	

	<ul> <li>include:</li> <li>Types of ambiguity in English language</li> <li>(Semantics); Discussing forms of adverbial clauses</li> <li>with illustrations (Advanced Grammar); collection of a</li> <li>number of prose fictions</li> <li>(from children's literature)</li> <li>that are fables for group</li> <li>presentation (Introduction</li> <li>to Literature in English).;</li> <li>Classification of given</li> <li>number of sentences by</li> <li>their structures</li> <li>(Introduction to English).</li> <li>These could be added to</li> <li>their subject portfolio.</li> <li>3.10 Ask tutors to remind</li> <li>student teachers of the</li> <li>level the subject</li> <li>project should reach.</li> </ul>	3.10 Remind student teachers of the level the subject project should reach.	
<ul> <li>4. Evaluation and review of session:</li> <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>	<ul> <li>4.1 Ask tutors to reflect on and share what they have learnt in the session which they will be using in their lessons.</li> <li>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.</li> <li>4.3 Ask tutors to read lesson 10 from the PD manual in preparation for the next session.</li> </ul>	<ul> <li>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.</li> <li>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.</li> <li>4.3 Read lesson 10 to prepare for next week's PD session.</li> </ul>	15 mins

## **Tutor PD Session for Lesson 10 in the Course Manual**

### Introduction to English (EG, UP and JHS)

Sentence Faults: Sentence Fragments, Run-on /Fused Sentence, Misused modification (i. Misplaced modifiers ii. Dangling modifiers iii. Two-way (squinting) modifiers), Faulty Parallelism/Split infinitives

### Introduction to English Literature (UP)

Prose – Fiction: Elements of Prose I, Elements of Prose II, Elements of Prose III Advanced English Grammar (JHS)

Sentence forms and communicative functions in English: Classification of sentences into forms, Declarative sentence: meaning and functions, Interrogative sentences: meaning and functions

### English Semantics (JHS)

Teaching meaning in second language context: The aims of translation, The process of translation, its element and stages, Basic translation theories, their peculiarities in meaning, The significance of translation in teaching foreign languages.

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<ol> <li>Introduction to the session</li> <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> </ol>	<ul> <li>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.</li> <li>1.2 Invite critical friends to share their observations with the group. Discuss outstanding issues from the lesson observations (if any).</li> </ul>	<ul> <li>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.</li> <li>1.2 Give report on the lesson observation to the group</li> </ul>	20 mins

lesson up to and	1.3 Ask tutors to read and	1.3 Read and discuss the	
including learning	discuss the introductory	introductory sections of	
outcomes and	sections of lesson 10 up	lesson 10 up to and	
indicators	to and including	including learning	
Overview of	learning outcomes and	outcomes and	
content and	indicators in the	indicators in the	
identification of	respective course	respective course	
any distinctive	manuals and indicate	manuals. Indicate how	
aspects of the	how relevant the LIs are	relevant the LIs are for	
lesson/s,	for the successful	the successful	
NB The guidance for	achievement of the LOs	achievement of the LOs	
SL/HoD should	at the end of the course	at the end of the	
identify and address	E.g.	course.	
any areas where	i English Advanced		
tutors might require	Grammar: LO:		
clarification on any	Communicate their		
aspect of the lesson.	thoughts in a		
NB SL/HoD should ask			
	grammatically-precise manner that is		
tutors to plan for their			
teaching as they go	appropriate for		
through the PD	professional, academic,		
session	or informal situations		
	(NTS 1f. p. 12; NTS 2c,		
	p. 13);		
	.LI: Produce appropriate		
	grammatical structures in		
	a variety of		
	communicative contexts.)		
	ii. English Semantics: (LO:		
	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); <b>LI:</b> Analyse the		
	semantic structure of a		
	sentence)		
	iii. Introduction to English:		
	LO: Demonstrate basic		
	knowledge and		

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)) 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)		
1.4 Ask tutors to refer to lesson 10 in the various course manuals and read the content to be taught.	1.4 Refer to lesson 10 in the various course manuals and read through the content to be taught.	
1.4.1. Have them identify the distinctive features of lesson 10 at the various levels. <i>(Refer</i> 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)	1.4.1. Identify the distinctive features of lesson 10 at the various levels.	
1.5 Use Think-Pair-Share strategy to have tutors discuss controversial questions that are likely to arise from the introduction to the lesson.	1.5 Using the Think-Pair- Share strategy, bring out the controversial questions that are likely to arise from the introduction to your lesson	

2. Concept Development (New learning likely to arise in lesson/s):	<ul> <li>(e.g. i. What is a dangling modifier? ii. Is a misplaced modifier the same as a dangling modifier?</li> <li>i. Dangling modifier is a clause or phrase that is not clearly and logically related to the word or words it modifies.</li> <li>ii. 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, a dangling modifier cannot be corrected by simply moving it to a different place in the sentence.</li> <li>2.1 Ask tutors, in their course groups, to go through the respective manuals and come out with the main contents</li> </ul>	2.1 In your course groups, go through the course manuals and come out with the main contents to be covered in lesson	15 mins
<ul> <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> <li>NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</li> </ul>	to be covered in lesson 10, and their distinct parts E.g. <i>Advanced Grammar:</i> <i>Sentence forms and</i> <i>communicative</i> <i>functions in English</i> [Classification of sentences into forms] <i>Semantics: Teaching</i> <i>meaning in second</i> <i>language context [The</i> <i>process of translation, its</i> <i>element and stages.]</i> <i>Introduction to Literature</i> <i>in English:</i> Prose – <i>Fiction</i> [ <i>Elements of Prose I</i> ] <i>Introduction to English:</i> <i>Sentence Faults</i>	10, and their distinct parts, E.g. <i>Advanced Grammar:</i> <i>Sentence forms and</i> <i>communicative</i> <i>functions in English</i> [Classification of sentences into forms]	

[Sentence Fragments] (Lead them to discuss the topics, sub- topics and other distinctive features of the lesson). Discuss the main purpose of the current PD Session and that of the current lesson and share your views.		
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	2.2 Identify familiar and unfamiliar concepts in the lessons as well as issues that need clarification for discussion with the larger group.	
2.3 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</i> <i>and prose are the same;</i> <i>Challenges:</i> student teachers might have little or no basic knowledge of translation theories, Student teachers may sometimes confuse the sentence types.	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</i> <i>is the same as prose;</i> <i>Challenges:</i> Student teachers may sometimes confuse the sentence types.	
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	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	

		of conton occ will		
		of sentences will		
		eliminate the confusion		
		of types of sentences.		
3.	Planning for	3.1 Ask tutors to read the	3.1 Read the section on	40 mins
	teaching, learning	section on teaching and	suggested teaching and	
	and assessment	learning activities in the	learning activities in the	
	activities for the	course manuals and	manual and identify	
	lesson/s	identify activities	activities suggested for	
•	Reading and	suggested for the	the delivery of lesson	
	discussion of the	delivery of lesson 10 to	10 to the various age	
	teaching and	, the various age levels.	levels.	
	learning activities	Examples of suggested		
•	Noting and	teaching and learning		
	addressing areas	activities for the delivery of		
	where tutors may	lesson include:		
	require	(i) Advanced English		
	clarification	Grammar: Tasking student		
•	Noting	teachers to work in groups		
	opportunities for	using available technology		
	making links to the	to search for the functions		
	Basic School	of declarative sentences,		
	Curriculum	which must be followed by		
	Noting	group presentations.		
	opportunities for	5		
	integrating: GESI	(ii) English Semantics:		
	responsiveness	Tasking student teachers in		
	and ICT and 21 <sup>st</sup> C	their mixed ability groups to		
	skills	browse the internet to		
	Reading,	search for the processes,		
•	discussion, and	the elements and stages of		
	identification of	translation using their		
	continuous	preferred search engines		
	assessment	(Example goggle)		
	opportunities in	(iii) Introduction to English:		
	the lesson. Each	guiding student teachers to		
	lesson should	identify sentence fragments		
	include at least	in a given passage		
	two opportunities	(iv)Introduction to		
	to use continuous	Literature in English:		
	assessment to	Guiding student teachers to		
	support student	differentiate between		
	teacher learning	character and		
	Resources:	characterization.		
	<ul> <li>links to the</li> </ul>	3.2 Discuss with tutors the	2.2. Discuss the	
	existing PD		3.2. Discuss the	
1	Themes, for	appropriateness of the	appropriateness of the	
	111611163, 101	activities and strategies	activities and strategies	

example,	for the delivery of lesson	for the delivery of
action	10 in both the College of	lesson 10 in both the
research,	Education (B. ED) and	College of Education
questioning	the Basic School	(B.ED) and the Basic
and to other	Curricula and how they	School Curricula and
external	will be used to enhance	how they will be used
reference	the core and	to enhance the core
material:	transferable skills such	and transferable skills
literature, on	as critical thinking,	such as critical
web, Utube,	communication,	thinking,
physical	collaboration, digital	communication,
resources,		-
power point;	literacy as well as	collaboration, digital
how they	diversity issues, equal	literacy as well as
should be used.	opportunities, non-	diversity issues, equal
Consideration	sexist language in the	opportunities, non-
needs to be	classroom, etc.	sexist language in the
given to local		classroom, etc.
availability		
○ guidance	3.3 Ask tutors to identify	3.3 Identify activities that
on any	activities that need	need clarification for
power	clarification for	discussion.
point	discussion	
presentati		
ons, TLM	3.4 Lead tutors to discuss,	3.4 Discuss, in your various
or other	in their various course	course groups, how the
	groups, how the	different activities
resources	different activities	would be carried out in
which		
need to be	would be carried out in	both CoE and basic
developed	both CoE and basic	school classroom to
to support	school classroom to	achieve the LOs and the
learning	achieve the LOs and the	LIs in the course manual
Tutors should be	Lls in the course manual	for lesson 10.
expected to have	for lesson 10.	
a plan for the next		
lesson for student	3.5 Invite a volunteer tutor	3.5 Model a selected
teachers	to model a selected	activity in a teaching
	activity in a teaching	situation. For example,
	situation. For example,	modeling the teaching
	modeling the teaching	of 'the process of
	of:	translation, its element
	(i) The process of	and stages' in English
	translation, its element and	Semantics.
	-	Semantics.
	stages. (English Semantics);	
	(ii)Misplaced modifiers	
	(Introduction to English);	
	(iii)Declarative sentence:	
	meaning and functions	

(Advanced English		
Grammar);		
(iv)Elements of Prose		
(Introduction to literature).		
<ul> <li>3.6 Ask tutors to discuss how GESI issues related to the teaching and learning activities of the lesson would be addressed.</li> <li>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.</li> </ul>	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.	
<ul> <li>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 leaners to develop these skills through STS activities. e.g.</li> <li>(i) The use of ICT to prepare and present lessons.</li> <li>(ii) Development of collaborative and communicative skills through group works and presentations.</li> </ul>	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 leaners to develop these skills through STS activities.	
3.8 Ask tutors to read the assessment activities in the various manuals and identify areas that require clarification.	3.8 Read the assessment activities in the various manuals and identify areas that require clarification.	
3.9 Discuss with tutors areas that student	3.9 Identify areas that student teachers could	

Γ			,
	teachers could research into for group presentation and class exercises. Example of areas could include: (i) Student teachers translating a given text for a class exercise (Semantics); (ii) Student teachers search for the functions of declarative and interrogative sentences for group presentations. (Advanced Grammar); (iii) Student teachers carrying out characterization on selected characters in a prose fiction for group presentation (Introduction to Literature in English) (iv) Student teachers	research into for group presentation and class exercises.	
	characters in a prose fiction for group presentation ( <b>Introduction to Literature</b> <b>in English</b> ) (iv) Student teachers		
	researching on what sentence fragments are and how they come about (Introduction to English). These could be added to their subject portfolio.		
	3.10 Ask tutors to remind student teachers of the level the subject project should reach.	3.10 remind student teachers of the level the subject project should reach.	
<ul> <li>4. Evaluation and review of session:</li> <li>Tutors should Identifying critical friends to observe lessons and report</li> </ul>	4.1 Ask tutors to reflect on and share what they have learnt in the session which they will be using in their lessons.	4.1 Reflect on what you have learnt in the session which you will be using in your lesson. Share your ideas with the class.	15 mins
<ul> <li>at next session.</li> <li>Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	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.	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.	

4.3 Ask tutors to read	4.3 Read lesson 11 to	
lesson 11 from the PD	prepare for next week's	
manual in preparation	PD session.	
for the next session.		

## **Tutor PD Session for Lesson 11 in the Course Manual**

#### Introduction to English (EG, UG and JHS)

Spelling Rules: Prefixes, in-fixes, suffixes

#### Introduction to English Literature (UP)

Introduction to poetry: What is poetry? Narrative poems, lyrical

poems, didactic poems, descriptive poems.

## Advanced English Grammar (JHS)

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

#### **English Semantics (JHS)**

Teaching meaning in a second language context: Lexical semantic theory

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed, and specific references should be made to the course manual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<ol> <li>Introduction to the session</li> <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> </ol>	<ul> <li>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).</li> <li>1.2 Put tutors in pairs (male/female, if</li> </ul>	<ul> <li>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.</li> <li>1.2 Share your thoughts on the primary goal of the</li> </ul>	20 mins

any distinctive aspects of the	possible) and ask them to discuss the main aim	current PD Session and the current lecture
lesson/s,	of the current PD	
NB The guidance for	Session and the recent	
SL/HoD should	lesson and express	
identify and address	their perspectives. One	
areas where tutors	of the goals, for	
might require	example, is to	
clarification on any	guarantee that the	
aspect of the lesson.	B.Ed. Program's	
NB SL/HoD should ask	essential concepts and	
tutors to plan for	practices are	
their teaching as they	implemented	
go through the PD	effectively.	
session		
	1.3 Discuss the primary	1.3 Refer to your individual
	Learning Outcomes	course manuals' primary
	(LOs) and Learning	learning outcomes and
	Indicators (LIs) in each	learning indicators in
	course with the group.	pairs. Determine the
		importance of the
		Learning Indicators to
		the CLOs and share your
		thoughts with the group.
	Example:	
	(i) Advanced English	(i) Advanced English
	Grammar:	Grammar:
	(Communicate their	(Communicate their
	thoughts in a	thoughts in a
	grammatically precise	grammatically precise
	manner appropriate for	manner appropriate for
	professional, academic,	professional, academic,
	or informal situations	or informal situations
	(NTS 1f. p. 12; NTS 2c,	(NTS 1f. p. 12; NTS 2c, p.
	p. 13);	13);
	(ii) English Semantics:	(ii) English Semantics:
	demonstrate	demonstrate
	understanding and	understanding and
	knowledge of	knowledge of semantics'
	semantics' basic/key	basic/key concepts (NTS
	concepts (NTS 2c, 3i)	2c, 3i) and be familiar
	and be familiar with the	with the pillars of
	pillars of meaning	meaning construction in
	construction in	English(NTS2c, d, 3e,
	English(NTS2c, d, 3e, i);	

<ul> <li>(iii) Introduction to English:</li> <li>Demonstrate</li> <li>knowledge in</li> <li>the basic orthographic</li> <li>rules in</li> <li>English (NTS 2c, 13)(See the</li> <li>lessons' learning</li> <li>outcomes and</li> <li>indicators sections for</li> <li>further information.)</li> </ul>	<ul> <li>(iii) Introduction to English: Demonstrate knowledge in the basic orthographic rules in</li> <li>English (NTS 2c, 13)(See the lessons' learning outcomes and indicators sections for further information.)</li> </ul>
<ul> <li>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</li> <li><i>E.g.,</i></li> <li><i>Introduction to English:</i> this lesson introduces</li> </ul>	<ul> <li>1.4 Examine the lesson descriptions in the manuals to determine the lesson's distinguishing qualities.</li> <li><i>E.g.,</i> <i>Introduction to English</i>: this lesson introduces student-</li> </ul>
student-teachers to some spelling rules in English <b>Advance Grammar</b> : 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.	teachers to some spelling rules in English <b>Advance Grammar:</b> In this lesson, Student teachers will, analyse the grammatical forms and functions in authentic texts such as newspapers, magazines, online media, and brochures, among others.
Semantics: the lesson introduces and familiarize student teachers to key concepts and principles in semantics, i.e. the concepts and analytical tools that are needed to analyze meaning at different levels of language in general and English in particular.	Semantics: the lesson introduces and familiarize student teachers to key concepts and principles in semantics, i.e. the concepts and analytical tools that are needed to analyze meaning at different levels of language in general and English in particular.
	Demonstrate knowledge in the basic orthographic rules in English (NTS 2c, 13)(See the lessons' learning outcomes and indicators sections for further information.) 1.4 Refer teachers to the lesson description for lesson 11 to identify the lesson's distinguishing qualities, such as Lexical semantic theory, affixation, and complementation E.g., Introduction to English: this lesson introduces student-teachers to some spelling rules in English Advance Grammar: In this lesson, Student teachers will, analyse the grammatical forms and functions in authentic texts such as newspapers, magazines, online media, and brochures, among others. Semantics: the lesson introduces and familiarize student teachers to key concepts and principles in semantics, i.e. the concepts and analytical tools that are needed to analyze meaning at different levels of language in general and English in

 I	
1.5 In their subject groups, ask tutors to discuss the contentious issues expected to surface during the lesson's introduction.	1.5 Discuss with your elbow partner the potentially contentious questions that will come after your lesson's opening.
Example: (i) English Semantics: What is lexical semantics? What is lexical Semantic theory?	Example: (i) English Semantics: What is lexical semantics? What is lexical Semantic theory?
Answer: Lexical semantics (also known as lexicosemantics), a subfield of linguistic semantics, study word meanings. It includes the analysis of how words structure their meaning, how they act in grammar and compositionality,[1] and the relationships between the distinct senses and uses of a word and Lexical semantic theory are, Historical-philological Semantics, Structuralist Semantics, Generativist Semantics, Neostructuralist Semantics,	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, Neostructuralist Semantics, Cognitive Semantics
Cognitive Semantics (ii)Advanced English Grammar: What are the semantic category of the simple sentence?	(ii)Advanced English Grammar: What are the semantic category of the simple sentence?
Possible answer: they are the imperative, interrogative, exclamation and declarative sentences.	Possible answer: they are the imperative, interrogative, exclamation and declarative sentences.
(iii)Introduction to English: What are suffixes?	(iii)Introduction to English: What are suffixes?

<ul> <li>2. Concept         Development             (New learning             likely to arise in             lesson/s):         <ul> <li>Identification and             discussion of new             learning, potential             barriers to learning</li> </ul> </li> </ul>	The answer is that the inflexion is added to a word to create a new word or shape the grammar of an utterance or a discourse. 2.1 Using the think-pair- share strategy, ask tutors to develop the primary content covered in lesson 11 and clarify any difficulties during the discussion.	The answer is that the inflexion is added to a word to create a new word or shape the grammar of an utterance or a discourse. 2.1Using 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.	15 mins
for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	2.1.1 Request that tutors open their course manuals to lesson 11 and its subtopics and explore the components related to previous student- teacher interactions. <i>Examples:</i> Advanced Grammar: Verb phrases and their functions English Semantics: literal and non-literal meaning of words. Introduction to Literature: Narrative, deductive, lyrical and descriptive poems. Introduction to English: place and manner of articulations. Examples: meaning and functions of Exclamatory sentence in advanced grammar; English Semantics is Lexical semantic theory; An Overview of Literature: Poems that are narrative, deductive, lyrical, or descriptive; and In-fixes in Introduction to the English Language.	<ul> <li>2.1.1 Examine the components that link to student-teachers previous knowledge in lesson 11 and its subtopics in the individual course manuals.</li> <li>Examples:</li> <li>Grammar for Advanced Learners: statement - declarative sentences</li> <li>English Semantics is the study of the literal and figurative meanings of words.</li> <li>Narrative, deductive, lyrical, and descriptive poetry provides an introduction to literature.</li> <li>Introduction to English- word formation</li> </ul>	

2.2 Put tutors in their	2.2 Talk about the	
course groups to talk	challenges you could	
about the issues they	face while delivering	
could face while	your lesson themes in	
delivering some of their	your course groups.	
lessons' unique	, 51	
subjects.		
Examples:	Examples:	
	-	
English Semantics:	English Semantics:	
Identifying lexical-semantic	Identifying lexical-semantic	
theory	theory	
Introduction to English:	Introduction to English:	
what inflectional	what inflectional	
morphemes form a verb	morphemes form a verb	
from nouns	from nouns	
Advance Grammar:	Advance Grammar:	
functions of the imperative	functions of the imperative	
sentences Advanced	sentences Advanced	
2.2.1 Discuss potential	2.2.1 Share your challenges	
learning challenges or	with the whole group	
impediments that		
student teachers are	for example, all kinds of	
likely to face when	misconceptions due to all	
teaching the topics	manner of backgrounds,	
covered in lesson 11.	manner of backgrounds,	
for example, all kinds of		
misconceptions due to		
all manner of		
backgrounds,		
This can be called by weight	This can be called by using	
This can be solved by using	This can be solved by using	
differentiated activities in	differentiated activities in	
the teaching and learning	the teaching and learning of	
of student teachers,	student teachers, dealing	
dealing with diverse	with diverse capacities of	
capacities of student	student teachers.	
teachers.		
2.3 Allow tutors to study	2.3 Look at the strategies	
the suggested	section of your course	
strategies in the course	manuals and think about	
manual for a moment		
	the strategies that are	
and select the most	suggested. Then, choose	
relevant ones for	the ones that are best	
teaching the themes in	suited to teaching the	
their separate manuals	topics.	
in their course groups.		
	·	

		Example of activities are:	Example of activities are:	
		Group work, Think-pair-	Group work, Think-pair-	
		share, School visits,	share, School visits,	
		Discussion, Concept	Discussion, Concept	
		mapping, Individual work	mapping, Individual work	
		and presentations, Teacher	and presentations, Teacher	
		modelling, Brainstorming,	modelling, Brainstorming,	
		and Questioning.	and Questioning.	
		2.4 In their course groups,	2.4 Demonstrate how the	
		allow tutors to discuss	chosen methods and	
		how the chosen	activities will be	
		strategies and activities	implemented in the	
		will be used to	lessons to encourage	
		encourage learning at	learning at the New 4-	
		the New 4-Year B.Ed.	Year B.Ed. and Basic	
		and Basic levels with		
			school levels.	
		your tutors.		
3.	Planning for	3.1 Facilitate tutors'	3.1 Discuss the many	$\neg$
	teaching, learning	conversation in	potential teaching and	
	and assessment	male/female pair by	learning activities to be	
	activities for the	asking and answering	employed in the class	
	lesson/s	questions about the	delivery through	
•	Reading and	many suggested	questions and	
•	discussion of the	teaching and learning	responses;(refer to the	
	teaching and	activities to be utilized	activities section of your	
	learning activities	throughout the lessons;	course manual)	
	Noting and	throughout the lessons,		
•	addressing areas	Examples:	Examples:	
	-	In Advanced English	In Advanced English	
	where tutors may	Grammar:	Grammar:	
	require clarification	teaching and learning	teaching and learning	
		activities example are use	activities example are use	
•	Noting	available technology (e. g	available technology (e. g	
	opportunities for	smartphones) to search for	smartphones) to search for	
	making links to the	, , ,	the functions of imperative	
	Basic School	the functions of imperative	sentences. Group	
	Curriculum	sentences. Group		
•	Noting	presentations must follow	presentations must follow	
	opportunities for	that In introduction to English	that	
	integrating: GESI	In introduction to English	In introduction to English	
	responsiveness	Literature, Example of	Literature, Example of	
	and ICT and 21 <sup>st</sup> C	activities are:	activities are:	
	skills	Group work, Think-pair-	Group work, Think-pair-	
•	Reading,	share, School visits,	share, School visits,	
	discussion, and	Discussion, Concept	Discussion, Concept	
1	identification of	mapping, Individual work	mapping, Individual work	

	continuous	and presentations, Teacher	and presentations, Teacher	
	assessment	modelling, Brainstorming,	modelling, Brainstorming,	
	opportunities in	Questioning are some	Questioning are some	
	the lesson. Each	examples of proposed	examples of proposed	
	lesson should	strategies.	strategies.	
	include at least			
	two options to use	English Semantics:	English Semantics: teaching	
	continuous	teaching and learning	and learning activities: in	
	assessment to	activities: in groups, write	groups, write short and	
	support student-	short and simple notes on	simple notes on the	
	teacher learning	the different aspects of	different aspects of lexical	
•	Resources:	lexical semantics theory	semantics theory and	
-	$\circ$ links to the	and present your write-ups	present your write-ups to	
	existing PD	to the whole class. You can	the whole class. You can surf	
	Themes, such	surf the internet for	the internet for information.	
	as action	information.	Introduction to English:	
			teaching and learning	
	research,	Introduction to English:		
	questioning,	teaching and learning	activities:s smartphones to	
	and other	activities:s smartphones to	explore some prefixes	
	external	explore some prefixes	and the meaning they	
	reference	and the meaning they	Convey.	
	material:	Convey.		
	literature, on the			
	web, Utube,	3.2 Allow tutors to discuss	3.2 Explain how you plan to	
	physical resources,	how they will promote	enhance English	
	PowerPoint; how	the delivery of English	instruction in both the	
	they should be	courses in both the	B.Ed. and Basic School	
	used.	B.Ed. And Basic School	curricula, as well as GESI	
	Consideration	Curricula, as well as	and 21st-century skills.	
	needs to be given	GESI and 21st-century	(Refer tutors to the	
	to local	skills, in both the B.Ed.	course manuals' sections	
	availability	and Basic School	on teaching and learning	
	<ul> <li>guidance on</li> </ul>	Curricula. (Refer tutors	activities.)	
	any PowerPoint	to the course manuals'		
	presentations,	of lesson 11 in teaching		
	TLM or other	and learning activities		
	resources which	session.)		
	need to be			
	developed to	3.3 Ask tutors to determine	3.3 Discuss the	
	support	whether the activities	appropriateness of the	
	learning	and strategies are	activities and strategies	
	Tutors should be	appropriate and can be	and how they will be	
		used to enhance core	used to enhance core	
	expected to have	and transferable skills	and transferable skills	
	a plan for the next	(e.g. critical thinking,	(e.g. critical thinking,	
	lesson for student	communication,	communication,	
	teachers	· ·	-	
		collaboration, digital	collaboration, digital	

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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.	literacy) and GESI (e.g. diversity issues, equal opportunities, non-sexist language) in the lessons in both the College of Education (B.ED) and the Basic School Curricula.	
3.4 Have one tutor model activity in a classroom setting.	3.4 Model a selected activity in a teaching situation.	
For example: Modelling the teaching of semantic theory (English Semantics); infixes in English (Introduction to English); and identification categorization of interrogative (Advanced English Grammar).	For example: Modelling the teaching of semantic theory (English Semantics); infixes in English (Introduction to English); and identification categorization of interrogative (Advanced English Grammar).	
3.5 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.	3.5 Take a look at the Subject project and the Subject portfolio. Let us know how well you comprehend each idea. You can consult the assessment section of your respective manuals for more information.	
3.6 Ask tutors to examine the mode of assessment outlined in the various manuals	3.6 Examine the various manuals' assessment methods and see how they correspond with	

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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.	the NTEAP in terms of subject projects, subject portfolios (including those acquired during School Visits), and end- of-semester exams.	
For example, ask them to select and discuss some areas for semester-long subject projects. Discuss the organization of the proposed subject project themes in terms of the introduction, methodology, substantial section, and conclusion in a few sentences. Introduction to English: Project based on how to teach phonics in a chosen basic class. Introduction to English Literature: Project based on presentations, performances, dramatization, recitals, role-play, writing exercises, text analysis, and text	For example, ask them to select and discuss some areas for semester-long subject projects. Discuss the organization of the proposed subject project themes in terms of the introduction, methodology, substantial section, and conclusion in a few sentences. Introduction to English: Project based on how to teach phonics in a chosen basic class. Introduction to English Literature: Project based on presentations, performances, dramatization, recitals, role-play, writing exercises, text analysis, and text reviews (NTECF p.16, 24, 25, 26;	
reviews (NTECF p.16, 24, 25, 26; NTS3k: 14) Advanced Grammar: group based project on text analysis, problem-solving (NTECF p. 20, 23; NTS 2c:13; NTS3k: 14) Semantics: Project on planning a lesson for multilingual/diverse learners using their knowledge of their L1 as a basis (NTS 1a; 2c, f; 3g, i )	NTS3k: 14) Advanced Grammar: group based project on text analysis, problem-solving (NTECF p. 20, 23; NTS 2c:13; NTS3k: 14) Semantics: Project on planning a lesson for multilingual/diverse learners using their knowledge of their L1 as a basis (NTS 1a; 2c, f; 3g, i )	

	<ul> <li>Note: Remind tutors to keep GESI problems in mind, such as braille usage and audio equipment for orals.</li> <li>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.</li> </ul>	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.	
<ul> <li>4. Evaluation and review of session:</li> <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>	<ul> <li>4.1 Request that tutors reflect on and discuss what they learned in the session that they will apply in their classes.</li> <li>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.</li> </ul>	<ul> <li>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.</li> <li>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.</li> </ul>	15 mins
	4.3 To prepare for the following session, have tutors study lesson 12 from the PD manual.	4.3 Read lesson 12 to prepare for next week's PD session.	

# 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.

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. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<ol> <li>Introduction to the session</li> <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> </ol>	<ul> <li>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.</li> <li>1.2 Put tutors in pairs (while being gender sensitive), and let them discuss the</li> </ul>	<ul> <li>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.</li> <li>1.2 Discuss the main purpose of the current PD Session and that of</li> </ul>	20 mins

any distinctive	main purpose of the	the current lesson and
aspects of the	current PD Session and	share your views.
lesson/s,	that of the current	
NB The guidance for	lesson and ask them to	
SL/HoD should	share their views. For	
identify and address	example, one of the	
any areas where	purposes is to ensure	
tutors might require	effective	
clarification on any	implementation of the	
aspect of the lesson.		
•	key principles and	
NB SL/HoD should ask	practices of the B.Ed.	
tutors to plan for	Programme.	
their teaching as they		
go through the PD	1.3 Discuss with the group	1.3 In pairs, refer to the
session	the main Learning	main learning Outcomes
	Outcomes (LOs) and the	and the Learning
	Learning Indicators (LIs)	Indicators of your
	stated in their	respective course
	respective course	manuals. Identify how
	manuals.	the Learning Indicators
	mandaisi	are aligned to the CLOs
		and share your views
		-
		with the group.
	For example:	For example:
	(i) Advanced English	(i) Advanced English
	Grammar: Analyse	Grammar: Analyse
	various advanced uses of	various advanced uses
	English Grammar as used	of English Grammar as
	in authentic discourses	used in authentic
	(NTS 2c, p.13);	discourses (NTS 2c,
		p.13);
	(ii) English Semantics:	(ii) English Semantics:
	Demonstrate understanding	Demonstrate understanding
	and knowledge of the	and knowledge of the
	basic/key concepts in	basic/key concepts in
	semantics (NTS 2c, 3i)	semantics (NTS 2c, 3i)
	(iii) Introduction to English:	(iii) Introduction to English:
	Demonstrate knowledge	Demonstrate knowledge
	of English speech	of English speech
	sounds. (NTS 2c, 13)	sounds. (NTS 2c, 13)
	(Refer to the learning	(Refer to the learning
	outcomes and indicators	outcomes and indicators
	sections of the lessons).	sections of the lessons).
		(Refer to the learning
		outcomes and indicators
		sections of the lessons).
L		

1 A Defendude velocities	1 4 Defende the lasses	
1.4 Refer tutors to the	1.4 Refer to the lesson	
lesson description of	description of lesson 8	
lesson 8 and identify the	and identify the	
distinctive features of	distinctive features of	
the lesson:	the lesson:	
Examples:	Examples:	
Advanced Grammar: Other	Advanced Grammar: Other	
communicative functions -	communicative functions -	
apology, complaint and	apology, complaint and	
echo-questions.	echo-questions.	
English Semantics:	English Semantics:	
semantic theories.	semantic theories.	
Introduction to English:	Introduction to English:	
Punctuation rules -	Punctuation rules - commas,	
commas, colon, semi-colon	colon, semi-colon and	
and capitalisation.	capitalisation.	
Introduction to Literature	Introduction to Literature	
in English: Elements of	in English: Elements of	
drama and interpretation of	drama and	
texts.	interpretation of texts.	
1.5 Ask tutors to dialogue	1.5 Tell your elbow partner	
about the controversial	the controversial	
questions that are likely	questions that are likely	
to arise from the	to arise from the	
introduction to the	introduction to your	
lesson.	lesson.	
Example of questions which	Example of questions which	
might arise:	might arise:	
(i) English Semantics:	(i) English Semantics:	
What is a semantic feature	What is a semantic feature	
theory?	theory?	
Suggested answer:	Suggested answer:	
Semantic features enable	Semantic features enable	
linguistics to explain how	linguistics to explain how	
words that share certain	words that share certain	
features may be members	features may be members	
of the same semantic	of the same semantic	
domain.	domain.	
(ii) Advanced Eastist	(ii) Advanced Franke	
(ii) Advanced English	(ii) Advanced English	
Grammar: What is	Grammar: What is	
communicative	communicative	
function?	function?	

	Guadact	ad answer:	Suggested answer:	
		ed answer: municative	Communicative	
	-	tions refer to	functions refer to	
	=	purpose of gestural,	the purpose of gestural,	
		al, and verbal acts	vocal, and verbal acts	
		nded to convey	intended to convey	
	-	rmation to others.	information to others.	
		e communicative	Some communicative	
	func	tions include	functions include	
	сот	menting,	commenting,	
	requ	esting, protesting,	requesting, protesting,	
	dire	cting attention,	directing attention,	
	show	wing, and rejecting.	showing, and rejecting.	
		oduction to English: at is punctuation?	(iii) Introduction to English: What is punctuation?	
	Suggest	ed answer:	Suggested answer:	
		ition is a set of	Punctuation is a set of	
		hat regulates and	marks that regulates and	
		the meanings of	clarifies the meanings of	
	differen		different texts.	
	Liter Who	oduction to English rature: at are the elements rama?	(iv) Introduction to English Literature: What are the elements of drama?	
	Suggest	ed answer: The	Suggested answer: The	
		ements of drama	main elements of drama	
		thought, theme,	include thought, theme,	
		ction or plot;	ideas; action or plot;	
	-	ers; language;	characters; language;	
		ind spectacle.	music; and spectacle.	
2. Concept	2.1 Usin	g think-pair-share	2.1 Using Think-Pair-Share	15 mins
Developm		tegy, ask tutors to	strategy, come out with	
(New learn		e out with the main	what you think is the	
likely to ar	-	ent to be covered in	main content to be	
lesson/s):		on 12 and clarify	covered in lesson 12 for	
<ul> <li>Identificati</li> </ul>		es that may arise	your respective courses.	
discussion		the discussion.		
learning, p		-		
barriers to		k tutors to open to	2.1.1 Open to lesson 12 and	
learning fo		on 12 of the	its subtopics in the	
student tea		uals and discuss the	respective course	
or students		cs and subtopics in	manuals and examine	
or students	<i>., </i>			

		1
concepts or	the respective course	the aspects that link to
pedagogy being	manuals by examining	student-teachers'
introduced in the	the aspects that link to	previous knowledge.
lesson, which need	student-teachers'	
to be explored	previous knowledge.	
with the SL/HoD	Examples of topics and	Examples of topics and
NB The guidance for	subtopics:	subtopics:
SL/HoD should set	Advanced Grammar:	Examples of topics and
out what they need	Communicative functions.	subtopics:
to do to introduce	English Semantics:	Advanced Grammar:
and explain the	Semantic theories.	Communicative functions.
issues/s with tutors	Introduction to Literature:	English Semantics:
	Interpretation and	Semantic theories.
	appreciation of prose text.	Introduction to Literature:
	Introduction to English:	Interpretation and
	Punctuation rules.	appreciation of prose text.
		Introduction to English:
		Punctuation rules.
		i anetaation rates.
	2.2 Put tutors in their	2.2 In your course groups
	course groups to discuss	discuss the challenges
	the challenges they	you might encounter
	might encounter when	when presenting topics
	presenting some	of your lessons.
	specific concepts of	or your ressons.
	their lessons.	
	Examples of challenges with	Example of challenges with
	concepts:	concepts:
	-	
	Explaining the individual semantic theories (English	Explaining the individual semantic theories (English
	Semantics); explaining the	
		Semantics); explaining the
	individual punctual rules	individual punctual rules
	(Introduction to English);	(Introduction to English);
	explanation of how	explanation of how
	communication functions	communication functions
	(Advanced English	(Advanced English
	Grammar); interpreting a	Grammar); interpreting a
	text in order to come out	text in order to come out
	with the underlying	with the underlying
	meaning of the text	meaning of the text
	(Introduction to Literature)	(Introduction to Literature)
	2.2.1 Discuss potential	2.2.1 Share your challenges
	challenges or barriers to	with the whole group
	learning that student	
	teachers are likely to	

	ancountar in tooching	
	encounter in teaching	
	the topics in lesson 2.	Furning of homeing
	Examples of barriers:	Examples of barriers:
	Advanced Grammar:	Advanced Grammar:
	Confusing with the	Confusing with the
	distinction of the	distinction of the
	communicative functions,	communicative functions,
	e.g. apology, complaint.	e.g. apology, complaint.
	English Semantics:	English Semantics:
	Differentiating lexical	Differentiating lexical
	semantic theory from the	semantic theory from the
	other semantic theories.	other semantic theories.
	Introduction to English:	Introduction to English:
	Challegnes in the	Challegnes in the
	appropriate usage of	appropriate usage of
	punctuation marks in	punctuation marks in
	sentence construction.	sentence construction.
	Introduction to Literature in	Introduction to Literature in
	English:	English:
	Challenges in the	Challenges in the
	interpretation of the	interpretation of the
	elements of drama.	elements of drama.
	General barriers:	General barriers:
	Coping with mixed abilities	Coping with mixed abilities
	of student teachers,	of student teachers,
	differentiated activities in	differentiated activities in
	the teaching and learning of	the teaching and learning
	student teachers.	of student teachers.
	2.3 Ask tutors, in their	2.3 Refer to the strategies
	course groups, to	section of your
	consider the suggested	respective course
	strategies in the manual	manuals and consider
	and choose the most	the suggested strategies
	appropriate ones for	in the manual. Choose
	teaching the topics in	the most appropriate
	their respective	ones for teaching the
	manuals.	topics.
	Examples of suggested	Examples of suggested
	strategies:	strategies:
	Group work, Think-pair-	Group work, Think-pair-
	share, School visits,	share, School visits,
	Discussion, Concept	Discussion, Concept
	mapping, Individual work	mapping, Individual work
	and presentation, Teacher	and presentation, Teacher
	modelling, Brainstorming,	modelling, Brainstorming,
	Questioning.	Questioning.
L	<u>د</u> ، ا	

		2.4 Discuss with tutors how	2.4 Show how the selected
		the selected strategies	strategies and activities
		and activities will be	will be used in the
		used in the lessons to	lessons to promote
		promote learning at the	learning at the New 4-
		New 4-Year B.Ed. and	Year B.Ed. and Basic
		Basic levels.	school levels.
		Dasic levels.	schoollevels.
3.	Planning for	3.1 Lead discussion through	3.1 discuss through
	teaching, learning	questions and answers	questions and answers
	and assessment	on the various	on the various
	activities for the	suggested teaching and	suggested teaching and
	lesson/s	learning activities to be	learning activities to be
•	Reading and	used in the lesson	used in the lesson
1	discussion of the	delivery;	delivery;
1	teaching and		
1	learning activities	Examples:	Examples:
•	Noting and	(i) Advanced English	(i) Advanced English
1	addressing areas	Grammar: Teaching	Grammar: Teaching
	where tutors may	activities of guiding	activities of guiding
	require	student techers to use	student techers to use
	clarification	communicative	communicative
•	Noting	functions effectively.	functions effectively.
	opportunities for	, , ,	
	making links to the	(ii) English Semantics:	(ii) English Semantics:
	Basic School	Teaching and learning	Teaching and learning
	Curriculum	activities of	activities of
•	Noting	brainstorming semantic	brainstorming semantic
	opportunities for	theories.	theories.
	integrating: GESI		
1	responsiveness	(iii) Introduction to English:	(iii) Introduction to English:
1	and ICT and 21 <sup>st</sup> C	Teaching and learning	Teaching and learning
	skills	activities of quiding	activities of guiding
•	Reading,	student teachers to	student teachers to
	discussion, and	effectively use	effectively use
	identification of	punctuation rules.	punctuation rules.
	continuous	r	
	assessment	(iv) Introduction to	(iv) Introduction to
	opportunities in	Literature in English:	Literature in English:
	the lesson. Each	Teaching and learning	Teaching and learning
1	lesson should	activities of guiding	activities of guiding
		student teachers to	student teachers to
	include at least	appropriately interprete	appropriately interprete
	two opportunities	text on drama.	text on drama.
	to use continuous		
	assessment to		
1	support student		
	teacher learning		

•	Resources:	3.2 Discuss with tutors the	3.2 Discuss how you will
	<ul> <li>links to the</li> </ul>	means of promoting the	promote the delivery of
	existing PD	delivery of English	English lessons in both
	Themes, for	lessons in both the B.Ed.	the B.Ed. and Basic
	example,	and Basic School	School Curricula, as well
	action	Curricula, as well as	as GESI and 21 <sup>st</sup> century
		GESI and 21 <sup>st</sup> century	skills.
	research,	skills.	56115.
	questioning		Fuenales
	and to other	Examples:	Examples:
	external	(i) Promoting GESI	(i) Promoting GESI
	reference	Select a YouTube video	Select a YouTube video
	material:	that shows a male	that shows a male
	literature, on	teacher teaching an EG	teacher teaching an EG
	web, Utube,	class.	class.
	physical	<ul> <li>Select a YouTube video</li> </ul>	<ul> <li>Select a YouTube video</li> </ul>
	resources, power point;	that shows a person	that shows a person
	how they	with different ability	with different ability
1	should be used.	(person living with	(person living with
	Consideration	disability) teaching at	disability) teaching at
	needs to be	JHS levels.	JHS levels.
	given to local	<ul> <li>Form mixed groups for</li> </ul>	<ul> <li>Form mixed groups for</li> </ul>
	availability	group activities.	group activities.
	<ul> <li>guidance on</li> </ul>		
	any power	(ii) Promoting 21 <sup>st</sup> century	(ii) Promoting 21 <sup>st</sup> century
	point	skills	skills
	presentations,	Using email, mobile phones,	Using email, mobile phones,
	TLM or other	computers, slides,	computers, slides,
	resources	telegram	telegram.
	which need to		
	be developed	(Refer tutors to the teaching	(Refer to the teaching and
	to support	and learning activities	learning activities
	learning	sections of the course	sections of the course
•	Tutors should be	manuals)	manuals)
	expected to have	,	
	a plan for the next	3.3 Discuss with tutors the	3.3 Discuss the
	lesson for student	appropriateness of the	appropriateness of the
	teachers	activities and strategies	activities and strategies
		and how they will be	and how they will be
		used to enhance the	used to enhance the
		core and transferable	core and transferable
		skills.	skills (e.g. critical
		SKIIIS.	thinking,
		Examples:	communication,
		(i) Interpreting the elements	
			collaboration, digital
		of drama (Introduction	literacy) and GESI (e.g.
		to Literature),	diversity issues, equal
		communicative	opportunities, non-

functions (Advanced Grammar), semantic theories (English Semantics) to develop critical thinking, communication, collaboration, digital literacy).	sexist language) in the lessons in both the College of Education (B.ED) and the Basic School Curricula.
<ul> <li>(i) GESI:</li> <li>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.</li> </ul>	
3.4 Ask one tutor to model a selected activity in a teaching situation.	3.4 Model a selected activity in a teaching situation.
For example: Modeling the teaching of semantic theories (English Semantics); punctuation rules (Introduction to English); communicative functions (Advanced English Grammar); interpretation of the elements of drama (Introduction to Literature in English).	For example: Modeling the teaching of semantic theories (English Semantics); punctuation rules (Introduction to English); communicative functions (Advanced English Grammar); interpretation of the elements of drama (Introduction to Literature in English).
3.5 Refer 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	<ul> <li>3.5 Refer to the assessment section of your respective manuals.</li> <li>Read on Subject project and Subject portfolio.</li> <li>Share your understanding of each concept.</li> </ul>

	I	1
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.		
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.	3.6 Examine the mode of assessment outlined in the various manuals and find out how they are aligned with the NTEAP in terms of subject project, subject portfolio including those gathered from School Visit (STS) and end of semester examination.	
For example: 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.	For example: Identify and discuss some areas for your Subject projects for the semester. Explain the structure of the subject project in terms of the introduction, methodology, substantive section and the conclusion.	
Note: Remind tutors to be mindful of GESI issues such as the use of braille, the use of audio machines for orals, etc.	Note: Be mindful of GESI issues such as the use of braille, the use of audio machines for orals, etc.	
3.7 Discuss the assessment instruments in the respective manuals and procedures used in assessing student teachers.	3.7 Discuss the assessment instruments in your respective manuals and procedures used in assessing student	

	For example: presentation, project, debate, quizzes, assignment and tests.	teachers with whole group. For example: presentation, project, debate, quizzes, assignment and tests.	
<ul> <li>4. Evaluation and review of session:</li> <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>	<ul> <li>4.1 Ask tutors to reflect on and share what they have learnt in the session which they will be using in their lessons.</li> <li>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.</li> </ul>	<ul> <li>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.</li> <li>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.</li> </ul>	15 mins

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

What to Include in PD sessions	Checked and In Place.
Course introductions and conclusions	
• The first PD session of each semester introduces the course manual/s, course	
expectations and course assessment components	
• The final PD session provides the opportunity to review student teachers'	
learning from the course	
<b>Prior knowledge:</b> Points for tutors on activating student teachers' prior knowledge.	
Basic School Curriculum: when topics for student teachers are from the Basic	
School Curriculum the PD session makes explicit links.	
LO: relevance to each session are introduced	1
Interactive teaching PD sessions provide opportunities for SL/HOD to model	1
interactive approaches to teaching and learning that tutors will use to support	
student teachers	
Lesson Learning outcomes and indicators are introduced	1
Integration of subject specific content and subject specific pedagogy is modelled	
in PD sessions through activities for tutors. Any potentially new concepts	
introduced in the lesson are explored with tutors	
Subject Specific Training: where subjects have been grouped together for the PD	
sessions, tutors are guided to engage with activities in the subject course manuals	
to ensure the PD is subject specific. Where appropriate there is direct page or	
point references to activities in each of the relevant subject course manuals.	
Integrating GESI: each PD session explicitly includes at least two (2) teaching and	
learning activities from the course manual/s which should be used to promote student	
teachers' understanding of GESI responsiveness and support the inclusion of all pupils.	
Assessment, integrating and embedding NTEAP practices: PD sessions include at	
least two (2) continuous assessment opportunities which will support tutors in	
developing student teacher's understanding of, and ability to apply, assessment	
for or as learning.	
Age Specific Training: where relevant tutors are guided to specific activities in the	
course manuals for EG, UP and JHS. Tutors are advised to group student teachers	
according to the age they are training for.	
Building in STS: STS tasks are integrated into the PD sessions. Preparing for work in	
school and opportunities for tutors to draw on what student teachers are learning in	
school by, for example, targeting observations linked directly to the themes in the course manuals.	

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

# **Appendix 2. Course Assessment Components briefly**

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

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

# Speaking and Listening

Age Levels/s:

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

Name of Subject: Teaching Speaking and Listening

## Tutor PD Session for Lesson 1 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1a Introduction to the PD Session for the Semester One	<ul> <li>1.1 Introduction to the semester PD Session</li> <li>1.1.1 Welcome tutors and discuss with tutors the purpose of the specialisms.</li> <li>E.g. The purpose of the course is to assist tutors to have the required skills to teach speaking and listening to all levels of specialism (EG, UP, JHS) to enhance language acquisition/learning.</li> </ul>	1.1.1 Contribute to the discussion on the purpose of the course for all specialisms.	20 mins
	1.1.2 Through question and answer technique, let tutors identify the subject/course and	1.1.2 Answer and ask questions to come out with the age levels covered in the subject	

 1	1
age levels to be covered in the PD Session and let them group themselves according to age levels. E.g. What are the age levels covered in this PD Session? Suggested Answer: The levels are Early Grade, Upper Primary and JHS (refer to individual specialism in the course manual)	and group yourself according to the age level you are teaching, e.g. Early Grade, Upper Primary and JHS
<ul> <li>1.1.3 Introduction to course manual</li> <li>1.1.3.1 Let tutors put themselves into groups according to area of specialism and discuss the overview of the course.</li> <li>Question: What are the main elements of the course description?</li> <li>Suggested answer: 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 and assessment of the course. (refer to</li> </ul>	1.1.3.1 Form groups according to your specialism and discuss the main elements of the course description of your manual. E.g. the main element in the course description are the content to be covered, integration of technology in teaching the course, the methods of course delivery, assessment procedure and integration of NTS and NTECF into the course.

course descripti	
your course ma	nual
for details)	
1.1.3.2 Through the u	use of 1.1.3.2 Answer probing
probing questic	ns, questions to identify
help tutors ider	tify the two main
the two main	, continuous
continuous	assessment
assessment	components of the
	· - · · ·
components of	
course. Example	
Question: What	
the two main	Assessment - 30%)
continuous	made up of selected
assessment	Items of students
components of	
course.	assessment, reflective
Suggested Ansv	ver: journal, organisation
These are	of the subject
- Component 1 (Subje	ect portfolio and
Portfolio e.g. m	
semester quiz)	Project (30%) made
Assessment - 30	
made up of sele	
Items of studen	
work, midterm	conclusion. ( <i>refer to</i>
assessment, ref	
journal, organis	
of the subject	details). Ask question
portfolio and	for further
- Component 2: Subje	ect clarifications.
Project (e.g. mi	ni child
study on strate	
teachers apply	
teaching speaki	
listening (30%)	-
up of introducti	
methodology, n	
section and	
conclusion. (ref	
assessment sec	
your course ma	
<i>for details).</i> Ans	wer
tutors' questior	is to
address issues r	aised.

1b Introduction to	1.2 Introduction to current		٦
the Session	PD Session		
	<ul> <li>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,</li> <li>Question: What four things do you remember in the previous PD Session?</li> <li>Suggested answer: The concept of communication, barriers to communication, academic speaking, reading and writing, note taking and note making, time management and documenting sources.</li> </ul>	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.	
	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.	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,	
	Expected answers - Barriers – (large class size	- Barriers – (large class size	
	and misconception that speaking and	and misconception that speaking and	

listening does not	listening does not
contribute to	contribute to
language acquisition).	language acquisition).
- Core and transferable	- Core and transferable
skills (communication,	skills (communication,
critical thinking,	critical thinking,
collaboration,	collaboration,
inclusivity, digital	inclusivity, digital
literacy)	literacy)
- Lesson delivery mode	- Lesson delivery mode
(face to face,	(face to face,
individualised	individualised
learning, seminar, etc)	learning, seminar, etc)
- LOs (Demonstrate	- LOS (Demonstrate
understanding and	understanding and
knowledge of the	knowledge of the
concepts of speaking	concepts of speaking
and listening and their	and listening and their
roles in literacy	roles in literacy
development of Early	development of Early
Grade/Upper Primary,	Grade/Upper Primary,
JHS learners, and	JHS learners, and
components of	components of
speaking and listening	speaking and listening
- LIs (Define the concept of	- LIS (Define the concept of
speaking and listening	speaking and listening
and Identify the roles	and Identify the roles
speaking and listening	speaking and listening
play in Early	play in Early
Grade/Upper Primary	Grade/Upper Primary
and JHS) learners'	and JHS) learners'
literacy development.	literacy development.
(refer to lesson	(refer to lesson
speaking and listening	speaking and listening
- LIs (Define the concept of	- LIs (Define the concept of
speaking and listening	speaking and listening
speaking and listening play in Early	speaking and listening play in Early
and JHS) learners'	and JHS) learners'
literacy development.	literacy development.
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.	1.2.3 Discuss the overview of the content of the lesson and identify any distinctive aspect of the lesson.
Expected Response:	Outcome of discussion
- Content: Introduction to	Content: Introduction to
speaking and listing	speaking and listing
(definition of speaking	(definition of speaking
	<ul> <li>contribute to language acquisition).</li> <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> <li>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.</li> </ul>

	and lictoring types of	and lictoring types of	
	and listening, types of speaking and listening	and listening, types of speaking and listening	
	and role of speaking	and role of speaking	
	and listening in		
	_	and listening in	
	language acquisition)	language acquisition)	
	Distinctive feature (for	Distinctive feature	
	example)	- Types of listening	
	- Types of listening –	In the Early Grade we have	
	In the Early Grade we have	discriminative	
	discriminative	listening, while the	
	listening, while the	Upper Primary and	
	Upper Primary and	JHS have	
	JHS have	comprehensive	
		listening	
	comprehensive listening	listering	
	Note: With colleagues,	Ask questions on issues that	
	address issues that	need more	
	may arise from the	clarification.	
	discussion on the	e.g. how are the indicators	
	content for	related to the learning	
	clarification in the	outcomes?)	
	lesson.		
Q 2 Concept	2.1 Using think-pair-share	2.1 Using think-pair-share	15 mins
Development (New	strategy, ask tutors to		12 111112
learning likely to	come out with the main	strategy, ask tutors to come out with the main	
arise in lesson/s)	content to be covered	issue to be covered in	
arise in lesson/s)			
	in lesson 1 and clarify	lesson 1 and raise issues	
	issues that may arise from the discussion.	that may arise from the	
	from the discussion.	discussion.	
	Question: What are the		
	main items in content of		
	the lesson?		
	Expected Response: Main		
	content of the lesson		
	are the definition of		
	are the definition of speaking and listening,		
	speaking and listening,		
	speaking and listening, types of speaking and		
	speaking and listening, types of speaking and listening, and the role of		
	speaking and listening, types of speaking and listening, and the role of speaking and listening in language acquisition.	2.1.1 Use think-nair-share	
	speaking and listening, types of speaking and listening, and the role of speaking and listening in	2.1.1 Use think-pair-share strategy come out with	

come out with the main	the main issue to be	
issue to be covered in	covered in lesson 1 and	
lesson 1 and clarify	clarify issues that may	
issues that may arise	arise from the	
from the discussion.	discussion.	
2.1.1 Ask tutors to turn to	2.1.1 Turn to lesson 1 in the	
lesson 1 in the course	course manual and	
manual and discuss the	discuss the subtopics	
subtopics and examine	and examine the	
the aspects that link to	aspects that link to	
student-teachers'	student-teachers'	
previous knowledge.	previous knowledge.	
Subtopics include	Subtopics include	
concept and types of	concept and types of	
listening and roles of	listening and roles of	
speaking and listening	speaking and listening	
in language acquisition.	in language acquisition.	
The lesson is linked to	The lesson is linked to	
the previous lesson	the previous lesson	
because speaking and	because speaking and	
listening relates to	listening relates to	
communication skills	communication skills	
because they promote	because they promote	
language acquisition).	language acquisition).	
2.2 Put tutors in their	2.2 Form groups based on	
specialism groups to	your specialism and	
discuss the challenges	discuss the challenges	
they might encounter	you might encounter	
when presenting some	when presenting some	
specific subtopics of the	specific subtopics of the	
lesson.	lesson.	
2.2.1 Use questions and	2.2.1 Answer questions to	
answer technique to	come out with the	
tease out the challenges	challenges (potential	
(potential barriers to	barriers to learning for	
learning for student	student teachers,	
teachers, concepts or	concepts or pedagogy)	
pedagogy) they are	you are likely to	
likely to encounter in	encounter in teaching	
teaching the topic from	the topic.	
them.		
E.g. inadequate knowledge		
on the topic, etc.		

	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: Group work, school visits, video presentation and class discussion.	2.3 Discuss the suggested strategies in the manual and choose the most appropriate ones for teaching the topic in the course manual. Example: Group work, school visits, video presentation and class discussion.	
3. Planning for teaching, learning and assessment activities for the lesson/s	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. (refer to the teaching and learning activities section of the course manual)	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)	40 mins
	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</i> <i>thinking,</i> <i>communication, etc.</i> ) and GESI in the lessons in both the College of Education (B. ED) and Basic School Curricula. <i>For example, asking</i> <i>student to work in</i>	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</i> <i>thinking,</i> <i>communication, etc.</i> ) and GESI in the lessons in both the College of Education (B.ED) and Basic School Curricula. <i>For example, asking</i> <i>student to work in</i>	

groups will ensure	groups will ensure	
critical thinking,	critical thinking,	
inclusivity,	inclusivity,	
collaboration,	collaboration,	
leadership skills,	leadership skills,	
communication,	communication,	
avoiding gender	avoiding gender	
stereotype language	stereotype language	
and examples in the	and examples in the	
classroom.	classroom.	
ciussiooni.	ciussioom.	
3.3 Help tutors discuss as a	3.3. Discuss as a class and	
class and identify the	identify the continuous	
continuous assessments	assessments used for	
used for the lesson.	the lesson.	
- Continuous assessment 1-	- Continuous assessment 1 -	
group oral presentation	group oral presentation	
on role of speaking and	on role of speaking and	
listening on literacy	listening on literacy	
development of	development of	
learners done in class.	learners done in class	
- Continuous assessment 2	- Continuous assessment 2	
<ul> <li>Write a report of</li> </ul>	- Write a reflection	
about 200 words on	report of about 200	
teachers' perception on	words on the	
the teaching of speaking	perception of teachers	
and listening in the	on teaching speaking	
language curriculum.	and listening in the	
Note: Discuss the	language curriculum	
challenges you may	Discuss the challenges you	
anticipate using these	may anticipate using	
assessment strategies.	these assessment	
assessment strategies.		
	strategies.	
3.4 Discuss with tutors:	3.4 Discuss	
- the main teaching and	- the main teaching and	
learning resources	learning resources and	
-	how you will use them	
including ICTs (e.g.	-	
computer, smartphone)	to enhance learning of	
and how they will be	the topic at both the	
used in the lesson to	New 4-Year B. Ed and	
promote learning at	Basic levels	
both the New 4-Year B.		
Ed and Basic levels and		
all learners.		
·	· · ·	

	- the required text	- the required text	
	(Introduction to	(Introduction to	
	language teaching skills:	language teaching skills:	
	A resource for language	A resource for language	
	teachers. [Units 11 and	teachers. [Units 11 and	
	12]) and how it will be	12]) and how it will be	
	used in the lesson to	used in the lesson to	
	promote learning	promote learning.	
	among all manner of		
	learners.		
	- the additional reading	- the additional reading	
	materials (Practical	materials (Practical	
	English language	English language	
	teaching: Speaking.	teaching: Speaking.	
	[Chapter 2 and 3])	[Chapter 2 and 3])	
	needed and how they	needed and how you	
	will be used in the	will use them to	
	lesson to enhance	promote learning	
	effective learning	among all manner of	
	among all manner of	learners.	
	learners.		
	Note: Discuss with tutors	Discuss challenges likely to	
	the challenges they may	be encountered in using	
	encounter using the	the resources, e.g.	
	resources in delivering	students' inability to	
	the lesson, e.g. no	read and understand	
	access to internet,	the textbook.	
	unavailability of the		
	textbook.		
	3.5 Ask a tutor to model a	3.5 Model a selected	
	selected activity, e.g.	activity (e.g. group	
	group work, in a	work) in real classroom	
	teaching situation to	teaching situation to	
	come out with how it	come out with how it	
	will promote GESI and	will promote GESI and	
	the core and	core and transferable	
	transferable skills.	skills.	
	<i>Note</i> : Ask tutors to note key	Note key points in the PD	
	points in the PD Session	Session to use in your	
	to use in their teaching	teaching of the lesson in	
	of the lesson in their	your class.	
	class.		
A Fuchation of			45
4. Evaluation and	4.1 Use questions to recap	4.1 Answer questions to	15 mins
review of session:	the main issues in the	recap the main issues in	
	PD session and discuss	the PD session and	

<ul> <li>any outstanding issues that relate to it for clarification. Let tutors</li> <li>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</li> </ul>	discuss any outstanding issues that relate to session for clarification. 4.2 Identify a critical friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session.	
PD session. 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.	

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. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session	<ul> <li>1.1 Let tutors write down the main ideas raised in the previous PD Session on the definition and roles of speaking and listening in language acquisition (E.g. What are the roles of speaking and listening in language acquisition?)</li> <li>Expected Response: - Builds confidence</li> <li>Helps with knowledge of rules</li> <li>Builds fluency</li> </ul>	1.1 Write down the main ideas raised in the previous PD Session on definition and roles of speaking and listening in language acquisition. E.g. enhances communication skills	20 mins
	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.	1.2 Share reflections on the lesson observed on the application of the previous PD session in the classroom and discuss with colleagues.	

		1.2 la success of an acialians	
	L.3 Put tutors in group	1.3 In groups of specialisms,	
	based on specialism	read individually and	
	and let them read	discuss the introductory	
	individually and discuss	part of the lesson (Lesson	
	the introductory part of	2 - (components, views	
	the lesson (Lesson 2 -	of speaking and listening	
	(components, views of	and components of	
	speaking and listening	effective oral instruction)	
	and components of	for the current PD	
	effective oral	Session, which include	
	instruction) for the	barriers, core and	
	current PD Session,	transferable skills, lesson	
	which include barriers,	delivery modes and	
	core and transferable	learning outcomes and	
	skills, lesson delivery	indicators.	
	modes and learning	malcators.	
	outcomes and		
	indicators.		
,		Example	
	Expected answers	Example,	
-	Barriers – (large class size	- Barriers – (large class size	
	and inadequate	and inadequate	
	knowledge on the fact	knowledge on the fact	
	that speaking and	that speaking and	
	listening have	listening have	
	components)	components).	
-	Core and transferable	- Core and transferable skills	
	skills (communication,	(communication, critical	
	critical thinking,	thinking, observation and	
	observation and	enquiry skills, digital	
	enquiry skills, digital	literacy)	
	literacy)		
-	Lesson delivery mode	- Lesson delivery mode (face	
	(face to face, e-learning	to face, individualised	
	individualised learning,	learning, seminar, e-	
	seminar, etc)	learning, etc)	
-	LO (Demonstrate	- LO (Demonstrate	
	understanding and	understanding and	
	knowledge of the	knowledge of the	
	concepts of speaking	concepts of speaking and	
	and listening and their	listening and their roles	
	roles in literacy	in literacy development	
	development of EG, UP	of EG, UP and JHS	
	and JHS learners and	learners and components	
	components of	of speaking and listening.	
	speaking and listening.	(NTS 2c, d, NTS 3e and	
	(NTS 2c, d, NTS 3e and	NTECF 3, p.25))	
		NILCI 5, p.23//	
	NTECF 3, p.25)		

	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. Note: With colleagues, address issues that may	example, the strategies for developing listening and speaking skills will be different from level to level – EG home language is valued but not the case in UP and JHS. Ask questions on issues that need more clarification.	
	arise from the discussion on the content for clarification in the lesson. <b>Expected response</b> ; The indicators help us to know we are achieving the LO.	e.g. How are the indicators related to the learning outcomes?	
2. Concept Development (New learning likely to arise in lesson/s):	<ul> <li>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.</li> <li>Question: What are the main items in the content of the lesson?</li> </ul>	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.	15 mins
	<b>Expected Response:</b> Main content of the lesson are the components of speaking, views of listening, and components of effective oral instruction.	<b>Expected answer:</b> Main content of the lesson are the components of speaking, views of listening and components of effective oral instruction.	
	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.	2.1.1 Turn to lesson 2 in the course manual and discuss the subtopics and examine the aspects that link to student-teachers' previous knowledge.	

(e.g. knowing the components of effective oral instruction will lead to student-teacher knowing how to teach speaking and listening at their level of specialism.	(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)
2.2 Put tutors in mixed groups to discuss the challenges they might encounter when presenting some specific subtopics of the lesson.	2.2 Form mixed groups based on gender and discuss the challenges you might encounter when presenting some specific subtopics of the lesson.
<ul> <li>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.</li> <li>E.g. students' language background, lack of internet access to help search for information on the topic, etc.</li> </ul>	2.2 Answer questions to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) you are likely to encounter in teaching the topic. E.g. <i>students'</i> <i>language background</i>
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: Group work, Think, pair and share, School visits, Discussion, Concept mapping, Individual work and Seminar, Teacher modeling,	2.3 Discuss the suggested strategies in the manual and choose the most appropriate ones for teaching the topic in the course manual. Example: Group work, Think, pair and share, School visits, Discussion, Concept mapping, Individual work and Seminar, Teacher modelling, Brainstorming and Questioning.

	Brainstorming and Questioning.		
3. Planning for teaching, learning and assessment activities for the lesson/s	<ul> <li>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. (refer to the teaching and learning activities section of the course manual)</li> <li>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 (inclusivity, critical thinking, communication, etc.) and GESI in the lessons in both the College of Education (B.ED) and Basic School Curricula and share with others.</li> </ul>	<ul> <li>3.1 Discuss through answering and questioning on the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula. Collaborate with tutor to address issue raised. (refer to the teaching and learning activities section of the course manual)</li> <li>3.2 Discuss the appropriateness and effectiveness of the activities and strategies and how you will use them to enhance the core and transferable skills (inclusivity, critical thinking, communication, etc.) and GESI in the lessons in both the College of Education (B.ED) and Basic School Curricula and share with colleagues.</li> </ul>	40 mins
	For example, using discussion will ensure critical thinking, inclusivity, collaboration, and communication.	For example, using discussion will ensure critical thinking, inclusivity, collaboration and communication).	
	3.3 Help tutors discuss as a class and identify the continuous assessments used for the lesson.	3.3. Discuss as a class and identify the continuous assessments used for the lesson.	

- Continuous assessment 1- Reflective Journal - Write a 250 words reflective journal on how teacher teach orals skills during their school visit and present for their subject portfolio.	- Continuous assessment 1 Reflective Journal - Write a 250 words reflective journal on how teachers teach orals skills during their school visit and present for your subject portfolio.	
- Continuous assessment 2 – Let students write a short quiz of 10 multiple choice questions on the components of speaking, views of listening and effective oral instruction.	- Continuous assessment 2 - student- write short quiz of 10 multiple choice questions on the components of speaking, views of listening and effective oral instruction	
<i>Note</i> : Discuss the challenges you may anticipate using these assessment strategies.	Discuss the challenges you may anticipate using these assessment strategies.	
<ul> <li>3.4 Discuss with tutors:</li> <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>	<ul> <li>3.4 Discuss</li> <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> <li>the required text         <ul> <li>(Introduction to language teaching skills: A resource for language teachers.</li> <li>[Units 11 and 12]) and how it will be used in the lesson to promote learning among all manner of learners.</li> </ul> </li> </ul>	<ul> <li>the required text         <ul> <li>(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.</li> </ul> </li> </ul>	

	<ul> <li>the additional reading materials (<i>Practical</i> <i>English language</i> <i>teaching: Speaking.</i> [<i>Chapter 2 and 3</i>]) needed and how they will be used in the lesson to enhance effective learning among all manner of learners.</li> </ul>	<ul> <li>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.</li> </ul>	
	Note: 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.	Discuss challenges likely to be encountered in using the resources, e.g. students' inability to read and understand the textbook.	
	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.	3.5 Model a selected activity (e.g. brainstorming) in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills.	
4. Evaluation and review of session	4.1 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.	4.1 Answer questions to recap the main issues in the PD session and discuss any outstanding issues that relate to session for clarification.	15 mins
	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.	4.2 Identify an objective friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session.	

4.3 Give an overview of the	4.3 Listen to overview on the	
topic to be covered in	topic for the next PD	
the next PD Session and	Session and do advance	
encourage tutors to	reading.	
read on the topic.		

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

## Name of Subject/Course:

Teaching Speaking and Listening

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

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

1.2 Cive tutors	1.2 Shara raflastians on the	
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.	1.2 Share reflections on the lesson observed on the application of the previous PD session in the classroom and discuss with colleagues.	
1.3 Put tutors in group based on specialism and let them read individually and discuss the introductory part of the lesson (Lesson 3 - (strategies used in teaching EG, UP and JHS speaking, problems in using the strategies and how to address the problems.) for the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.	1.3 In groups of specialisms, read individually and discuss the introductory part of the lesson (Lesson 3 - (strategies used in teaching EG, UP and JHS speaking, problems in using the strategies and how to address the problems.) for the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators. Example,	
Expected answers - Barriers – (large class size and Student teachers lack of knowledge that teaching speaking and listening at the Early Grade may have unique strategies	- Barriers – (large class size and Student teachers lack of knowledge that teaching speaking and listening at the Early Grade may have unique strategies).	
- Core and transferable skills (communication, critical thinking, inclusivity, observation and enquiry skills, digital literacy)	- Core and transferable skills (communication, critical thinking, inclusivity, observation and enquiry skills, digital literacy)	

<b></b>		1	
	- Lesson delivery mode (face to face, e- learning individualised learning, seminar, etc)	- Lesson delivery mode (face to face, individualised learning, seminar, e- learning, etc)	
	- LO (Demonstrate knowledge and understanding of appropriate speaking and listening techniques/activities to teach EG, UP JHS learners with diverse needs and interests to enhance their speaking and listening skills. (NTS 2d, 3e, g, m, k, NTECF bullets 2 and 5 (p. 25))	- LO (Demonstrate knowledge and understanding of appropriate speaking and listening techniques/activities to teach EG, UP, JHS learners with diverse needs and interests to enhance their speaking and listening skills. (NTS 2d, 3e, g, m, k, NTECF bullets 2 and 5 (p. 25))	
	- LIs (Identify appropriate approaches/strategies that address the diverse needs and interests of learners to enhance EG, UP, JHS learners' speaking and listening skills and evaluate how these techniques are practised in schools to address the diverse needs of learners in speaking and listening). (refer to lesson manual for details)	- LIs (Identify appropriate approaches/strategies that address the diverse needs and interests of learners to enhance EG, UP, JHS learners' speaking and listening skills and evaluate how these techniques are practised in schools to address the diverse needs of learners in speaking and listening). (refer to lesson manual for details)	
	Note: Ask tutors to note key ideas as the PD Session progresses to help them teach the lesson effectively in your class.	Note key ideas as the PD Session progresses to help you teach the lesson effectively in your class.	
	1.4 Discuss with the group the overview of the	1.4 Discuss the overview of the content of the lesson	

contant of the locar	and identify any	
content of the lesson	and identify any	
and identify any	distinctive aspect of the	
distinctive aspect of	lesson.	
the lesson for the		
various levels.		
Expected Response:	Outcome of discussion	
- Content: The lesson	- Content: The lesson deals	
deals with the	with the strategies for	
strategies for teaching	teaching speaking and	
speaking and listening,	listening, the challenges	
the challenges of using	of using the strategies	
the strategies and how	and how to address the	
to address the	challenges at the EG, UP	
challenges at the EG,	and JHS levels.	
UP and JHS levels.		
OF UNU JUJ IEVEIS.		
1.5 Distinctive features	1.5 Distinctive features	
Let tutors brainstorm	Brainstorm on the	
on the distinctive	distinctive features that	
features that may	may occur in the lesson	
occur in the lesson at	at the various levels of	
the various levels of	specialism.	
specialism. E.g.		
- The strategies of	E.g. The strategies of	
teaching speaking and	teaching speaking and	
listening, the	listening, the challenges	
challenges and	and addressing the	
addressing the	challenges may differ	
challenges may differ	from level to level. For	
from level to level. For	2	
,	example, the strategies	
example, the strategies	for developing listening	
for developing listening	and speaking skills will be	
and speaking skills will	different from level to	
be different from level	level – for EG games can	
to level – for EG games	be use while discussion	
can be use while	will be appropriate for UP	
discussion will be	and JHS	
appropriate for UP and		
JHS.		
Note: With colleagues,	Ask questions on issues that	
address issues that	need more clarification.	
may arise from the	e.g. What can be done to	
discussion on the	achieve the indicators in	
	the lesson?	
content for		
clarification in the		
lesson.		

2. Concept	Expected response; Achieving the indicators will hinge on proper and advance planning before classes and involving the student in the teaching/learning process. 2.1 Using individualised	2.1 Read and come out with	15 mins
Development (New learning likely to arise in lesson/s):	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> : What are the main items in the content of the lesson?	the main content to be covered in lesson 3, share with class and clarify issues that may arise from the discussion. <b>Question</b> : What are the main items in the content of the lesson?	
	Expected Response: Main content of the lesson strategies for teaching speaking and listening, challenges of using the strategies and how to address the challenges.	Expected answer: Main content of the lesson strategies for teaching speaking and listening, challenges of using the strategies and how to address the challenges.	
	2.3 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.	2.3 Turn to lesson 3 in the course manual and discuss the subtopics and examine the aspects that link to student-teachers' previous knowledge.	
	(e.g. strategies for teaching speaking and listening, challenges of using the strategies and how to address the challenges at their level of specialism. This is linked to the previous knowledge of	(e.g. strategies for teaching speaking and listening, challenges of using the strategies and how to address the challenges at their level of specialism)	

r	<b></b>	
	learners on the components of effective oral instruction.	
	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.	2.2 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson.
	<ul> <li>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.</li> <li>E.g. students' weak language background, lack of internet access to help search for information on the topic, large class size, etc.</li> </ul>	2.3 Answer questions to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) you are likely to encounter in teaching the topic. E.g. students' weak language background
	2.4 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.	2.4 Discuss the suggested strategies in the manual and choose the most appropriate ones for teaching the topic in the course manual.
	Examples: Individualized work, class discussion, school visit, semantic mapping group work, school	Example: Individualized work, class discussion, school visit, semantic mapping group work, school visit,

	visit, semantic mapping and Seminar.	semantic mapping and Seminar.	
3. Planning for teaching, learning and assessment activities for the lesson/s	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. (refer to the teaching and learning activities section of the course manual)	3.1 Discuss through answering and questioning on the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula. Collaborate with tutor to address issue raised. (refer to the teaching and learning activities section of the course manual)	40 mins
	3.2 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 others and share with colleagues. For example, using class discussion will ensure critical thinking, inclusivity, collaboration, digital literacy, leadership skills and communication skills.	3.2 Work in groups based on their specialism on the appropriateness and effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lessons in both the College of Education (B.ED) and Basic School Curricula and share with colleagues. For example, using class discussion will ensure critical thinking, inclusivity, collaboration, digital literacy, leadership skills and communication skills.	

Note: During school visits	
let student-teachers take note of the	
strategies/activities	
teachers employ in	
delivery the topic and	
write report on it.	
3.3 Help tutors discuss as	3.3 Discuss as a class and
a class and identify the	identify the continuous
continuous assessments used for	assessments used for the lesson.
the lesson.	
- Continuous assessment	- Continuous assessment 1
1- Reflective Journal	Reflective Journal
- Write a 250 words reflective journal on	Write a 250 words reflective journal on
strategies teachers use	strategies teachers use in
in teaching speaking	teaching speaking and
and listening at the	listening at the various
various specialism levels during their	specialism levels during their school visit.
school visit.	
- Continuous assessment 2	- Continuous assessment 2 -
<ul> <li>Let students do class presentation on the</li> </ul>	students do class presentation on the
strategies used in	strategies used in
teaching speaking at	teaching speaking at their
their specialism).	specialism).
3.4 Discuss with tutors:	3.4 Discuss
- the main teaching and	- the main teaching and
learning resources	learning resources and
including ICTs (e.g. computer,	how you will use them to enhance learning of the
smartphone, video)	topic at both the New 4-
and how they will be	Year B. Ed and Basic
used in the lesson to	levels
promote learning at both the New 4-Year	
B. Ed and Basic levels	
and all learners.	
- the required text (Introduction to	<ul> <li>the required text (Introduction to language</li> </ul>
•	
language teaching	teaching skills: A resource

	<ul> <li>skills: A resource for language teachers.</li> <li>[Units 11 and 12]) 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</i> <i>English as a foreign</i> <i>language for dummies-</i> <i>[Chapter 13])</i> needed and how they will be used in the lesson to enhance effective</li> </ul>	<ul> <li>for language teachers.</li> <li>[Units 11 and 12]) and how it will be used in the lesson to promote learning.</li> <li>the additional reading materials (<i>Teaching</i> <i>English as a foreign</i> <i>language for dummies</i> <i>[Chapter 13])</i> needed and how you will use them to promote learning among all manner of learners.</li> </ul>	
	learning among all manner of learners. <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.	Discuss challenges likely to be encountered in using the resources, e.g. students' inability to read and understand the textbook.	
	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.	3.5 Model a selected activity (e.g. semantic mapping) in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills.	
4. Evaluation and review of session:	4.1 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.	15 mins

4.2 Let tutor identify a	4.2 Identify a critical friend	
critical friend who	who took part in the PD	
took part in the PD	session to sit in your	
session to sit in your	class during lesson and	
class during lesson	report on observation	
and report on	during next PD session.	
observation during		
next PD session.		
4.3 Give an overview of	4.3 Listen to overview on the	
the topic to be	topic for the next PD	
covered in the next	Session and do advance	
PD Session and	reading.	
encourage tutors to	-	
read on the topic.		
	<ul> <li>took part in the PD session to sit in your class during lesson and report on observation during next PD session.</li> <li>4.3 Give an overview of the topic to be covered in the next PD Session and encourage tutors to</li> </ul>	<ul> <li>critical friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session.</li> <li>4.3 Give an overview of the topic to be covered in the next PD Session and encourage tutors to</li> <li>who took part in the PD session to sit in your class during lesson and report on observation during next PD session.</li> <li>4.3 Listen to overview on the topic for the next PD Session and encourage tutors to</li> </ul>

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. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session	<ul> <li>1.1 Let tutors use discussion to recap the main ideas deliberated on in the previous PD Session on the 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?)</li> <li>Expected Response: e.g. - Promote auditory Memory</li> <li>Teach and Extend Vocabulary and Conceptual Knowledge</li> </ul>	<ul> <li>1.1 Contribute to discussion to recap the main ideas deliberated on strategies of teaching speaking and listening, challenges of the strategies and how to address the challenges (E.g. What are the challenges of using the strategies of teaching speaking and teaching at your specialism?)</li> <li>Answer: - Teach a variety of spoken texts - Create a language learning environment</li> </ul>	20 mins

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.	1.2 Share reflections on the lesson observed on the application of the previous PD session in the classroom and discuss with colleagues.	
1.3 Put tutors in group based on specialism and let them read individually and discuss the introductory part of the lesson (Lesson 4 - (strategies used in teaching EG, UP and JHS Listening comprehension and problems in using the strategies and how to address the problems.) for the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.	1.3 In groups of specialisms, read individually and discuss the introductory part of the lesson (Lesson 4 - (strategies used in teaching EG, UP and JHS listening comprehension and, problems in using the strategies and how to address the problems.) for the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.	
Expected answers - 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 - Core and transferable skills (communication, critical thinking, inclusivity, observation	Example, - Barriers – (large class size and Student teachers lack of knowledge that teaching speaking and listening at the Early Grade may have unique strategies). - Core and transferable skills (communication, critical thinking, inclusivity, observation and enquiry skills, digital literacy)	

and enquiry skills,		
digital literacy)		
- Lesson delivery mode	- Lesson delivery mode (face	
(face to face, e-	to face, individualised	
learning individualised	learning, seminar, e-	
learning, seminar, etc)	learning, etc)	
- LO (Demonstrate	- LO (Demonstrate	
knowledge and	knowledge and	
understanding of	understanding of	
appropriate listening	appropriate speaking and	
techniques/activities	listening	
to teach EG, UP JHS	techniques/activities to	
learners with diverse	teach EG, UP, JHS	
needs and interests to	learners with diverse	
enhance their	needs and interests to	
speaking and listening	enhance their speaking	
skills. (NTS 2d, 3e, g,	and listening skills. (NTS	
• • • •	<b>-</b> .	
m, k, NTECF bullets 2	2d, 3e, g, m, k, NTECF	
and 5 (p. 25))	bullets 2 and 5 (p. 25)	
- LIs (Identify appropriate	- Lls (Identify appropriate	
approaches/strategies	approaches/strategies	
that address the	that address the diverse	
diverse needs and	needs and interests of	
interests of learners to	learners to enhance EG,	
enhance EG, UP, JHS	UP, JHS learners'	
learners' speaking and	speaking and listening	
listening skills and	skills and evaluate how	
evaluate how these	these techniques are	
techniques are	practised in schools to	
practised in schools to	address the diverse needs	
address the diverse	of learners in speaking	
needs of learners in	and listening). (refer to	
speaking and	lesson manual for details)	
• •	lesson manaal jor actails)	
listening). (refer to		
lesson manual for		
details)		
Note: Ask tutors to note	Note key ideas as the PD	
key ideas as the PD	Session progresses to	
Session progresses to	help you teach the lesson	
help them teach the	effectively in your class.	
lesson effectively in	, ,	
your class.		
,		

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.	1.4 Discuss the overview of the content of the lesson and identify any distinctive aspect of the lesson.
Expected Response: - 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.	Outcome of discussion - Content: The lesson deals with the strategies for teaching listening comprehension, the challenges of using the strategies and how to address the challenges at the EG, UP and JHS levels.
<ul> <li>1.5 Distinctive features Let tutors brainstorm on     the distinctive     features that may     occur in the lesson at     the various levels of     specialism. </li> <li>E.g. The strategies of     teaching listening, the     challenges and     addressing the     challenges may differ     from level to level. For     example, the     strategies for     developing listening     skills will be different     from level to level –     for EG discriminative     listening can be used     while comprehensive     listening will be     appropriate for UP     and JHS.</li></ul>	<ul> <li>1.5 Distinctive features</li> <li>Brainstorm on the distinctive features that may occur in the lesson at the various levels of specialism.</li> <li>E.g. The strategies of teaching listening, the challenges and addressing the challenges may differ from level to level. For example, the strategies for developing listening skills will be different from level to level – for EG discriminative listening can be used while comprehensive listening will be appropriate for UP and JHS.</li> </ul>

	<ul> <li>With colleagues, address issues that may arise from the discussion on the content for clarification in the lesson.</li> <li>Expected response;         <ul> <li>Achieving the indicators will hinge on proper and advance planning before classes and involving the student in the teaching/learning process.</li> </ul> </li> </ul>	Ask questions on issues that need more clarification. e.g. What can be done to achieve the indicators in the lesson?	
Q 2 Concept Development (New learning likely to arise in lesson/s):	2.1 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. Question: What are the main items in the content of the lesson?	<ul> <li>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.</li> <li>Question: What are the main items in the content of the lesson?</li> </ul>	15 mins
	Expected Response: Main content of the lesson strategies for teaching listening comprehension, challenges of using the strategies and how to address the challenges.	<b>Expected answer:</b> Main content of the lesson strategies for teaching listening comprehension, challenges of using the strategies and how to address the challenges.	
	2.2. Ask tutors to read lesson 4 in the course manual and discuss the subtopics and examine the aspects that link to student-	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.	

teachers' previous	(e.g. strategies for	
knowledge.	teaching listening	
(e.g. strategies for teaching listening	comprehension, challenges of using the	
comprehension,	strategies and how to	
challenges of using the	address the challenges	
strategies and how to address the challenges	at their level of specialism)	
at their level of	specialising	
specialism. This is		
linked to the previous		
knowledge of learners on the strategies of		
teaching speaking.		
2.3 Put tutors in their	2.3 Discuss in specialism	
specialism groups to	group the challenges you	
discuss the challenges they might encounter	might face teaching the subtopics in the lesson.	
when presenting some		
specific subtopics of		
the lesson. Collaborate with		
tutors to address the		
challenges.		
2.4 Through discussion,	2.4 Contribute to discussion	
help tutors to come out with the	to come out with the challenges (potential	
challenges (potential	barriers to learning for	
barriers to learning for	student teachers,	
student teachers, concepts or pedagogy)	concepts or pedagogy) you are likely to	
they are likely to	encounter in teaching the	
encounter in teaching	topic. E.g. students' weak	
the topic from them. E.g. <i>students' weak</i>	language background	
L.g. students' weak language background,		
lack of internet access		
to help search for		
information on the topic, large class size,		
etc.		
2.5 Ask tutors, in their	2.5 Discuss the suggested	
specialism groups, to discuss the suggested	strategies in the manual and choose the most	
uiscuss the suggested		

	strategies in the manual and choose the most appropriate ones for teaching the topic. Examples: Individualized work, class discussion, school visit, think-pair- share class discussion, school visit and seminar.	appropriate ones for teaching the topic in the course manual. Example: Individualized work, class discussion, school visit, think-pair-share class discussion, school visit and seminar.	
3. Planning for teaching, learning and assessment activities for the lesson/s	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. (refer to the teaching and learning activities section of the course manual)	3.1 Contribute to discussion on the suggested teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula. Collaborate with tutor to address issue raised. (refer to the teaching and learning activities section of the course manual)	40 mins
	3.2 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.	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.	

<ul> <li>share discussion will ensure critical thinking, collaboration, digital literacy, inclusivity and communication skills.</li> <li>Note: During school visits let student-teachers take note of the strategies/activities teachers employ in delivery the topic and write report on it.</li> <li>3.3 Help tutors discuss as a class and identify the</li> </ul>	discussion will ensure critical thinking collaboration, digital literacy, and communication skills. 3.3. Discuss as a class and identify the continuous
<ul> <li>a class and identify the continuous assessments used for the lesson.</li> <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</li> </ul>	<ul> <li>Identify the continuous assessments used for the lesson.</li> <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 -</li> </ul>
<ul> <li>Continuous assessment 2         <ul> <li>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> </li> </ul>	- Continuous assessment 2 - students do class presentation on the strategies used in teaching listening comprehension at their specialism).

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3.4 Discuss with tutors: - 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 <u>https://study.com/aca</u> <u>demy/lesson/teaching</u> <u>-listening-skills-to-</u> <u>children.html</u>	3.4 Discuss the main teaching and learning resources and how you will use them to enhance learning of the topic at both the New 4- Year B. Ed and Basic levels	
<ul> <li>the required text <ul> <li>(Introduction to</li> <li>language teaching</li> <li>skills: A resource for</li> <li>language teachers.</li> <li>[Units 17]) and how it</li> <li>will be used in the</li> <li>lesson to promote</li> <li>learning among all</li> <li>manner of learners.</li> </ul> </li> </ul>	<ul> <li>the required text (Introduction to language teaching skills: A resource for language teachers.</li> <li>[Units 17]) and how it will be used in the lesson to promote learning.</li> </ul>	
- the additional reading materials ( <i>Teaching</i> <i>English as a foreign</i> <i>language for</i> <i>dummies-</i> [ <i>Chapter</i> <i>13</i> ]) needed and how they will be used in the lesson to enhance effective learning among all manner of learners.	<ul> <li>the additional reading materials (<i>Teaching</i> <i>English as a foreign</i> <i>language for dummies</i> [<i>Chapter 13</i>]) needed and how you will use them to promote learning among all manner of learners.</li> </ul>	
<b>Note</b> : Discuss with tutors the challenges they may encounter when using the resources in delivering the lesson,	Brainstorm on the challenges likely to be encountered in using the resources, e.g. students' inability to read and understand the	

	<ul> <li>e. g. no access to internet to look for information on the lesson.</li> <li>3.5 Ask a tutor to model a selected activity, e.g. think-pair-share, in a teaching situation to come out with how it will promote GESI and the core and transferable skills.</li> </ul>	textbook and discuss with colleagues. 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.	
4. Evaluation and review of session:	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.	4.1 Use discussion to recall the main issues in the PD session and discuss any outstanding issues that relate to session for clarification.	15 mins
	4.2 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.	4.2 Identify a critical friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session.	
	4.3 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).	4.3 Listen to overview on the topic for the next PD Session and do advance reading (Technology and developing Early Grade speaking and listening materials).	

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

#### Name of Subject/Course:

Teaching Speaking and Listening

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

# Tutor PD Session for Lesson 5 in the Course Manual

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.	1.2 Share reflections on the lesson observed on the application of the previous PD session in the classroom and discuss with colleagues.
1.3 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</i> <i>developing EG, UP and</i> <i>JHS speaking and</i> <i>listening materials</i> ) 5or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.	1.3 In groups of specialisms, read individually and discuss the introductory part of the lesson (Lesson 5 - (Technology and developing EG, UP and JHS speaking and listening materials) for the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.
Expected answers - 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).	Example, - Barriers – (large class size and Student teachers lack of knowledge that TLMs for teaching speaking and listening at the Early Grade may differ from UP and JHS).
- Core and transferable skills (communication, critical thinking, observation and enquiry skills, digital literacy)	- Core and transferable skills (communication, critical thinking, observation and enquiry skills, digital literacy)

 1	//	
- Lesson delivery mode (face to face, e- learning individualised learning, seminar, etc)	- Lesson delivery mode (face to face, individualised learning, seminar, e- learning, etc)	
- LO (Integrate technology in preparing appropriate TLMs to teach speaking and listening effectively to enhance literacy in speaking and listening among EG, UP and JHS learners bearing in mind their interests and needs (NTS 3j and NTECF bullet 10, p.25).))	- LO (Integrate technology in preparing appropriate TLMs to teach speaking and listening effectively to enhance literacy in speaking and listening among EG, UP and JHS learners bearing in mind their interests and needs (NTS 3j and NTECF bullet 10, p.25).	
- LIs (Identify - appropriate technology tools that can be used in teaching speaking and listening at EG, UP and JHS	- LIs (Identify - appropriate technology tools that can be used in teaching speaking and listening at EG, UP and JHS	
- Use appropriate technology to prepare speaking and listening TLMs, which fits the diverse needs and interest of learners in the EG, UP, JHS.	- Use appropriate technology to prepare speaking and listening TLMs, which fits the diverse needs and interest of learners in the EG, UP, JHS.	
- Use appropriate teaching learning materials for teaching speaking and listening which address the diverse needs and interest of EG, UP and JHS learners to enhance their speaking and listening skills.	- 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.	
<b>Note:</b> Ask tutors to note key ideas as the PD Session progresses to help them teach the	Note key ideas as the PD Session progresses to help you teach the lesson effectively in your class.	

	lesson effectively in		
	your class.		
	1.4 In group of	1.4 Discuss in specialism	
	specialisms, discuss	groups the overview of	
	the overview of the	the content of the lesson	
	content of the lesson	and identify any	
	and identify any	distinctive aspect of the	
	distinctive aspect of	lesson.	
	the lesson for the		
	various levels.		
		Outrouve of discussion	
	Expected Response:	Outcome of discussion	
	- Content: The lesson deals	- Content: The lesson deals	
	with the integration of	with the integration of	
	technology in teaching	technology in teaching	
	speaking and listening	speaking and listening –	
	<ul> <li>definition, using</li> </ul>	definition, using	
	technology to prepare	technology to prepare	
	speaking and listening	speaking and listening	
	materials, and	materials, and Problems	
	Problems of using	of using technology to	
	technology to prepare	prepare speaking and	
	speaking and listening	listening materials for EG,	
	materials for EG, UP	UP and JHS levels.	
	and JHS levels.		
	1.5 Distinctive features	1.5 Distinctive features	
	Let tutors think-pair-share	Think-pair-share on the	
	the distinctive features	distinctive features that	
	that may occur in the	may occur in the lesson at	
	lesson at the various	the various levels of	
	levels of specialism.	specialism.	
	E.g.	E.g. The materials for	
	- The materials for	teaching speaking and	
	teaching speaking and	listening may differ from	
	listening may differ	level to level. For	
	from level to level. For	example, the materials	
	example, the materials	for developing listening	
	for developing	and speaking skills will be	
	listening and speaking	different from level to	
	skills will be different	level – for EG flashcards	
	from level to level – for	can be use while sentence	
	EG flashcards can be	pattern cards will be	
	use while sentence	appropriate for UP and	
	pattern cards will be	JHS.	
	appropriate for UP and		
	JHS.		
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	Note: With colleagues, address issues that may arise from the discussion on the content for clarification in the lesson. <b>Expected response</b> ; Achieving the indicators will hinge on proper and advance planning before classes and involving the student in the teaching/learning process.	Ask questions on issues that need more clarification. e.g. What can be done to achieve the indicators in the lesson?	
2. Concept Development (New learning likely to arise in lesson/s):	2.1 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.	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.	15 mins
	<b>Question</b> : What are the main items in the content of the lesson?	<b>Question</b> : What are the main items in the content of the lesson?	
	Expected Response: 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.	<b>Expected answer:</b> Definition of speaking and listening TLMs and using technology to prepare speaking and listening materials, and Problems of using technology.	
	2.3 Ask tutors to read lesson 5 in the course manual and discuss the subtopics and examine the aspects that link to student-	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.	

teachers' previous knowledge. (e.g. Definition of TLMs for teaching speaking and listening, using technology to prepare and use speaking and listening materials and Problems of using technology to prepare speaking and listening materials for EG, UP and JHS.	(e.g. Definition of TLMs for teaching speaking and listening, using technology to prepare and use speaking and listening materials and Problems of using technology to prepare speaking and listening materials for EG, UP and JHS.)	
2.2 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.	2.2 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson.	
<ul> <li>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.</li> <li>E.g. students' weak language background, lack of internet access to help search for information on the topic, large class size, etc.</li> </ul>	2.2 Answer questions to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) you are likely to encounter in teaching the topic. E.g. students' weak language background	
2.3 Ask tutors, in their specialism groups, to consider the suggested strategies in the manual and choose the most appropriate	2.3 Discuss the suggested strategies in the manual and choose the most appropriate ones for teaching the topic in the course manual. Example:	

	ones for teaching the topic in your course manual. Examples: Individualized work, class discussion, school visit, semantic mapping group work, school visit, and Seminar.	Individualized work, class discussion, school visit, semantic mapping group work, school visit, semantic and Seminar.	
3. Planning for teaching, learning and assessment activities for the lesson/s	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.	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.	40 mins
	Collaborate with tutor to address issue raised. (refer to the teaching and learning activities section of the course manual)	Collaborate with tutor to address issue raised. (refer to the teaching and learning activities section of the course manual)	
	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</i> <i>class brainstorming</i>	3.2 Brainstorm on the appropriateness and effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lessons in both the College of Education (B. ED) and Basic School Curricula and share with colleagues. For example, using brainstorming will ensure critical thinking, digital literacy and communication skills.	

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will ensure critical thinking, digital literacy, and communication skills.		
Note: 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.		
3.3 Help tutors discuss as a class and identify the continuous assessments used for the lesson.	3.3. Discuss as a class and identify the continuous assessments used for the lesson.	
<ul> <li>Continuous assessment</li> <li>1- Prepare and use a</li> <li>TLM on a selected</li> <li>topic in teaching</li> <li>speaking and</li> <li>listening.</li> </ul>	<ul> <li>Continuous assessment 1 prepare and use a TLM on a selected topic in teaching speaking and listening.</li> </ul>	
<ul> <li>Continuous assessment</li> <li>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>	- Continuous assessment 2 - students Write a reflection after your school visit on challenges teachers face when using integrating technology in teaching speaking and listening at their specialism).	
3.4 Through question and answer technique, discuss with tutors:	3.4 Contribute to discussion by answering and asking questions on	
- the main teaching and learning resources including ICTs (e.g. computer,	<ul> <li>the main teaching and learning resources and how you will use them to enhance learning of the</li> </ul>	

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	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.	topic at both the New 4- Year B. Ed and Basic levels	
	- the required text (Introduction to language teaching skills: A resource for language teachers. [Units 33 and 34]) and how it will be used in the lesson to promote learning among all manner of learners.	<ul> <li>the required text         <ul> <li>(Introduction to language teaching skills: A resource for language teachers. [Units 33 and 34]) and how it will be used in the lesson to promote learning.</li> </ul> </li> </ul>	
	<ul> <li>the additional reading materials (<i>Practical</i> <i>English language</i> <i>teaching: Speaking.</i> [<i>Chapter 12</i>] needed and how they will be used in the lesson to enhance effective learning among all manner of learners.</li> </ul>	<ul> <li>the additional reading materials (Practical English language teaching: Speaking.</li> <li>[Chapter 12] needed and how you will use them to promote learning among all manner of learners.</li> </ul>	
	Note: 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,	Discuss challenges likely to be encountered in using the resources, e.g. students' inability to read and understand the textbook.	
	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	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.	

	the core and transferable skills.		
4. Evaluation and review of session:	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.	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.	15 mins
	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.	4.2 Identify a critical friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session.	
	4.3 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.	

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

#### Name of Subject/Course:

Teaching Speaking and Listening

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

# Tutor PD Session for Lesson 6 in the Course Manual

and let them read individually and discuss the introductory part of the lesson (Lesson 8- ( <i>Technology and</i> <i>developing speaking</i> <i>and listening materials</i> <i>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.	discuss the introductory part of the lesson (Lesson 6 - (Technology and developing speaking and listening materials for EG, UP and JHS or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.	
Expected answers - Barriers – (large class size and Student teachers lack of knowledge on using technology, inadequate technology tools).	Example, - Barriers – (large class size and Student teachers lack of knowledge on using technology, inadequate technology tools).	
- Core and transferable skills (critical thinking, collaboration, observation and enquiry skills, and digital literacy.)	- Core and transferable skills (critical thinking, observation and enquiry skills, digital literacy)	
- Lesson delivery mode (face to face, e- learning individualised learning, seminar, etc)	- Lesson delivery mode (face to face, individualised learning, seminar, e- learning, etc)	
- LO (Integrate technology in preparing appropriate TLMs to teach speaking and listening effectively to enhance literacy in speaking and listening among Early Grade	- 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	

mind their interests and needs (NTS 3j and NTECF bullet 10, p.25).))	(NTS 3j and NTECF bullet 10, p.25).
- LIs (Identify factors to consider when developing/selecting speaking and listening TLMs and creating environment for effective use of TLMs to facilitate speaking and listening development for EG, UP and JHS. Learners)	- LIs (identify factors to consider when developing/selecting speaking and listening TLMs and creating environment for effective use of TLMs to facilitate speaking and listening development for EG. UP and JHS learners)
Note: Ask tutors to note key ideas as the PD Session progresses to help them teach the lesson effectively in their class.	Note key ideas as the PD Session progresses to help you teach the lesson effectively in your class.
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.	1.4 Discuss in specialism groups the overview of the content of the lesson and identify any distinctive aspect of the lesson.
Expected Response: - 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.	Outcome of discussion - Content: The lesson deals Factors to consider when developing/selecting speaking and listening TLMs and creating an environment for effective use of TLMs to enhance speaking and listening development for EG, UP and JHS levels.

1.5 Distinctive features	1.5 Distinctive features	
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.	Think-pair-share on the distinctive features that may occur in the lesson at the various levels of specialism.	
E.g. - Factors to be considered in selecting and using TLMs and creating an environment for using the TLMs for EG will be different from UP and JHS. For example, seating arrangement (around a table) for EG as oppose to UP and JHS learners sitting individually and viewing and discussing a TLM pasted on the board.	E.g. Factors to be considered in selecting and using TLMs and creating an environment for using the TLMs for EG will be different from UP and JHS. For example, seating arrangement (around a table) for EG as oppose to UP and JHS learners sitting individually and viewing and discussing a TLM pasted on the board.	
Note: With colleagues, address issues that may arise from the discussion on the content for clarification in the lesson. Expected response; Achieving the indicators will hinge on proper and advance planning before classes and involving the student in the teaching/learning process.	Ask questions on issues that need more clarification. e.g. What can be done to achieve the indicators in the lesson?	

2. Concept	2.1 Using whole	2.1 As a class, read and	15 mins
Development	class/group	discuss the main content	
(New learning	discussion, let tutors	to be covered in lesson	
likely to arise in	read and come out	6, and clarify issues that	
lesson/s):	with the main content	may arise from the	
	to be covered in	discussion.	
	lesson 6, and clarify		
	issues that may arise		
	from the discussion.		
	Question: What are	<b>Question</b> : What are the	
	the main items in the	main items in the	
	content of the lesson?	content of the lesson?	
	Expected Response: Main	Expected answer:	
	content of the lesson:	•	
	- Factors to consider	- Factors to consider	
	in selecting and using	in selecting and using	
	TLMs	TLMs	
	- creating an environment	- creating an environment for	
	for using the TLMs for	using the TLMs for EG,	
	EG, UP and JHS.	UP and JHS.	
	2.3 Ask tutors to read	2.3 Turn to lesson 6 in the	
	lesson 6 in the course	course manual and	
	manual and discuss	discuss the subtopics	
	the subtopics and	and examine the aspects	
	examine the aspects	that link to student-	
	that link to student-	teachers' previous	
	teachers' previous	knowledge.	
	knowledge.	(e.g. Factors to consider	
	(e.g. Factors to	in selecting and using	
	consider	TLMs and creating an	
	in selecting and using	environment for using	
	TLMs and creating an	the TLMs for EG, UP and	
	environment for using	JHS).	
	the TLMs for EG, UP		
	and JHS).		
	2.2 Put tutors in their	2.2 Discuss in specialism	
	specialism groups to	groups the challenges	
	discuss the challenges	you might encounter	
	they might encounter	when presenting some	
	when presenting	specific subtopics of the	
	some specific	lesson.	
	subtopics of the		
	lesson. Collaborate		
	with tutors to address		
	the challenges.		

	<ul> <li>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.</li> <li>E.g. Unconducive classroom atmosphere to help use TLMs effective, inadequate knowledge of teachers on use of TLMs.</li> <li>2 4 Ask tutors in their</li> </ul>	<ul> <li>2.3 Answer questions and ask questions to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) you are likely to encounter in teaching the topic. E.g. Unconducive classroom atmosphere to help use TLMs effective, inadequate knowledge of teachers on use of TLMs.</li> <li>2.4 Discuss the suggested</li> </ul>	
	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: Group work, class discussion, school visit, and question and answer.	2.4 Discuss the suggested strategies in the manual and choose the most appropriate ones for teaching the topic in the course manual. Example: group work, class discussion, school visit, and question and answer.	
3. Planning for teaching, learning and assessment activities for the lesson/s	3.1 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.	3.1 Answer and ask questions to help understand and apply the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula. Contribute to address issue identifies. (refer to the teaching and	40 mins

Assist tutors to address issue raised. (refer to the teaching and learning activities section of the course manual)	learning activities section of the course manual)	
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. For example, using group work will ensure critical thinking, digital literacy, and communication and leadership skills.	3.2 Brainstorm on the appropriateness and effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lessons in both the College of Education (B.ED) and Basic School Curricula and share with colleagues. For example, using brainstorming will ensure critical thinking, digital literacy and communication and leadership skills.	
Note: 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.		
3.3 Help tutors discuss as a class and identify the continuous assessments used for the lesson.	3.3. Discuss as a class and identify the continuous assessments used for the lesson.	

<ul> <li>Continuous assessment</li> <li>1- write (a page) on</li> <li>ways to create a</li> <li>conducive classroom</li> </ul>	- Continuous assessment 1 prepare and use a TLM on a selected topic in teaching speaking and	
environment for using speaking and listening TLMs effectively in teaching.	listening.	
<ul> <li>Continuous assessment 2         <ul> <li>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> </li> </ul>	- Continuous assessment 2 - Write a reflection during your school visit from enquiries you made from teachers on factors they consider before selecting a TLM for their class.	
3.4 Through question and answer technique, discuss with tutors:	3.4 Contribute to discussion by answering and asking questions on	
<ul> <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>	- the main teaching and learning resources and how you will use them to enhance learning of the topic at both the New 4- Year B. Ed and Basic levels	
- the required text (Introduction to language teaching skills: A resource for language teachers. [Units 33 and 34]) and how it will be used in the lesson to promote learning among all manner of learners.	- the required text (Introduction to language teaching skills: A resource for language teachers. [Units 33 and 34]) and how it will be used in the lesson to promote learning.	

	<ul> <li>the additional reading materials (<i>Practical</i> <i>English language</i> <i>teaching: Speaking.</i> [<i>Chapter 24</i>] needed and how they will be used in the lesson to enhance effective learning among all manner of learners.</li> </ul>	<ul> <li>the additional reading materials (Practical English language teaching: Speaking. [Chapter 24] needed and how you will use them to promote learning among all manner of learners.</li> </ul>	
	Note: Discuss with tutors the challenges they may encounter when using the resources in delivering the lesson, e. g. unconducive classroom atmosphere	Discuss challenges likely to be encountered in using the resources, e.g. unconducive classroom atmosphere.	
	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.	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.	
4. Evaluation and review of session:	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.	4.1 Brainstorm individually to recall the main issues in the PD session and share with colleagues and discuss any outstanding issues that relate to session for clarification.	15 mins
	4.2 Let tutors identify a critical friend who took part in the PD session to sit in your class during lesson and report on	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.	

observation during next PD session. 4.3 Give an overview of	4.3 Listen to overview on the	
the topic assessing EG, UP and JHS speaking and listening to be covered in the next PD Session and encourage tutors to read on the topic.	topic for the next PD Session and do advance reading.	

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. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session	1.1 Let tutors use group discussion based on specialism to recap the main ideas discussed in the previous PD Session on (integration of technology in teaching speaking and listening – definition, using technology to prepare speaking and listening materials, and Problems of using technology to prepare speaking and listening materials)	1.1 In group discussion, recap the main ideas in the previous PD Session on integration of technology in teaching speaking and listening – definition, using technology to prepare speaking and listening materials, and Problems of using technology to prepare speaking and listening materials)	20 mins
	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.	1.2 Share reflections on the lesson observed on the application of the previous PD session in the classroom and discuss with colleagues.	

1.3 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</i> <i>developing speaking</i> <i>and listening materials</i> <i>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.	1.3 In groups of specialisms, read individually and discuss the introductory part of the lesson (Lesson 6 - (Technology and developing speaking and listening materials for EG, UP and JHS or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.	
Expected answers - Barriers – (large class size and Student teachers lack of knowledge on using technology, inadequate technology tools).	Example, - Barriers – (large class size and Student teachers lack of knowledge on using technology, inadequate technology tools).	
<ul> <li>Core and transferable skills (critical thinking, collaboration, observation and enquiry skills, and digital literacy.)</li> <li>Lesson delivery mode (face to face, e-learning individualised learning, seminar, etc)</li> </ul>	<ul> <li>Core and transferable skills (critical thinking, observation and enquiry skills, digital literacy)</li> <li>Lesson delivery mode (face to face, individualised learning, seminar, e- learning, etc)</li> </ul>	
- 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	- 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	

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(NTS 3j and NTECF bullet	(NTS 3j and NTECF bullet
10, p.25).)	10, p.25).
- LIs (Identify factors to	- LIs (identify factors to
consider when	consider when
developing/selecting	developing/selecting
speaking and listening	speaking and listening
TLMs and creating	TLMs and creating
environment for effective	environment for effective
use of TLMs to facilitate	use of TLMs to facilitate
speaking and listening	speaking and listening
development for EG, UP	development for EG. UP
and JHS. Learners)	and JHS learners)
Note: Ask tutors to note key	Note key ideas as the PD
ideas as the PD Session	Session progresses to
progresses to help them	help you teach the lesson
teach the lesson	effectively in your class.
effectively in their class.	
_	1.4 Discuss in enocialism
1.4 In group of specialisms,	1.4 Discuss in specialism
discuss the overview of	groups the overview of
the content of the lesson	the content of the lesson
and identify any	and identify any
distinctive aspect of the	distinctive aspect of the
lesson for the various	lesson.
levels.	
Expected Response:	Outcome of discussion
- Content: The lesson deals	- Content: The lesson deals
Factors to consider when	Factors to consider when
developing/selecting	developing/selecting
speaking and listening	speaking and listening
TLMs and creating an	TLMs and creating an
environment for effective	environment for effective
use of TLMs to enhance	use of TLMs to enhance
speaking and listening	speaking and listening
development for EG, UP	development for EG, UP
and JHS levels.	and JHS levels.
1.5 Distinctive features	1.5 Distinctive features
Let tutors do group	Think-pair-share on the
discussion based on	distinctive features that
	may occur in the lesson
their specialism to	at the various levels of
come out with	specialism.
distinctive features that	specialism
may occur in the lesson	

	at the various levels of		
	specialism.		
	•	E.g.	
	E.g. - Factors to be considered in selecting and using TLMs and creating an environment for using the TLMs for EG will be different from UP and JHS. For example, seating arrangement (around a table) for EG as oppose to UP and JHS learners sitting individually and viewing and discussing a TLM pasted on the board.	E.g. - Factors to be considered in selecting and using TLMs and creating an environment for using the TLMs for EG will be different from UP and JHS. For example, seating arrangement (around a table) for EG as oppose to UP and JHS learners sitting individually and viewing and discussing a TLM pasted on the board.	
	Note: With colleagues, address issues that may arise from the discussion on the content for clarification in the lesson. <b>Expected response</b> ; Achieving the indicators will hinge on proper and advance planning before classes and involving the student in the teaching/learning process.	Ask questions on issues that need more clarification. e.g. What can be done to achieve the indicators in the lesson?	
2. Concept Development (New learning likely to arise in lesson/s):	2.1 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.	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.	15 mins
	<b>Question</b> : What are the main items in the content of the lesson? <b>Expected Response:</b> Main content of the	<b>Question</b> : What are the main items in the content of the lesson?	
	lesson:	Expected answer: -	

<ul> <li>Factors to consider</li> <li>in selecting and using TLMs</li> <li>creating an environment</li> <li>for using the TLMs for</li> <li>EG, UP and JHS.</li> </ul>	-Factors to consider in selecting and using TLMs - creating an environment for using the TLMs for EG, UP and JHS.
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. Factors to consider in selecting and using TLMs and creating an environment for using the TLMs for EG, UP and JHS).	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. ( <i>e.g Factors to consider</i> <i>in selecting and using</i> <i>TLMs and creating an</i> <i>environment for using</i> <i>the TLMs for EG, UP and</i> <i>JHS</i> ).
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.	2.3 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson.
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.	2.4 Answer questions and ask questions to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) you are likely to encounter in teaching the topic.
E.g. Unconducive classroom atmosphere to help use TLMs effective, inadequate knowledge of teachers on use of TLMs.	E.g. Unconducive classroom atmosphere to help use TLMs effective, inadequate knowledge of teachers on use of TLMs.

	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</i> <i>discussion, school visit,</i> <i>and question and</i> <i>answer.</i>	2.5 Discuss the suggested strategies in the manual and choose the most appropriate ones for teaching the topic in the course manual. Example: group work, class discussion, school visit, and question and answer.	
3. Planning for teaching, learning and assessment activities for the lesson/s	<ul> <li>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.</li> <li>Assist tutors to address issue raised. (refer to the teaching and learning activities section of the course manual)</li> </ul>	<ul> <li>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.</li> <li>Contribute to address issue identifies. (refer to the teaching and learning activities section of the course manual)</li> </ul>	40 mins
	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	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.	

a partner and latter with colleagues. For example, using group work will ensure critical thinking, digital literacy, and communication and leadership skills.	For example, using brainstorming will ensure critical thinking, digital literacy and communication and leadership skills.	
Note: 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.		
3.3 Help tutors discuss as a class and identify the continuous assessments used for the lesson.	3.3. Discuss as a class and identify the continuous assessments used for the lesson.	
<ul> <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> </ul>	<ul> <li>Continuous assessment 1 prepare and use a TLM on a selected topic in teaching speaking and listening.</li> </ul>	
<ul> <li>Continuous assessment 2         <ul> <li>Write a reflection during your school visit on factors teachers consider before selecting a TLM for their class.</li> </ul> </li> </ul>	- Continuous assessment 2 - Write a reflection during your school visit on factors teachers consider before selecting a TLM for their class.	
3.4 Through question and answer technique, discuss with tutors:	3.4 Contribute to discussion by answering and asking questions on	

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<ul> <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>	- the main teaching and learning resources and how you will use them to enhance learning of the topic at both the New 4-Year B. Ed and Basic levels	
- the required text (Introduction to language teaching skills: A resource for language teachers. [Units 33 and 34]) and how it will be used in the lesson to promote learning among all manner of learners.	- the required text (Introduction to language teaching skills: A resource for language teachers. [Units 33 and 34]) and how it will be used in the lesson to promote learning.	
- the additional reading materials ( <i>Practical</i> <i>English language</i> <i>teaching: Speaking.</i> <i>[Chapter 24]</i> needed and how they will be used in the lesson to enhance effective learning among all manner of learners.	<ul> <li>the additional reading materials (Practical English language teaching: Speaking. [Chapter 24] needed and how you will use them to promote learning among all manner of learners.</li> </ul>	
<b>Note</b> : Discuss with tutors the challenges they may encounter when using the resources in delivering the lesson, e. g. unconducive classroom atmosphere	Discuss challenges likely to be encountered in using the resources, e.g. unconducive classroom atmosphere.	
3.5 Ask a tutor to model a selected activity, e.g. group work, in a teaching situation to come out with how it	3.5 Model a selected activity (e.g. <i>discussion</i> ) in real classroom teaching situation to come out with how it	

4. Evaluation and review of session:	<ul> <li>will promote GESI and the core and transferable skills.</li> <li>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.</li> </ul>	<ul> <li>will promote GESI and core and transferable skills.</li> <li>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.</li> </ul>	15 mins
	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.	4.2 Identify a critical friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session.	
	4.3 Give an overview of the topic assessing EG, UP and JHS speaking and listening 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.	

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

#### Name of Subject/Course:

Teaching Speaking and Listening

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. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session	1.1 Let tutors use semantic mapping to recap the main ideas discussed in the previous PD Session on assessing speaking and listening skills of EG, UP and JHS level and share with colleagues.	1.1 Use semantic mapping to recap the main ideas in the previous PD Session on factors to consider when developing/selecting speaking and listening TLMs and creating an environment for effective use of TLMs to enhance speaking and listening development for EG, UP and JHS levels.	20 mins
	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.	1.2 Share reflections on the lesson you observed on the application of the previous PD session in the classroom and discuss with colleagues.	

## Tutor PD Session for Lesson 8 in the Course Manual

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 - (problems of assessing the speaking and listening skills of EG, UP and JHS learners. and how these problems will be addressed or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.	1.3 In groups of specialisms, read individually and discuss the introductory part of the lesson (Lesson 8 - (problems of assessing the speaking and listening skills of EG, UP and JHS learners. and how these problems will be addressed) or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.	
Expected answers - Barriers – large class size and students may not be aware of the problems associated with assessing speaking and listening at the EG, UP and JHS levels and how to address them. - Core and transferable skills	Example, - Barriers – large class size and students may not be aware of the problems associated with assessing speaking and listening at the EG, UP and JHS levels and how to address them. - Core and transferable skills	
(communication, critical thinking, observation and enquiry skills, and digital literacy) - Lesson delivery mode (face	(communication, critical thinking, observation and enquiry skills, digital literacy) - Lesson delivery mode (face	
to face, e-learning, individualised learning, seminar, etc) - LO (Use appropriate	to face, individualised learning, seminar, e- learning, etc) - LO (Use appropriate	
methods/tools to assess the speaking and listening skills of diverse EG, UP and JHS learners (NTS 3k and NTECF bullet 6, p.25)	methods/tools to assess the speaking and listening skills of diverse EG, UP and JHS learners (NTS 3k and NTECF bullet 6, p.25)	

<ul> <li>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.)</li> <li>Note: Ask tutors to note key ideas as the PD Session progresses to help them teach the lesson effectively in their class.</li> </ul>	- 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.)	
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.	1.4 Discuss in specialism groups the overview of the content of the lesson and identify any distinctive aspect of the lesson.	
<i>Expected Response:</i> - 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.	Outcome of discussion - Content: The lesson deals with problems of assessing speaking and listening of EG, UP and JHS levels and making speaking to cater for diverse needs of learners and how to address them.	
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	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.	
specialism. E.g problems of assessing the speaking and listening skills of EG learners is quite different from that of	E.g problems of assessing the speaking and listening skills of EG learners is quite different from that of	

	assessing UP and JHS; for example. it is difficult to get EG learners properly condition for adjustment to be assessed them and the materials to use might be different than for UP and JHS.	assessing UP and JHS; for example, it is difficult to get EG learners properly condition for adjustment to be assessed that UP and JHS.	
	Note: With colleagues, address issues that may arise from the group discussion on the content for clarification in the lesson. Expected response; Achieving the indicators will hinge on proper and advance planning before classes and involving the student in the teaching/learning process.	Ask questions on issues that need more clarification. e.g. What can be done to achieve the indicators in the lesson?	
2. Concept Development (New learning likely to arise in lesson/s):	2.1 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.	2.1 Individually, read and discuss the main content to be covered in lesson 7, and clarify issues that may arise from the discussion.	15 mins
	Question: What are the         main items in the         content of the lesson?         Expected Response:         Main content of the         lesson: The lesson deals         with         -problems of assessing Early         Grade speaking and         listening of EG, UP and         JHS levels –         - addressing the problems         of assessing speaking         and listening to cater for	Question: What are the main items in the content of the lesson? Expected answer: - problems of assessing Early Grade speaking and listening of EG, UP and JHS levels – - addressing the problems of assessing speaking and listening to cater for diverse needs of EG, UP and JHS learners.	

diverse needs of EG, UP		
and JHS learners.		
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.	2.2 Turn to lesson 8 in the course manual and discuss the subtopics and examine the aspects that link to student- teachers' previous knowledge.	
2.3 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.	2.3 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson.	
<ul> <li>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.</li> <li>E.g. Teachers' inadequate knowledge of how to deal with problems associated with EG, UP and JHS speaking and listening assessment.</li> </ul>	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'</i> <i>inadequate knowledge</i> <i>of how to deal with</i> <i>problems associated</i> <i>with EG, UP and JHS</i> <i>speaking and listening</i> <i>assessment</i>	
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:	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,</i> <i>discussion,</i>	

	Problem-solving, discussion, brainstorming and independent study.	brainstorming and independent study	
3. Planning for teaching, learning and assessment activities for the lesson/s	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.	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.	40 mins
	Assist tutors to address issues raised. (refer to the teaching and learning activities section of the course manual)	Contribute to discussion to address issues identified. (refer to the teaching and learning activities section of the course manual)	
	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.	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.	
	colleagues. For example, using problem-solving will ensure critical thinking, creativity, digital literacy, and communication and leadership skills.	For example, using problem-solving will ensure critical thinking, digital literacy and communication and leadership skills.	

<ul> <li>Note: During school visits let student-teachers take note of the problems teachers face assessing learners' speaking and listening skills.</li> <li>3.3 Help tutors discuss as a class and identify the continuous assessments used for the lesson.</li> </ul>	3.3. Discuss as a class and identify the continuous assessments used for the lesson.	
<ul> <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</li> </ul>	<ul> <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</li> </ul>	
on challenges of assessing EG, UP and JHS speaking and listening and addressing such challenges. 3.4 Through group	challenges of assessing EG, UP and JHS speaking and listening and addressing such challenges. 3.4 Contribute to discussion	
discussion, deliberate with tutors: - the main teaching and learning resources including ICTs (e.g. computer, smartphone, video - <u>https://www.youtube.c</u> <u>om/watch?v=xjfNo3I8Li</u> <u>Q</u> - Assessing Speaking: the challenges and	and deliberate on - the main teaching and learning resources and how you will use them to enhance learning of the topic at both the New 4-Year B. Ed and Basic levels	
opportunities of using a paired format) and how they will be used in the		

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	lesson to promote learning at both the New 4-Year B. Ed and Basic levels and all learners.		
	- the required text (Handbook of second language assessing (chapter 10) and how it will be used in the lesson to promote learning among all manner of learners.	- the required text (Handbook of second language assessing (chapter 10) and how it will be used in the lesson to promote learning.	
	- the additional reading materials ( <i>Language</i> <i>testing and</i> <i>assessment</i> ) needed and how they will be used in the lesson to enhance effective learning among all manner of learners.	<ul> <li>the additional reading materials (Language testing and assessment) needed and how you will use them to promote learning among all manner of learners.</li> </ul>	
	<b>Note</b> : Discuss with tutors the challenges they may encounter when using the resources in delivering the lesson, e. g. inadequate knowledge on the topic	Discuss challenges likely to be encountered in using the resources, e.g. unconducive classroom atmosphere.	
	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.	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.	
4. Evaluation and review of session:	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	15 mins

may arise in relation to the lesson for clarification.	relation to the lesson for clarification.	
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.	4.2 Identify a trusted and objective friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session.	
4.3 Give an overview of the topic <i>The speaking and</i> <i>listening component of</i> <i>the EG, UP and JHS</i> <i>curriculum to be</i> 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.	

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

### Name of Subject/Course:

Teaching Speaking and Listening

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. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session	1.1 Let tutors use discussion to recap the main ideas discussed in the previous PD Session on assessing speaking and listening skills of EG, UP and JHS levels and share with colleagues.	1.1 Discuss in groups to recap the main ideas in the previous PD Session on assessing speaking and listening skills of EG, UP and JHS level and share with colleagues.	20 mins
	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.	1.2 Share reflections on the lesson you observed on the application of the previous PD session in the classroom and discuss with colleagues.	
	1.3 Group Discussion: Put tutors in groups based on their specialism and let them read	<ol> <li>1.3 In groups of specialisms, read individually and discuss the introductory part of the lesson</li> </ol>	

## Tutor PD Session for Lesson 9 in the Course Manual

individually and discuss the introductory part of the lesson (Lesson 9 - ( <i>The speaking and</i> <i>listening component of</i> <i>the EG, UP and JHS</i> <i>curriculum</i> ) or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.	(Lesson 9 - ( <i>The speaking</i> <i>and listening component</i> <i>of the EG, UP and JHS</i> <i>curriculum</i> ) or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.	
Expected answers - 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.	Example, - Barriers – large class size, students may not be conversant with the components of the speaking and listening of the EG, UP and JHS curriculum and unavailability of the curriculum to student teachers.	
- Core and transferable skills (communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.)	- Core and transferable skills (communication, critical thinking, observation and enquiry skills, digital literacy, Inclusivity including gender)	
- Lesson delivery mode (face to face, e-learning, individualised learning, seminar, etc.)	- Lesson delivery mode (face to face, individualised learning, seminar, e- learning, etc)	
- LO (Interpret and understand key features of the speaking and listening component of the EG, UP, and JHS English curriculum (NTS	- LO (Interpret and understand key features of the speaking and listening component of the Early Grade (KG-P3) English curriculum (NTS	

2b, d; NTECF bullet 11,	2b, d; NTECF bullet 11,	
13; p. 25))	13; p. 25))	
- Lls (Interpret the	- Lis (Interpret the	
speaking/oral and	speaking/oral and	
listening components of	listening components of	
the EG, UP and JHS	the EG, UP and JHS	
English curriculum and	English curriculum and	
how they cater for the	how they cater for the	
needs and interests of	needs and interests of	
diverse learners in the	diverse learners in the	
classroom and Identify	classroom and Identify	
the deficiencies of the	the deficiencies of the	
EG, UP and JHS speaking	Early Grade speaking	
and listening component	and listening component	
of the) (refer to Ll	of the) (refer to LI	
section of the manual)	section of the manual)	
section of the manual	section of the manual	
Note: Ask tutors to note key		
ideas as the PD Session		
progresses to help them		
teach the lesson		
effectively in their class.		
1.4 In group work based on	1.4 Discuss in specialism	
specialisms, discuss the	groups the overview of	
overview of the content	the content of the	
of the lesson and	lesson and identify any	
identify any distinctive	distinctive aspect of the	
aspect of the lesson for	lesson.	
the various levels.		
Expected Response:	Outcome of discussion	
- Content: The lesson deals	- Content: The lesson deals	
with the speaking and	with the speaking and	
listening component of	listening component of	
the EG, UP and JHS	the EG, UP and JHS	
English curriculum.	English curriculum.	
1 C Distingting fortunes	1 C Distingting footung	
1.5 Distinctive features	1.5 Distinctive features	
Based on their specialism,	Think-pair-share on the	
let tutors do group	distinctive features that	
discussion to come out	may occur in the lesson	
with distinctive features	at the various levels of	
that may occur in the	specialism.	
lesson at the various	E.g The component of the	
levels of specialism. E.g.	speaking and listening of	
- The component of the speaking and listening of	the EG English Curriculum includes	

	the EG English Curriculum includes	sound production while the UP and JHS	
	sound production while the UP and JHS curriculum include production of sentences.	curriculum include production of sentences.	
	Note: With colleagues, address issues that may arise from the group discussion on the content for clarification in the lesson. Expected response; Achieving the indicators will hinge having a grasp and understanding of the content of the speaking and listening curriculum of all levels.	Ask questions on issues that need more clarification. e.g. What can be done to achieve the indicators in the lesson?	
2. Concept Development (New learning likely to arise in lesson/s):	2.1 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.	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.	15 mins
	<b>Question</b> : What are the main items in the content of the lesson?	<b>Question</b> : What is the main item in the content of the lesson?	
	<b>Expected Response:</b> Main contents of the lesson: The main content of the speaking and listening component of the EG, UP and JHS curriculum.	Expected answer: - The main content of the speaking and listening component of the EG, UP and JHS curriculum.	
	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'	2.2 Turn to lesson 9 in the course manual and discuss the subtopics and examine the aspects that link to student- teachers' previous	

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previous knowledge. The subtopics of the lesson are the component, deficiencies and addressing the deficiencies of the EG, UP and JHS English curriculum. This is linked to assessing speaking and listening skills component of the curriculum.	knowledge. The subtopics of the lesson are the <i>component</i> , <i>deficiencies and</i> <i>addressing the</i> <i>deficiencies of the EG</i> , <i>UP and JHS English</i> <i>curriculum</i> . This is linked to assessing speaking and listening skills component of the curriculum.	
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.	2.3 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson.	
<ul> <li>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.</li> <li>E.g. Teachers' inadequate knowledge of how to identify the deficiencies in the EG, UP and JHS speaking and listening curriculum.</li> </ul>	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'</i> <i>inadequate knowledge</i> <i>of how to identify the</i> <i>deficiencies in the EG</i> , <i>UP and JHS speaking</i> <i>and listening curriculum</i>	
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	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:	

	topic in your course	Group work, class	
	manual. Examples:	discussion,	
	Group work, class	brainstorming and	
	discussion,	school visit	
	brainstorming and		
	school visit.		
3. Planning for	3.1 Through group	3.1 Brainstorm Discuss and	40 mins
teaching, learning	discussion, deliberate	share ideas on the	
and assessment	and come out with the	various teaching and	
activities for the	various teaching and	learning activities used	
lesson/s	learning activities used	in the lesson delivery	
	in the lesson delivery	and how they will	
	and how they will	promote the content	
	promote the content	delivery of the New 4-	
	delivery of the New 4-	year B.Ed. and Basic	
	year B.Ed. and Basic	School Curricula.	
	School Curricula.		
	Assist tutors to address	Contribute to discussion to	
	issues raised. (refer to the	address issues identified.	
	teaching and learning	(refer to the teaching and	
	activities section of the	learning activities section	
	course manual)	of the course manual)	
	3.2 Let tutors discuss the	3.2 Discuss as a group the	
	appropriateness and	appropriateness and	
	effectiveness of the	effectiveness of the	
	activities and strategies	activities and strategies	
	suggested for the	and how they will be	
	lesson and how they	used to enhance the	
	will be used to enhance	core and transferable	
	the core and	skills and GESI in the	
	transferable skills and	lessons in both the	
	GESI in the lessons in both the College of	College of Education (B. ED) and Basic	
	Education (B. ED) and	School Curricula and	
	Basic School Curricula	share with colleagues.	
	and share with a	For example, using	
	partner and latter with	group work will ensure	
	colleagues. For	critical thinking,	
	example, using group	leadership skills, digital	
	work will ensure critical	literacy, and	
	thinking, leadership	communication and	
	skills, digital literacy,	inclusivity.	
	and communication		
	and inclusivity.		

<ul> <li>Note: During school visits let student-teachers take note of the components and deficiencies of the EG, UP and JHS speaking and listening curriculum.</li> <li>3.3 Help tutors discuss as a class and identify the continuous assessments used for the lesson.</li> </ul>	3.3. Discuss as a class and identify the continuous assessments used for the lesson.	
- Continuous assessment 1- Write a 200-word school report on addressing the deficiencies in the Early Grade speaking and listening component of the curriculum for portfolio.	- 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	
<ul> <li>Continuous assessment 2         <ul> <li>A page assignment on suggestion to address the deficiencies in the EG, UP and JHS speaking and listening curriculum.</li> </ul> </li> </ul>	<ul> <li>Continuous assessment 2         <ul> <li>A page assignment on suggestion to address the deficiencies in the EG, UP and JHS speaking and listening curriculum.</li> </ul> </li> </ul>	
3.4 Through group discussion, deliberate with tutors:	3.4 Contribute to discussion and deliberate on	
- 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.	<ul> <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> <li>the required text (Introduction to language teaching skills: A resource for language teachers [Unit 30]) and how it will be used in the lesson to promote learning among diverse learners.</li> </ul>	<ul> <li>the required text (Introduction to language teaching skills: A resource for language teachers. [Units 30]) and how it will be used in the lesson to promote learning.</li> </ul>	
	<ul> <li>the additional reading materials (The EG, UP and JHS English Curricula) needed and how they will be used in the lesson to enhance effective learning among all manner of learners.</li> </ul>	<ul> <li>the additional reading materials (The EG, UP and JHS English Curricula) needed and how you will use them to promote learning among all manner of learners.</li> </ul>	
	<b>Note</b> : Discuss with tutors the challenges they may encounter when using the resources in delivering the lesson, e. g. inadequate knowledge on the topic	Discuss challenges likely to be encountered in using the resources, e.g. unconducive classroom atmosphere.	
	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.	3.5 Model a selected activity (e.g. <i>group</i> <i>work)</i> in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills.	
4. Evaluation and review of session:	4.1 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.	15 mins

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.	4.2 Identify a trusted and objective friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session.	
4.3 Give an overview of the topic <i>The speaking and</i> <i>listening Scheme of</i> <i>Work to be</i> 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.	

### Age Levels/s:

### Name of Subject/Course:

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

Teaching Speaking and Listening

# Tutor PD Session for Lesson 10 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session	1.1 Let tutors use think- pair-share strategy to recap the main ideas discussed in the previous PD Session on components of the English speaking and listening curricula of EG, UP and JHS levels and share with colleagues.	1.1 Think-pair-share to recap the main ideas in the previous PD Session on components of the speaking and listening EG, UP and JHS level English curricula and share with colleagues.	20 mins
	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.	1.2 Share reflections on the lesson you observed on the application of the previous PD session in the classroom and discuss with colleagues.	
	1.3 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</i> <i>speaking and listening</i>	1.3 In groups of specialisms, read and discuss the introductory part of the lesson (Lesson 10 - ( <i>The</i> <i>speaking and listening</i> <i>scheme of work for EG</i> , <i>UP and JHS</i> )) or the current PD Session,	

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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.	which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.
<b>Expected answers</b> - Barriers – large class size, students may not be conversant preparing integrated speaking and listening scheme of work for EG, UP and JHS.	Example, - Barriers – large class size, students may not be conversant preparing integrated speaking and listening scheme of work for EG, UP and JHS.
- Core and transferable skills (communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.)	- Core and transferable skills (communication, critical thinking, observation and enquiry skills, digital literacy, Inclusivity including gender)
- Lesson delivery mode (face to face, e-learning, individualised learning, seminar, etc.)	- Lesson delivery mode (face to face, individualised learning, seminar, e- learning, etc)
- 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)	- LO (Plan and co-teach lessons in speaking and listening by integrating them to cater for the needs and interests of diverse EG, UP and JHS learners (NTS 3 g, l, m, NTECF bullet 13, p.25)
- LI (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	- 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

EG, UP and JHS levels) (refer to manual for details) <b>Note:</b> Ask tutors to note key ideas as the PD Session progresses to help them teach the lesson effectively in their classes.	Early Grade (KG-P3 level). (refer to LI section of the manual)
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.	1.4 Discuss in specialism groups the overview of the content of the lesson and identify any distinctive aspect of the lesson.
<i>Expected Response:</i> - Content: The lesson deals with the speaking and listening integrated scheme of work for EG, UP and JHS levels.	Outcome of discussion - Content: The lesson deals with the speaking and listening integrated scheme of work for EG, UP and JHS levels.
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	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.
specialism. E.g. - The integrated scheme for the various levels (EG, UP and JHS) will differ in topic coverage and quantity of topics).	E.g The integrated scheme for the various levels (EG, UP and JHS) will differ in topic coverage and quantity of topics).
<b>Note</b> : With colleagues, address issues that may arise from the group discussion on the content for clarification in the lesson.	Ask questions on issues that need more clarification. e.g. What can be done to achieve the indicators in the lesson?

	<b>Expected response</b> ; Achieving the indicators will hinge having a grasp and understanding of the integrated speaking and listening scheme of work.		
2. Concept Development (New learning likely to arise in lesson/s):	<ul> <li>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.</li> </ul>	<ul> <li>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.</li> </ul>	15 mins
	<b>Question</b> : What are the main items in the content of the lesson?	<b>Question</b> : What is the main item in the content of the lesson?	
	Expected Response: 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.	Expected answer: - The main content - the speaking and listening Scheme of work for EG, UP and JHS curriculum - factors to consider when designing a speaking and listening scheme of work and developing a sample integrate scheme of work.	
	2.2 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 - factors to consider when	2.2 Turn to lesson 10 in the course manual and discuss the subtopics - factors to consider when designing a speaking and listening scheme of work and developing a sample integrated scheme of work. This is linked to	
	designing a speaking and listening scheme of work and developing a sample integrated scheme of work. This is	components of speaking and listening curriculum.	

linked to the speaking and listening skills component of the curriculum. 2.3 Put tutors in their specialism groups to discuss the challenges they might encounter when presenting some specific subtopics of the	2.3 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson.
lesson. Work with tutors to address the challenges.	
<ul> <li>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.</li> <li>E.g. Student teachers' inadequate knowledge on how to develop an integrated scheme of work for EG, UP and JHS speaking and listening.</li> </ul>	<ul> <li>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.</li> <li>E.g. Student teachers' inadequate knowledge on how to develop an integrated scheme of work for EG, UP and JHS speaking and listening</li> </ul>
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</i>	<ul> <li>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.</li> <li>Examples: Group work, group</li> </ul>
presentation and school visit.	presentation and school visit

3. Planning for teaching, learning and assessment activities for the lesson/s	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.	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.	40 mins
	Assist tutors to address issues raised. (refer to the teaching and learning activities section of the course manual)	Collaborate with colleagues to address issues identified. (refer to the teaching and learning activities section of the course manual)	
	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. For example, using group presentation will ensure critical thinking, leadership skills, collaborative skills development, digital literacy, and communication and inclusivity.	3.2 Discuss as a group the appropriateness and effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lessons in both the College of Education (B. ED) and Basic School Curricula and share with colleagues. For example, using group presentation will ensure critical thinking, leadership skills, collaborative skills development, digital literacy, and communication and inclusivity.	
	let student-teachers take note of the		

components and deficiencies of the EG, UP and JHS speaking and listening curriculum.	
3.3 Help tutors to discuss as a class and identify the continuous assessments used for the lesson.	3.3. Discuss as a class and identify the continuous assessments used for the lesson.
<ul> <li>Continuous assessment 1- prepare a speaking and listening scheme of work for a term for a selected level and present for grading.</li> </ul>	- Continuous assessment 1 - prepare a speaking and listening scheme of work for a term for a selected level and present for grading.
<ul> <li>Continuous assessment 2         <ul> <li>A group presentation on factors to consider when designing an integrate speaking and listening scheme for a selected level.</li> </ul> </li> </ul>	<ul> <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>
3.4 Through group discussion, review with	3.4 Contribute to discussion to review
tutors: - 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.	- the main teaching and learning resources and how you will use them to enhance learning of the topic at both the New 4-Year B. Ed and Basic levels
- the required text (Introduction to language teaching skills: A resource for language teachers	- the required text (Introduction to language teaching skills: A resource for language teachers.

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	[Unit 30]) and how it will be used in the lesson to promote learning among diverse learners.	<i>[Units 30])</i> and how it will be used in the lesson to promote learning.	
	<ul> <li>the additional reading materials (Teachers handbook: A 14-day teaching methodology. Kenya: German Development Services. [Chapter 10] http://collections.infoc ollections.org/ukedu/e n/d/Jgtz017e/) needed and how they will be used in the lesson to enhance effective learning among all manner of learners.</li> </ul>	<ul> <li>the additional reading materials (Teachers handbook: A 14-day teaching methodology. Kenya: German Development Services. [Chapter 10] http://collections.infoc ollections.org/ukedu/e n/d/Jgtz017e/) needed and how you will use them to promote learning among all manner of learners.</li> </ul>	
	<b>Note</b> : Discuss with tutors the challenges they may encounter when using the resources in delivering the lesson, e. g. inadequate knowledge on the topic.	Discuss challenges likely to be encountered in using the resources, e.g. <i>inadequate</i> <i>knowledge on the</i> <i>topic</i> .	
	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.	3.5 Model a selected activity (e.g. group work) in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills.	
4. Evaluation and review of session:	4.1 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	15 mins

the lesson for	the lesson for
clarification.	clarification.
4.2 Let tutors identify a	4.2 Identify a trusted and
trusted and objective	objective friend who
friend who took part in	took part in the PD
the PD session to sit in	session to sit in your
	-
your class during lesson	class during lesson and
and report on	report on observation
observation during next	during next PD session.
PD session.	
4.3 Give an overview of the	4.3 Listen to overview on
topic The speaking and	the topic for the next
listening Lesson plan for	PD Session and do
• • •	
EG, UP and JHS learner	advance reading.
to be covered in the	
next PD Session and	
encourage tutors to	
read on the topic.	

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

### Name of Subject/Course:

Teaching Speaking and Listening

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. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session	1.1 Let tutors use think- pair-share strategy to recap the main ideas discussed in the previous PD Session on the EG, UP and JHS speaking and listening scheme of work and share with colleagues.	1.1 Think-pair-share to recap the main ideas in the previous PD Session on EG, UP and JHS speaking and listening scheme of work and share with colleagues.	20 mins
	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.	1.2 Share reflections on the lesson you observed on the application of the previous PD session in the classroom and discuss with colleagues.	
	<ol> <li>Group Discussion: Put tutors in groups based on their specialism and</li> </ol>	<ol> <li>1.3 In groups of specialisms, read and discuss the introductory part of the</li> </ol>	

## Tutor PD Session for Lesson 11 in the Course Manual

let them read as a group and discuss the introductory part of the lesson (Lesson 11 - ( <i>The</i> <i>speaking and listening</i> <i>`lesson plan for EG, UP</i> <i>and JHS</i> ) or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.	lesson (Lesson 10 - ( <i>The</i> speaking and listening Lesson plan for EG, UP and JHS)) or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.	
Expected answers - Barriers – large class size, students may not be conversant preparing integrated speaking and listening Lesson plan for EG, UP and JHS. - Core and transferable skills (communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.)	Example, - Barriers – large class size, students may not be conversant preparing integrated speaking and listening lesson plan for EG, UP and JHS - Core and transferable skills (communication, critical thinking, observation and enquiry skills, digital literacy, Inclusivity including gender)	
- Lesson delivery mode (face to face, e-learning, individualised learning, seminar, etc.)	- Lesson delivery mode (face to face, individualised learning, seminar, e- learning, etc)	
- 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)	- LO (Plan and co-teach lessons in speaking and listening by integrating them to cater for the needs and interests of diverse EG, UP and JHS learners (NTS 3 g, l, m, NTECF bullet 13, p.25)	
- LI (Plan and write a lesson plan for an integrated	- Lis (Plan and write a lesson plan for an integrated	

speaking and listening lesson that cater for the diverse needs and interest of learners in the EG, UP and JHS levels) (refer to manual for details. <b>Note:</b> Ask tutors to note key ideas as the PD Session progresses to help them teach the lesson effectively in their classes.	speaking and listening lesson that cater for the diverse needs and interest of learners in the EG, UP and JHS levels) (refer to manual for details from section of the manual)
1.4 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.	1.4 Discuss in specialism groups the overview of the content of the lesson and identify any distinctive aspect of the lesson.
<i>Expected Response:</i> - Content: The lesson deals with the speaking and listening integrated lesson plan for EG, UP and JHS levels.	Outcome of discussion - Content: The lesson deals with the speaking and listening integrated lesson plan for EG, UP and JHS levels.
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.	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 The integrated lesson plan for the various levels (EG, UP and JHS) will differ in topic scope and pedagogy).	E.g The integrated lesson plan for the various levels (EG, UP and JHS) will differ in topic scope and pedagogy).
<b>Note</b> : With colleagues, address issues that may arise from the group discussion on the content	Ask questions on issues that need more clarification.

	for clarification in the lesson. <b>Expected response</b> ; Achieving the indicators will hinge having a grasp and understanding of the integrated speaking and listening lesson plan.	e.g. What can be done to achieve the indicators in the lesson?	
2. Concept Development (New learning likely to arise in lesson/s):	<ul> <li>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.</li> <li>Question: What are the</li> </ul>	<ul> <li>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.</li> <li>Question: What is the main</li> </ul>	15 mins
	main items in the content of the lesson? Expected Response: Main contents of the lesson - the speaking and listening lesson plan for EG, UP and JHS.	item in the content of the lesson? <b>Expected answer:</b> - The main content - the speaking and listening lesson plan for EG, UP and JHS curriculum -	
	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 – components of the speaking and listening lesson plan and factors	2.2 Turn to lesson 9 in the course manual and discuss the subtopics - factors to consider when designing a speaking and listening lesson plan and factors to consider when designing a sample integrated lesson plan. This is linked to the speaking and	
	to consider when designing a speaking and listening lesson plan. This is linked to the speaking and listening scheme of work.	listening scheme of work.	

	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	2.3 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson.	
	tutors to address the challenges. 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.	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</i> '	
	<ul> <li>E.g. Student teachers' inadequate knowledge on how to develop an integrated lesson plan</li> <li>3 for EG, UP and JHS speaking and listening.</li> <li>2.5 Ask tutors, in their specialism groups, to deliberate on the</li> </ul>	<ul> <li>inadequate knowledge</li> <li>on how to develop an</li> <li>integrated lesson plan</li> <li>for EG, UP and JHS</li> <li>speaking and listening</li> </ul> 2.5 Deliberate on the <ul> <li>suggested</li> <li>strategies/activities in</li> </ul>	
	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</i> <i>presentation, class</i> <i>discussion and school</i> <i>visit.</i>	the manual and choose the most appropriate ones for teaching the topic in the course manual. Examples: <i>Group work, group</i> <i>presentation, class</i> <i>discussion and school</i> <i>visit</i>	
3. Planning for teaching, learning and assessment activities for the lesson/s	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	40 mins

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.	they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula. Collaborate with colleagues	
issues raised. (refer to the teaching and learning activities section of the course manual)	to address issues identified. (refer to the teaching and learning activities section of the course manual)	
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. For example, using class discussion will ensure critical thinking, collaborative skills development, digital literacy, and communication and inclusivity.	3.2 Discuss as a group the appropriateness and effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lessons in both the College of Education (B. ED) and Basic School Curricula and share with colleagues. For example, using class discussion will ensure critical thinking, collaborative skills development, digital literacy, and communication and inclusivity.	
<b>Note:</b> During school visits let student-teachers take note of the how the EG, UP and JHS teachers design their speaking and listening lesson plans.		

3.3 Help tutors to brainstorm as a class and identify the continuous assessments used for the lesson.	3.3. Brainstorm as a class and identify the continuous assessments used for the lesson.	
- Continuous assessment 1- Prepare an EG, UP and JHS integrated speaking and listening lesson plan on a selected topic and present for assessment.	- Continuous assessment 1 - Prepare an EG, UP and JHS integrated speaking and listening lesson plan on a selected topic and present for assessment.	
<ul> <li>Continuous assessment 2         <ul> <li>A group presentation on factors to consider when designing an integrate speaking and listening lesson plan for a selected level.</li> </ul> </li> </ul>	- Continuous assessment 2 - A group presentation on factors to consider when designing an integrate speaking and listening lesson plan for a selected level.	
<ul> <li>3.4 Through group discussion, review with tutors:</li> <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> <li>3.4 Contribute to discussion to review</li> <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>	
- the required text (Introduction to language teaching skills: A resource for language teachers [Unit 30]) and how it will be used in the lesson to promote learning among diverse learners.	- the required text (Introduction to language teaching skills: A resource for language teachers. [Units 30]) and how it will be used in the lesson to promote learning.	

	<ul> <li>the additional reading materials (<i>Language</i> <i>Curriculum Design</i>.</li> <li>[Chapter 9) needed and how they will be used in the lesson to enhance effective learning among all manner of learners.</li> </ul>	<ul> <li>the additional reading materials (Language Curriculum Design. [Chapter 9]) needed and how you will use them to promote learning among all manner of learners.</li> </ul>	
	<b>Note</b> : Discuss with tutors the challenges they may encounter when using the resources in delivering the lesson, e. g. inadequate knowledge on the topic.	Discuss challenges likely to be encountered in using the resources, e.g. <i>inadequate</i> <i>knowledge on the topic</i> .	
	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.	3.5 Model a selected activity (e.g. <i>class</i> <i>discussion)</i> in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills.	
4. Evaluation and review of session:	4.1 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.	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.	15 mins
	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.	4.2 Identify a trusted and objective friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session.	

4.3 Give an overview of the	4.3 Listen to overview on	
topic Plan and co-teach	the topic for the next	
Integrated speaking	PD Session and do	
and listening lesson	advance reading.	
with mentor/tutor or		
<i>colleague</i> to be covered		
in the next PD Session		
and encourage tutors		
to read on the topic.		

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. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session	1.1 Let tutors use think- pair-share strategy to recap the main ideas discussed in the previous PD Session on the EG, UP and JHS speaking and listening lesson plan and share with colleagues.	1.1 Think-pair-share to recap the main ideas in the previous PD Session on EG, UP and JHS speaking and listening lesson plan and share with colleagues.	20 mins
	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.	1.2 Share reflections on the lesson you observed on the application of the previous PD session in the classroom and discuss with colleagues.	
	1.3 Group Discussion: Put tutors in groups based on their specialism and let them read as a group	1.3 In groups of specialisms, read and discuss the introductory part of the lesson (Lesson 12 - ( <i>Plan</i> )	

		— ,
and discuss the introductory part of the lesson (Lesson 12 - ( <i>Plan</i> and co-teach Integrated speaking and listening lesson with mentor/tutor or colleague for EG, UP and JHS) or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.	and co-teach Integrated speaking and listening lesson with mentor/tutor or colleague for EG, UP and JHS)) or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.	
Expected answers - Barriers – large class size, student teachers may not be conversant with co-teaching with a mentor/tutor for EG, UP and JHS.	Example, - Barriers – large class size, student teachers may not be conversant with co-teaching with a mentor/tutor for EG, UP and JHS	
- Core and transferable skills (communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.)	- Core and transferable skills (communication, critical thinking, observation and enquiry skills, digital literacy, Inclusivity including gender)	
- Lesson delivery mode (face to face, e-learning, individualised learning, seminar, etc.)	- Lesson delivery mode (face to face, individualised learning, seminar, e- learning, etc)	
- 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)	- 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)	
	<ul> <li>lesson (Lesson 12 - (Plan and co-teach Integrated speaking and listening lesson with mentor/tutor or colleague for EG, UP and JHS) or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.</li> <li><b>Expected answers</b> <ul> <li>Barriers – large class size, student teachers may not be conversant with co-teaching with a mentor/tutor for EG, UP and JHS.</li> </ul> </li> <li>Core and transferable skills (communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.)</li> <li>Lesson delivery mode (face to face, e-learning, individualised learning, seminar, etc.)</li> <li>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,</li> </ul>	<ul> <li>introductory part of the lesson (Lesson 12 - (Plan and co-teach Integrated speaking and listening lesson with mentor/tutor or colleague for EG, UP and JHS) or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.</li> <li>Expected answers         <ul> <li>Barriers - large class size, student teachers may not be conversant with co-teaching with a mentor/tutor for EG, UP and JHS.</li> <li>Core and transferable skills, (communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.)</li> </ul> </li> <li>Core and transferable skills, (communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.)</li> <li>Lesson delivery mode (face to face, e-learning, individualised learning, seminar, etc.)</li> <li>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,</li> </ul>

- 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.	- 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)
Note: Ask tutors to note key ideas as the PD Session progresses to help them teach the lesson effectively in their classes.	
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.	1.4 Discuss in specialism groups the overview of the content of the lesson and identify any distinctive aspect of the lesson.
Expected Response: - Content: co-teach integrated speaking and listening lesson with mentor/tutor or colleague EG, UP and JHS levels.	Outcome of discussion - Content: co-teach integrated speaking and listening lesson with mentor/tutor or colleague EG, UP and JHS levels.
<ul> <li>1.5 Distinctive features</li> <li>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.</li> <li>The teaching strategies meant for the various levels (EG, UP and JHS) will differ).</li> </ul>	<ul> <li>1.5 Distinctive features Think-pair-share on the     distinctive features that     may occur in the lesson     at the various levels of     specialism. </li> <li>E.g The teaching     strategies meant for the     various levels (EG, UP     and JHS) will differ).).</li> <li>Ask questions on issues that     need more clarification.</li> </ul>

	Note: With colleagues, address issues that may arise from the group discussion on the content for clarification in the lesson. Expected response; Achieving the indicators will hinge having a grasp and understanding of the nature of co-teaching and the lesson topic to be taught.	e.g. What can be done to achieve the indicators in the lesson?	
2. Concept Development (New learning likely to arise in lesson/s):	<ul> <li>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.</li> <li>Question: What is the main items in the content of the lesson?</li> </ul>	<ul> <li>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.</li> <li>Question: What is the main item in the content of the lesson?</li> </ul>	15 mins
	Expected Response: Main contents of the lesson - co-teach integrated speaking and listening lesson with mentor/tutor or colleague.	<b>Expected answer:</b> The main content - <i>co-teach</i> <i>Integrated speaking and</i> <i>listening lesson with</i> <i>mentor/tutor or</i> <i>colleague</i>	
	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 – Planning and teaching an integrated speaking and listening lesson, importance and	2.2 Turn to lesson 12 in the course manual and discuss the subtopics - Planning and teaching an integrated speaking and listening lesson, importance and challenges of integrated speaking and listening lesson and teaching an integrated speaking and listening lesson plan. This is linked to	

challenges of integrated	the speaking and
speaking and listening lesson and teaching an integrated speaking and listening lesson plan. This is linked to the speaking and listening lesson plan design.	listening lesson plan design.
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.	2.3 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson.
<ul> <li>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.</li> <li>E.g. Student teachers' inadequate knowledge on how to co-teach an integrated lesson plan for EG, UP and JHS speaking and listening with colleagues.</li> </ul>	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</i> <i>teachers' inadequate</i> <i>knowledge on how to</i> <i>co-teach an integrated</i> <i>lesson plan for EG, UP</i> <i>and JHS speaking and</i> <i>listening with colleagues</i>
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.	2.5 Deliberate on the suggested strategies/activities in the manual and choose the most appropriate ones for teaching the topic in the course manual.

	Examples: Group work, class presentation and school visit.	Examples: Group work, class presentation and school visit	
3. Planning for teaching, learning and assessment activities for the lesson/s	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.	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.	40 mins
	Assist tutors to address issues raised. (refer to the teaching and learning activities section of the course manual)	Collaborate with colleagues to address issues identified. (refer to the teaching and learning activities section of the course manual)	
	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. For example, using group presentation will ensure critical thinking, collaborative skills development, digital literacy, and communication and inclusivity.	3.2 Debate as a group the appropriateness and effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lessons in both the College of Education (B. ED) and Basic School Curricula and share with colleagues. For example, using class discussion will ensure critical thinking, collaborative skills development, digital literacy, and communication and inclusivity.	

<b>Note:</b> During school visits let student-teachers co- teach integrated speaking and listening for EG, UP and JHS and write a reflection on it.		
3.3 Help tutors to brainstorm as a class and identify the continuous assessments used for the lesson.	3.3. Brainstorm as a class and identify the continuous assessments used for the lesson.	
<ul> <li>Continuous assessment 1- Write a page reflection on the lesson you co- taught with a mentor/colleague for your portfolio.</li> </ul>	<ul> <li>Continuous assessment 1 - Write a page reflection on the lesson you co- taught with a mentor/colleague for your portfolio.</li> </ul>	
3.4 Through group discussion, review with	3.4 Contribute to discussion to review	
tutors: - the main teaching and learning resources including ICTs (e.g. computer, smartphone, video UTube video on Teaching integrated speaking and listening lesson https://www.youtube.c om/watch?v=kPnckCUv 8Y8) - 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.	- the main teaching and learning resources and how you will use them to enhance learning of the topic at both the New 4-Year B. Ed and Basic levels	
- the required text (Introduction to language teaching skills: A resource for language teachers [Unit 30]) and how it will be used in the lesson to promote learning among diverse learners.	<ul> <li>the required text         <ul> <li>(Introduction to language teaching skills:</li> <li>A resource for language teachers. [Units 30]) and how it will be used in the lesson to promote learning.</li> </ul> </li> </ul>	

	<ul> <li>the additional reading materials (<i>Language</i> <i>Curriculum Design</i>.</li> <li>[Chapter 9) needed and how they will be used in the lesson to enhance effective learning among all manner of learners.</li> </ul>	<ul> <li>the additional reading materials (Language Curriculum Design. [Chapter 9]) needed and how you will use them to promote learning among all manner of learners.</li> </ul>	
	<b>Note</b> : Discuss with tutors the challenges they may encounter when using the resources in delivering the lesson, e. g. inadequate knowledge on the topic.	Discuss challenges likely to be encountered in using the resources, e.g. inadequate knowledge on the topic.	
	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.	3.5 Model a selected activity (e.g. group work) in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills.	
4. Evaluation and review of session:	4.1 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.	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.	15 mins
	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.	4.2 Identify a trusted and objective friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session.	

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

## Appendix 1

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

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

including the use of ICT to support learning. Each PD session should include at least two (2) examples of students being required to use ICT to extend their learning.	
<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	SUBJECT PORTFOLIO
	1 per course per semester,	1 per course per semester, individual or
	individual or collaborative	collaborative student teacher work.
	student teacher work.	
	The Subject project is an	The Subject Portfolio is the deliberate
	assignment designed to enable	collection of student teachers' work that
	student teachers to	has been selected and organized for a
	demonstrate achieving one or	particular subject to show student
	more of the CLOs, progress	teacher's learning and progress to
	towards achieving identified	achieving the CLOs through examples of his
<u>C</u> .	NTS, development of	or her best work.
WHAT IS IT?	knowledge and understanding	
T	of: the Basic School Curriculum,	
ØH/	GESI responsiveness, using ICT	
3	mand 21stC skills	
	Introduction: a clear statement	3 items of work produced during the
	of aim and purpose	semester selected by student teachers
	Methodology: what the	with tutor support during the semester as
	student teacher has done and	best examples of their progress and 200-
	why to achieve the aim and	word reflection on the items*
	purpose of the project	Or 2 items of work and
	Substantive or main section:	A mid semester assessment: case study,
	Presentation of any artifacts,	reflective note, quiz.
	experiments, TLMs created for	* For each item they select, Student
	the project; presentation,	teacher's need to reflect on
	analysis, and interpretation of	progress against identified NTS; achieving
	what has been done, learned,	CLOs; increased knowledge and
ITS	or found out in relation to	understanding of the Basic School
TUENTS	focus of the project.	Curriculum, GESI responsiveness,
	<b>Conclusion:</b> Statement of the	integration of ICT and how they could have
<b>NST</b>	key outcomes of the project;	approached developing the item
CONSTI	reflection on what the student	differently to achieve a better outcome
	teacher has learnt	Querellussiskting of project 200/
	Overall weighting of project =	Overall weighting of project = 30%
	30% Weighting of individual parts	Weighting of individual parts of portfolio out of 100
	of project out of 100	
	<ul> <li>Introduction – 10</li> </ul>	<ul> <li>Each of the items selected by the student teacher 30 %</li> </ul>
	<ul> <li>Methodology – 20</li> <li>Substantive section – 40</li> </ul>	<ul> <li>Mid semester assessment 30% - if</li> </ul>
F		applicable
5	Conclusion – 30	Presentation and organisation of     nortfolio 10%
WEIGHT		portfolio 10%
-		<ul> <li>Mid semester assessment 20%</li> </ul>

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

#### 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	<b>Guidance notes on Leading</b> <b>the session.</b> What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<ul> <li>1(a) Introduction to the semester – in session one</li> <li>Introduction to the purpose of the specialisms: EG, UP and JHS</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.	1.1 Listen to and react to an icebreaker, or volunteer one for the start of the session.	20 mins
<ul> <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>	1.2 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	1.2 Discuss with the group how last semester's PD sessions assisted you to deliver your content and implement the NTEAP (especially the two components of continuous assessment:	

	subject/s, age levels/s.	continuous assessment: subject project and	subject project and subject portfolio)	
•	Introduction to the course	subject portfolio)		
•	manual/s Overview of	1.3 Through discussion, lead tutors to explain the	1.3 Explain the main focus and purpose of	
	course learning outcomes	main focus and purpose of education at each age	education at each age phase or level and	
•	Introduction to the two	phase or level, and indicate why it is	indicate why it is necessary to train	
	continuous	necessary to train	specialist teachers for	
	assessment	specialist teachers for	each age phase	
	components to be	each age phase (specialism).	(specialism).	
	undertaken in each subject	Issues to raise for		
	during the	discussion:		
	semester (See	<ul> <li>Intellectual and</li> </ul>		
	Course	professional abilities		
	Assessment	of teachers at each		
	Components at a	age phase (should		
	Glance Appendix	non-performing teachers be placed		
	<ol><li>NB in subjects where there are</li></ol>	at lower age		
	no assessment	phases?)		
	components in	Gendered		
	the course	stereotypes of		
	manuals examples	teachers at each age		
	will need to be	phase (should only		
	provided for SL/HoD.	female teachers teach at the EG?		
	ЗЦ/ПОD.	May persons living		
		with different		
		abilities be trained		
		to teach at the		
		various age phases?)		
		<ul> <li>ICT at the age</li> </ul>		
		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?)		
		(Refer tutors to the course		
		goal, course description, key		
		contextual issues of each		
		course, and the main		

curriculum document for		
curriculum document for the purpose of EG, UP and		
JHS).		
, , , , , , , , , , , , , , , , , , ,		
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.	1.4 Discuss the structural organisation (age- phasing) of basic education in Ghana, indicating the focus of each phase as well as the subjects, methodologies and frameworks that are entailed in the phases.	
1.5 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. (Ask tutors to take a glance at course description and lesson topics and subtopics).	1.5 Examine the structure and content of the course manuals and discuss the content.	
1.6 Ask tutors to examine the correspondence between the learning outcomes and learning indicators. ( <b>Question</b> : <i>To what extent do the</i> <i>indicators address the</i> <i>outcomes?</i> )	1.6 Examine the correspondence between the learning outcomes and their indicators.	

	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>	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.
	Frample	Example:
	Example: Subject project (action	Example: Subject project (action
	research):	research):
	Using brainstorming	Using brainstorming
	to improve primary	to improve primary
	three pupils' writing	three pupils' writing
	of a Ghanaian	of a Ghanaian
	language (EG)	language (EG)
	Improving primary	Improving primary
	five pupil's writing of	five pupil's writing of
	a Ghanaian language	a Ghanaian language
	through group work (UP)	through group work (UP)
	<ul> <li>Using discussion to</li> </ul>	<ul> <li>Using discussion to</li> </ul>
	improve JHS one	improve JHS one
	pupils' writing of a	pupils' writing of a
	Ghanaian language	Ghanaian language
	(JHS)	(JHS)
1(b) Introduction to	Subject portfolio:	Subject portfolio:
the session	<ul> <li>Match given letters to</li> </ul>	<ul> <li>Match given letters to</li> </ul>
Review prior	their corresponding	their corresponding
learning	sounds (e.g. A - /a/)	sounds (e.g. A - /a/)
Reading and     discussion of the	(EG)	(EG)
discussion of the introductory	Use the form of the     following words to	Use the form of the     following words to
sections of the	following words to determine their word	following words to determine their word
lesson up to and	classes (e.g.	classes (e.g.
including learning	mpanyimfo (pinyin),	mpanyimfo (pinyin),
outcomes and	resu (su), abusuafo	resu (su), abusuafo
indicators	(abusua), syarefos	(abusua), syarefos
Overview of	(yare) ayarefo (yare),	(yare) ayarefo (yare),
content and		

identification of any distinctive	yare (yareɛ) mfa (fa)	yare (yareɛ) mfa (fa)	
aspects of the	etc.) (UP)	etc.) (UP)	
lesson/s,	Construct simple	Construct simple	
	sentences using a	sentences using a	
NB The guidance for	given list of verbs.	given list of verbs.	
SL/HoD should			
identify and address	1.8 Lead tutors to discuss	1.8 Think and share with	
any areas where	the student-teacher	the whole group the	
tutors might require	prior knowledge that	student-teacher	
clarification on any	will facilitate the	knowledge and	
aspect of the lesson.	success of the delivery	experience upon which	
NB SL/HoD should ask	of the current lessons.	you may build your	
tutors to plan for	(Refer tutors to the RPK	lesson on.	
their teaching as they	section of the course		
go through the PD	manual RPK).		
session			
	1.9 Ask tutors to reflect on	1.9 Reflect on the	
	the introductory section	introductory section of	
	of each lesson and	your respective lessons	
	indicate their	and indicate your	
	observations, as well as	observations and	
	bring up any	concerns for discussion.	
	outstanding issues for		
	discussion (Questions:		
	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		
	introductory section of		
	the course manuals:		
	barriers to lesson		
	delivery, lesson delivery		
	modes and LOs and LIs).		
	1.10 Lead an enquiry-based	1.10 Discuss your	
	exploration and	perception of the	
	discussion of the	distinctive scope of this	
	features of the lessons.	lesson with the whole	
	(Questions: What is	group	
	the distinctive scope of		
	each lesson? What are		
	the key content areas		
	to be covered in each		
	lesson?). ( <i>Refer tutors</i>		
•	•	·	

	to lesson description,		
	topic and subtopics)		
	Fire much a	<b>F</b> ue model	
	Example:	Example:	
	<ul> <li>Principles and rules of writing of a Ghanaian language:</li> <li>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)</li> <li>Phonetics and phonology of a Ghanaian language:</li> <li>This lesson focuses on teaching the description</li> </ul>	<ul> <li>Principles and rules of writing of a Ghanaian language:</li> <li>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)</li> <li>Phonetics and phonology of a Ghanaian language:</li> <li>This lesson focuses on teaching the description</li> </ul>	
	and classification of vowels of a Ghanaian language.	and classification of vowels of a Ghanaian language.	
	1.11 Ask tutors to anticipate and discuss barriers that may impede success of the lesson	1.11 Discuss with the group some of the factors you anticipate may constitute challenges that will impede the	
2. Concept	2.1 Ask tutors to present	2.1 Read and present to the	15 mins
Development	oral summaries of the	whole group an oral	
(New learning	major new content to	summary of the major	
likely to arise in	be learnt in their	new content to be	
lesson/s):	respective lessons:	presented in your	
<ul> <li>Identification and</li> </ul>	concepts and	lesson: concepts and	
discussion of new	pedagogies to be	pedagogies to be	
learning, potential	introduced in the	introduced.	
barriers to learning	lesson.		
for student			
teachers or	Examples:	Examples:	
students, concepts	Principles and rules of	Principles and rules of	
or pedagogy being	writing of a Ghanaian	writing of a Ghanaian	
introduced in the	language – Letters of the	language – Letters of the	
lesson, which need	alphabet: (EG):	alphabet: (EG):	

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	<ul> <li>Letters of the alphabet: Ghanaian language letters of the alphabet, sound and letter representation and issues to observe at STS</li> <li>Principles and rules of writing of a Ghanaian language – Letters of the alphabet and speech sounds (UP):</li> <li>Orthographic and phonetic representation of vowels and consonants: what are vowels, phonetic representation of consonants</li> <li>Principles and rules of writing of a Ghanaian language – Letters of the alphabet and speech sounds (JHS):</li> <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> <li>Phonetics and phonology of a Ghanaian language – Phonetic description and classification of vowels (JHS):</li> <li>Phonetic description and classification of vowels</li> </ul>	<ul> <li>Letters of the alphabet: Ghanaian language letters of the alphabet, sound and letter representation and issues to observe at STS</li> <li>Principles and rules of writing of a Ghanaian language – Letters of the alphabet and speech sounds (UP):</li> <li>Orthographic and phonetic representation of vowels and consonants: what are vowels, phonetic representation of consonants</li> <li>Principles and rules of writing of a Ghanaian language – Letters of the alphabet and speech sounds (JHS):</li> <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> <li>Phonetics and phonology of a Ghanaian language – Phonetic description and classification of vowels</li> <li>(JHS):</li> <li>Phonetic description and classification of vowels</li> </ul>	
<ul> <li>3. Planning for</li></ul>	3.1 Ask tutors to read the	3.1 Read the teaching and	
teaching, learning	teaching and learning	learning activities	
and assessment	activities proposed for	proposed for the	
activities for the	the respective lessons	respective lessons and	
lesson/s <li>Reading and</li>	and subject them to a	subject them to a	
discussion of the	critical discussion.	critical discussion	

<ul> <li>teaching and learning activities</li> <li>Noting and addressing areas where tutors may require clarification</li> <li>Noting opportunities for making links to the</li> </ul>	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	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.	
<ul> <li>Basic School Curriculum</li> <li>Noting opportunities for integrating: GESI responsiveness and ICT and 21<sup>st</sup> C skills</li> </ul>	3.3 Ask tutors to identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.	3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.	
<ul> <li>Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each</li> </ul>	3.4 Ask tutors to indicate how they will use ICT in the lesson.	3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.	
<ul> <li>lesson should include at least two opportunities to use continuous assessment to support student teacher learning</li> <li>Resources:         <ul> <li>links to the existing PD Themes, for example, action research, questioning and to other</li> </ul> </li> </ul>	<ul> <li>Examples: Principles and rules of writing of a Ghanaian language – Letters of the alphabet (EG):</li> <li>Show a YouTube video of how the letters of the alphabet are taught</li> <li>Make PowerPoint presentation</li> <li>Principles and rules of writing of a Ghanaian language – Letters of the alphabet and speech sounds (UP):</li> </ul>	<ul> <li>Examples: Principles and rules of writing of a Ghanaian language – Letters of the alphabet (EG):</li> <li>Show a YouTube video of how the letters of the alphabet are taught</li> <li>Make PowerPoint presentation</li> <li>Principles and rules of writing of a Ghanaian language – Letters of the alphabet and speech sounds (UP):</li> </ul>	
external reference material: literature, on web, Utube, physical resources, power	<ul> <li>(UP):</li> <li>Show a YouTube video of how the letters of the alphabet are taught</li> <li>Make PowerPoint presentation</li> </ul>	<ul> <li>(UP):</li> <li>Show a YouTube video of how the letters of the alphabet are taught</li> <li>Make PowerPoint presentation</li> </ul>	

point; how they	Principles and rules of	Principles and rules of
should be used.	writing of a Ghanaian	writing of a Ghanaian
Consideration	language – Letters of the	language – Letters of the
needs to be given	alphabet and speech sounds	alphabet and speech sounds
to local	(JHS):	(JHS):
availability	<ul> <li>Show a YouTube video</li> </ul>	<ul> <li>Show a YouTube video</li> </ul>
<ul> <li>guidance on</li> </ul>	• Show a Yourube video of how the letters of the	of how the letters of the
any power		
point	alphabet are taught	alphabet are taught
presentations,	Make PowerPoint	Make PowerPoint
TLM or other	presentation	presentation
resources which	Phonetics and phonology	Phonetics and phonology
need to be	of a Ghanaian language –	of a Ghanaian language –
developed to	Phonetic description and	Phonetic description and
support	classification of vowels of a	classification of vowels of a
learning	Ghanaian language (JHS):	Ghanaian language (JHS):
• Tutors should be	<ul> <li>Show a YouTube video</li> </ul>	<ul> <li>Show a YouTube video</li> </ul>
expected to have	that presents the	that presents the
a plan for the next	description and	description and
lesson for student	classification of vowels	classification of vowels
teachers	<ul> <li>Make PowerPoint</li> </ul>	Make PowerPoint
	presentation	presentation
	3.5 Let tutors suggest the	3.5 Suggest the various
	various ways in which	ways in which you will
	they will make the	make the lesson GESI
	lesson GESI responsive	responsive
	Examples:	Examples:
	Principles and rules of	Principles and rules of
	writing of a Ghanaian	writing of a Ghanaian
	language – Letters of the	language – Letters of the
	alphabet (EG):	alphabet (EG):
	Select a YouTube video	Select a YouTube video
	that shows a male	that shows a male
	teacher teaching an EG	teacher teaching an EG
	class.	class.
	• Form mixed groups for	• Form mixed groups for
	group activities.	group activities.
	Principles and rules of	Principles and rules of
	writing of a Ghanaian	writing of a Ghanaian
	language – Letters of the	language – Letters of the
	alphabet and speech sounds	alphabet and speech sounds
	(UP):	(UP):
	Select a YouTube video	Select a YouTube video
	that shows a person	that shows a person
	with different ability	with different ability
	(person living with	(person living with

<ul> <li>disability) teaching at UP level.</li> <li>Form mixed groups for group activities.</li> <li>Principles and rules of writing of a Ghanaian language – phonetic description and classification of vowels of a Ghanaian language (JHS):</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> <li>Phonetics and phonology of a Ghanaian language – Phonetic description and classification of vowels of a Ghanaian language (JHS):</li> <li>Select a YouTube video that shows a female teacher teaching vowel sounds.</li> <li>Form mixed groups for group activities.</li> </ul>	<ul> <li>disability) teaching at UP level.</li> <li>Form mixed groups for group activities.</li> <li>Principles and rules of writing of a Ghanaian language – phonetic description and classification of vowels of a Ghanaian language (JHS):</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> <li>Phonetics and phonology of a Ghanaian language – Phonetic description and classification of vowels of a Ghanaian language (JHS):</li> <li>Select a YouTube video that shows a female teacher teaching vowel sounds.</li> <li>Form mixed groups for group activities.</li> <li>Solect a YouTube video that shows a female teacher teaching vowel sounds.</li> <li>Form mixed groups for group activities.</li> <li>A In mixed pairs (male- female, able-disable), deliberate on how the content and the delivery of their lessons will develop the core competences and share</li> </ul>
	competences and share with the larger group.
Examples: Letters of the alphabet (EG): Group work: (communication and collaboration, critical	Examples: Letters of the alphabet (EG): Group work: (communication and collaboration, critical
conaboration, critical	

solving, cultural identity	solving, cultural identity	
and global citizenship)	and global citizenship)	
YouTube video: (digital	YouTube video: (digital	
literacy)	literacy)	
Letters of the alphabet and	Letters of the alphabet and	
speech sounds (UP):	speech sounds (UP):	
Group work:	Group work:	
(communication and	(communication and	
collaboration, critical	collaboration, critical	
thinking and problem	thinking and problem	
solving, cultural identity	solving, cultural identity	
and global citizenship)	and global citizenship)	
YouTube video: (digital	YouTube video: (digital	
literacy)	literacy)	
Letters of the alphabet and	Letters of the alphabet and	
speech sounds (JHS):	speech sounds (JHS):	
Group work:	Group work:	
(communication and	(communication and	
collaboration, critical	collaboration, critical	
thinking and problem	thinking and problem	
solving, cultural identity	solving, cultural identity	
and global citizenship)	and global citizenship)	
YouTube video: (digital	YouTube video: (digital	
literacy)	literacy)	
Dhonotic description and	Dhonotic description and	
Phonetic description and	Phonetic description and	
classification of vowels of a	classification of vowels of a	
Ghanaian language (JHS):	Ghanaian language (JHS):	
Group work:	Group work:	
(communication and	(communication and	
collaboration, critical	collaboration, critical	
thinking and problem	thinking and problem	
solving, cultural identity	solving, cultural identity	
and global citizenship)	and global citizenship)	
YouTube video: (digital	YouTube video: (digital	
literacy)	literacy)	
3.7 Ask tutors to use lesson	3.7 Use lesson content to	
content to design	design subject projects,	
subject projects, and/or	and/or assessment	
assessment instruments	instruments for subject	
for subject portfolio.	portfolio. (one content	
(One content may also	may also be tied in with	
be tied in with other	other contents into a	
contents into a bigger	bigger project)	

	<ul> <li>project). (Refer tutors to section 1.7 above for examples of subject projects and subject portfolios)</li> <li>3.8 Ask tutors to consider the resources in the respective manuals and suggest which and how they may be deployed. (These should include ICT tools, inclusive materials, required and additional texts).</li> <li>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)</li> </ul>	<ul> <li>3.8 Consider the resources in the respective manuals and suggest which and how they may be deployed. (<i>These should include</i> <i>ICT tools, inclusive</i> <i>materials, required and</i> <i>additional texts</i>).</li> <li>3.9 Ask for assistance from the whole group regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.)</li> </ul>	
<ul> <li>4. Evaluation and review of session:</li> <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>	<ul> <li>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</li> <li>4.2 Ask tutors to indicate any outstanding issues relating to each lesson for discussion</li> <li>4.3 Encourage tutors to read the PD and course manuals in preparation for the next PD session</li> </ul>	<ul> <li>4.1 Identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session.</li> <li>4.2 Indicate any outstanding issues relating to each lesson for discussion.</li> <li>4.3 Read the PD and course manuals in preparation for the next PD session.</li> </ul>	15 mins

### 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. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<ol> <li>Introduction to the session</li> <li>Review prior learning</li> <li>A critical friend to share findings for a</li> </ol>	1.4 Use an icebreaker to start of the session: provide it or invite any volunteer(s) to provide one.	1.4 Listen and respond to an icebreaker, and volunteer one if necessary.	20 mins
<ul> <li>short discussion and lessons learned</li> <li>Reading and discussion of the introductory sections of the lesson up to and including learning</li> </ul>	<ul> <li>1.5 Ask tutors to reflect on the introductory section of each lesson and write down their observations, as well as bring up any outstanding issues for discussion. (Questions: What are some of the</li> </ul>	1.5 Reflect on the introductory section of your respective lessons and write down your observations and concerns for <b>discussion</b> .	

outcomes and	barriers to the delivery		
indicators	of each lesson? To what		
<ul> <li>Overview of</li> </ul>	extent does the LI		
content and	match the LO?). <i>(Refer</i>		
identification of	tutors to the		
any distinctive	introductory section of		
aspects of the	the course manuals:		
lesson/s,	barriers to lesson		
NB The guidance for	delivery, lesson delivery		
SL/HoD should	modes and LOs and LIs).		
identify and address			
any areas where	1.6 Lead an <b>enquiry-based</b>	1.6 Individually read and	
tutors might require	exploration and	<b>note</b> the distinctive	
clarification on any	discussion of the	features or scope of this	
aspect of the lesson.	features of the lessons.	lesson for <b>discussion</b>	
NB SL/HoD should	( <b>Questions</b> : What is the	with the whole group.	
ask tutors to plan for	distinctive scope of each		
their teaching as they	lesson? What are the		
go through the PD	key content areas to be		
session	covered in each		
36331011	lesson?). ( <i>Refer tutors to</i>		
	lesson description, topic		
	and subtopics)		
	Fxample	Example:	
	Example: Principles and rules of	Example: Principles and rules of	
	Principles and rules of	Principles and rules of	
	Principles and rules of writing of a Ghanaian	Principles and rules of writing of a Ghanaian	
	Principles and rules of writing of a Ghanaian language:	Principles and rules of writing of a Ghanaian language:	
	Principles and rules of writing of a Ghanaian language: In the second lessons, the	Principles and rules of writing of a Ghanaian language: In the second lessons, the	
	Principles and rules of writing of a Ghanaian language: In the second lessons, the contents and focus of this	Principles and rules of writing of a Ghanaian language: In the second lessons, the contents and focus of this	
	Principles and rules of writing of a Ghanaian language: In the second lessons, the contents and focus of this course across the three age	Principles and rules of writing of a Ghanaian language: In the second lessons, the contents and focus of this course across the three age	
	Principles and rules of writing of a Ghanaian language: In the second lessons, the contents and focus of this course across the three age phases (EG, UP and JHS) are	Principles and rules of writing of a Ghanaian language: In the second lessons, the contents and focus of this course across the three age phases (EG, UP and JHS) are	
	Principles and rules of writing of a Ghanaian language: 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	Principles and rules of writing of a Ghanaian language: 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	
	Principles and rules of writing of a Ghanaian language: 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	Principles and rules of writing of a Ghanaian language: 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	
	Principles and rules of writing of a Ghanaian language: 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	Principles and rules of writing of a Ghanaian language: 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	
	Principles and rules of writing of a Ghanaian language: 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	Principles and rules of writing of a Ghanaian language: 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	
	Principles and rules of writing of a Ghanaian language: 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	Principles and rules of writing of a Ghanaian language: 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	
	Principles and rules of writing of a Ghanaian language: 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	Principles and rules of writing of a Ghanaian language: 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	
	Principles and rules of writing of a Ghanaian language: 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).	Principles and rules of writing of a Ghanaian language: 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).	
	Principles and rules of writing of a Ghanaian language: In the second lessons, the contents and focus of this course across the three age phases (EG, UP and JHS) are as follows: the orthographic and phonetic representation of vowels (EG) and the distribution of a Ghanaian language speech sounds (UP and JHS). Phonetics and phonology of	Principles and rules of writing of a Ghanaian language: In the second lessons, the contents and focus of this course across the three age phases (EG, UP and JHS) are as follows: the orthographic and phonetic representation of vowels (EG) and the distribution of a Ghanaian language speech sounds (UP and JHS). Phonetics and phonology of	
	Principles and rules of writing of a Ghanaian language: In the second lessons, the contents and focus of this course across the three age phases (EG, UP and JHS) are as follows: the orthographic and phonetic representation of vowels (EG) and the distribution of a Ghanaian language speech sounds (UP and JHS). Phonetics and phonology of a Ghanaian language:	Principles and rules of writing of a Ghanaian language: In the second lessons, the contents and focus of this course across the three age phases (EG, UP and JHS) are as follows: the orthographic and phonetic representation of vowels (EG) and the distribution of a Ghanaian language speech sounds (UP and JHS). Phonetics and phonology of a Ghanaian language:	
	Principles and rules of writing of a Ghanaian language: In the second lessons, the contents and focus of this course across the three age phases (EG, UP and JHS) are as follows: the orthographic and phonetic representation of vowels (EG) and the distribution of a Ghanaian language speech sounds (UP and JHS). Phonetics and phonology of a Ghanaian language: This lesson focuses on	Principles and rules of writing of a Ghanaian language: In the second lessons, the contents and focus of this course across the three age phases (EG, UP and JHS) are as follows: the orthographic and phonetic representation of vowels (EG) and the distribution of a Ghanaian language speech sounds (UP and JHS). Phonetics and phonology of a Ghanaian language: This lesson focuses on	
	Principles and rules of writing of a Ghanaian language: In the second lessons, the contents and focus of this course across the three age phases (EG, UP and JHS) are as follows: the orthographic and phonetic representation of vowels (EG) and the distribution of a Ghanaian language speech sounds (UP and JHS). Phonetics and phonology of a Ghanaian language: This lesson focuses on teaching the description	Principles and rules of writing of a Ghanaian language: In the second lessons, the contents and focus of this course across the three age phases (EG, UP and JHS) are as follows: the orthographic and phonetic representation of vowels (EG) and the distribution of a Ghanaian language speech sounds (UP and JHS). Phonetics and phonology of a Ghanaian language: This lesson focuses on teaching the description	
	Principles and rules of writing of a Ghanaian language: In the second lessons, the contents and focus of this course across the three age phases (EG, UP and JHS) are as follows: the orthographic and phonetic representation of vowels (EG) and the distribution of a Ghanaian language speech sounds (UP and JHS). Phonetics and phonology of a Ghanaian language: This lesson focuses on teaching the description and classification of vowels	Principles and rules of writing of a Ghanaian language: In the second lessons, the contents and focus of this course across the three age phases (EG, UP and JHS) are as follows: the orthographic and phonetic representation of vowels (EG) and the distribution of a Ghanaian language speech sounds (UP and JHS). Phonetics and phonology of a Ghanaian language: This lesson focuses on teaching the description and classification of vowels	
	Principles and rules of writing of a Ghanaian language: In the second lessons, the contents and focus of this course across the three age phases (EG, UP and JHS) are as follows: the orthographic and phonetic representation of vowels (EG) and the distribution of a Ghanaian language speech sounds (UP and JHS). Phonetics and phonology of a Ghanaian language: This lesson focuses on teaching the description	Principles and rules of writing of a Ghanaian language: In the second lessons, the contents and focus of this course across the three age phases (EG, UP and JHS) are as follows: the orthographic and phonetic representation of vowels (EG) and the distribution of a Ghanaian language speech sounds (UP and JHS). Phonetics and phonology of a Ghanaian language: This lesson focuses on teaching the description	

	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</i> section of the course manual RPK).	1.7 <b>Think and share</b> with the whole group the student-teacher knowledge and experience upon which you may build your lesson.	
	1.8 Ask tutors to <b>brainstorm</b> the barriers that may impede success of the lesson.	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.	
<ul> <li>2. Concept <ul> <li>Development</li> <li>(New learning</li> <li>likely to arise in</li> <li>lesson/s):</li> </ul> </li> <li>Identification and discussion of new learning, potential barriers to learning</li> </ul>	2.1 Ask tutors to use <b>the</b> radio reporter 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	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 <b>the</b> <b>radio reporter strategy</b> : concepts and pedagogies to be	15 mins
for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD	lesson. <b>Examples:</b> <i>Principles and rules of</i> <i>writing of a Ghanaian</i> <i>language – Orthographic</i> <i>and phonetic representation</i> <i>of vowels: (EG):</i>	introduced. <b>Examples:</b> <i>Principles and rules of</i> <i>writing of a Ghanaian</i> <i>language –</i> Orthographic <i>and phonetic representation</i> <i>of vowels: (EG):</i>	
NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	<ul> <li>Vowels; phonetic representation of vowels and issues to observe at STS</li> <li>Principles and rules of writing of a Ghanaian language – Distribution of a Ghanaian language speech</li> </ul>	<ul> <li>Vowels; phonetic representation of vowels and issues to observe at STS</li> <li>Principles and rules of writing of a Ghanaian language – Distribution of a Ghanaian language speech</li> </ul>	
	<ul> <li>sounds (UP):</li> <li>Distribution of vowels; distribution of consonants; dialectal</li> </ul>	<ul> <li>sounds (UP):</li> <li>Distribution of vowels; distribution of consonants; dialectal</li> </ul>	

variations in writing.	variations in writing.	
variations in writing; issues to observe at STS.	variations in writing; issues to observe at STS.	
	rinciples and rules of	
•••	riting of a Ghanaian	
	<b>Inguage –</b> Distribution of a	
	hanaian language speech	
	ounds (UP):	
Distribution of vowels;	Distribution of vowels;	
distribution of	distribution of	
consonants; dialectal	consonants; dialectal	
variations in writing;	variations in writing;	
issues to observe at STS.	issues to observe at STS.	
Phonetics and phonology Ph	honetics and phonology	
of a Ghanaian language – of	f a Ghanaian language –	
vowels: distribution and vo	owels: distribution and	
sequence (JHS): se	equence (JHS):	
Sequential and non- Set	equential and non-	
	equential vowels in a	
•	hanaian language.	
<b>3. Planning for</b> 3.1 Through individual 3.1	.1 Read the teaching and	40 mins
teaching, learning enquiry, ask tutors to	learning activities	
and assessment read the teaching and	proposed for the	
activities for the learning activities	respective lessons and	
lesson/s proposed for the	subject them to a	
Reading and     respective lessons and	critical discussion	
discussion of the subject them to a		
teaching and critical discussion.		
learning activities		
_	2 Reflect on the content	
addressing areas opportunity to ask the	to be present and ask	
where tutors may whole group for support	the whole group for	
	support or assistance in	
require or assistance in the clarification clarification	the clarification of,	
	and/or other	
	perspectives on or	
	approaches to the	
Basic School	concepts in a lesson.	
Curriculum	2 Identify the cross or	
	.3 Identify the areas or	
opportunities for discussion, ask tutors to	aspects of the basic	
integrating: GESI identify the areas or	school curriculum that	
responsiveness aspects of the basic	the lesson will equip	
and ICT and 21 <sup>st</sup> C school curriculum that	student-teachers to	
skills the lesson will equip	teach.	
Reading, student-teachers to teach.		

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identification of	3.4 Ask tutors to	3.4 Individually consider the	
continuous	individually describe	ICT tools suggested in	
assessment	how they will use ICT in	the manual, particularly	
opportunities in	the lesson.	those available in your	
		-	
the lesson. Each		institution and indicate	
lesson should		how you will deploy	
include at least		them.	
two opportunities			
to use continuous	Examples:	Examples:	
assessment to	-	-	
	Principles and rules of	Principles and rules of	
support student	writing of a Ghanaian	writing of a Ghanaian	
teacher learning	language – Orthographic	<b>language –</b> Orthographic	
Resources:	and phonetic representation	and phonetic representation	
$\circ$ links to the	of vowels (EG):	of vowels (EG):	
existing PD	Show a YouTube video	<ul> <li>Show a YouTube video</li> </ul>	
Themes, for			
	that presents the letters	that presents the letters	
example, action	(letter shape, letter	(letter shape, letter	
research,	names and letter	names and letter	
questioning and	sounds) and their	sounds) and their	
to other	phonetic	phonetic	
external	representations.	representations.	
reference	Make PowerPoint	Make PowerPoint	
material:	presentation or slide	presentation or slide	
literature, on	show of the letters and	show of the letters and	
web, Utube,	their phonetic	their phonetic	
physical	representations.	representations.	
resources, power	Principles and rules of	Principles and rules of	
point; how they	writing of a Ghanaian	writing of a Ghanaian	
should be used.	<b>language</b> – Distribution of a	language – Distribution of a	
Consideration			
needs to be given	Ghanaian language speech	Ghanaian language speech	
to local	sounds (UP):	sounds (UP):	
availability	Project a Ghanaian	Project a Ghanaian	
<ul> <li>guidance on</li> </ul>	language's vowels on a	language's vowels on a	
any power	chart or cardboard, or with	chart or cardboard, or with	
	a PowerPoint presentation.	a PowerPoint presentation.	
point	-		
presentations,	Principles and rules of	Principles and rules of	
TLM or other	writing of a Ghanaian	writing of a Ghanaian	
resources which	language – Distribution of a	language – Distribution of a	
need to be	Ghanaian language speech	Ghanaian language speech	
developed to	sounds (JHS):	sounds (JHS):	
support	Project a Ghanaian	Project a Ghanaian	
	language's vowels on a	language's vowels on a	
learning			
• Tutors should be	chart or cardboard, or	chart or cardboard, or	
expected to have a	with a PowerPoint	with a PowerPoint	
plan for the next	presentation.	presentation.	
lesson for student			
teachers			
icuciici s			

Phonetics and phonology of a Ghanaian language – Vowels (JHS):Phonetics and phonology of a Ghanaian language – Vowels (JHS):• Project a Ghanaian language's vowels on a chart or cardboard, or with a PowerPoint presentation.• Project a Ghanaian language's vowels on a chart or cardboard, or with a PowerPoint presentation.• Project a Ghanaian language's vowels on a chart or cardboard, or with a PowerPoint presentation.3.5 Let tutors suggest the various ways in which they will make the lesson GESI responsive3.5 Suggest the various ways in which you will make the lesson GESI responsive
Vowels (JHS):Vowels (JHS):• Project a Ghanaian language's vowels on a chart or cardboard, or with a PowerPoint presentation.• Project a Ghanaian language's vowels on a chart or cardboard, or with a PowerPoint presentation.3.5 Let tutors suggest the various ways in which they will make the3.5 Suggest the various ways in which you will make the lesson GESI
<ul> <li>Project a Ghanaian language's vowels on a chart or cardboard, or with a PowerPoint presentation.</li> <li>Project a Ghanaian language's vowels on a chart or cardboard, or with a PowerPoint presentation.</li> <li>3.5 Let tutors suggest the various ways in which they will make the</li> <li>S Let tutors suggest the various mays in which they will make the</li> </ul>
language's vowels on a chart or cardboard, or with a PowerPoint presentation.language's vowels on a chart or cardboard, or with a PowerPoint presentation.3.5 Let tutors suggest the various ways in which they will make the3.5 Suggest the various ways in which you will make the lesson GESI
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with a PowerPoint presentation.with a PowerPoint presentation.3.5 Let tutors suggest the various ways in which they will make the3.5 Suggest the various ways in which you will make the lesson GESI
presentation.presentation.3.5 Let tutors suggest the various ways in which they will make the3.5 Suggest the various ways in which you will make the lesson GESI
3.5 Let tutors suggest the various ways in which they will make the3.5 Suggest the various ways in which you will make the lesson GESI
various ways in which ways in which you will they will make the make the lesson GESI
various ways in which ways in which you will they will make the make the lesson GESI
various ways in which ways in which you will they will make the make the lesson GESI
they will make the make the lesson GESI
Examples: Examples:
Principles and rules of Principles and rules of
writing of a Ghanaian writing of a Ghanaian
<b>Ianguage</b> – Orthographic <b>Ianguage</b> – Orthographic
and phonetic representation and phonetic representation
of vowels (EG): of vowels (EG):
Ensure even distribution     Ensure even distribution
of questions; ensure of questions; ensure
active participation of active participation of
all in group work; all in group work;
ensure all have equal ensure all have equal
opportunity to play opportunity to play
leading roles in groups; leading roles in groups;
form mixed gender and form mixed gender and
ability groups; be ability groups; be
patient with those with patient with those with
individuals with individuals with
disability; break gender disability; break gender
stereotypes with stereotypes with
examples or illustrations examples or illustrations
cited; avoid negative cited; avoid negative
and stereotypical and stereotypical
language. language.
Principles and rules of Principles and rules of
writing of a Ghanaian writing of a Ghanaian
<b>language –</b> Distribution of a <b>language –</b> Distribution of a
Ghanaian language speech Ghanaian language speech
sounds (UP): sounds (UP):
Ensure even distribution     Ensure even distribution
of questions; ensure of questions; ensure
active participation of active participation of
all in group work; all in group work;
ensure all have equal ensure all have equal

	opportunity to play	opportunity to play	
	leading roles in groups;	leading roles in groups;	
	form mixed gender and	form mixed gender and	
	ability groups; be	ability groups; be	
	patient with those with	patient with those with	
	individuals with	individuals with	
	disability; break gender	disability; break gender	
	stereotypes with	stereotypes with	
	examples or illustrations	examples or illustrations	
	cited; avoid negative	cited; avoid negative	
	and stereotypical	and stereotypical	
	language.	language.	
Pri	inciples and rules of	Principles and rules of	
	iting of a Ghanaian	writing of a Ghanaian	
	<b>nguage</b> – Distribution of a	language – Distribution of a	
	anaian language speech	Ghanaian language speech	
501	unds (JHS):	sounds (JHS):	
•	Ensure even distribution	Ensure even distribution	
	of questions; ensure	of questions; ensure	
	active participation of	active participation of	
	all in group work;	all in group work;	
	ensure all have equal	ensure all have equal	
	opportunity to play	opportunity to play	
	leading roles in groups;	leading roles in groups;	
	form mixed gender and	form mixed gender and	
	ability groups; be	ability groups; be	
	patient with those with	patient with those with	
	individuals with	individuals with	
	disability; break gender	disability; break gender	
	stereotypes with	stereotypes with	
	examples or illustrations	examples or illustrations	
	cited; avoid negative	cited; avoid negative	
	and stereotypical	and stereotypical	
	language.	language.	
Dh	onetics and phonology	Phonetics and phonology	
	a Ghanaian language –	of a Ghanaian language –	
	onetic description and	Phonetic description and	
	ssification of vowels of a	classification of vowels of a	
	anaian language (JHS):	Ghanaian language (JHS):	
GI			
•	Ensure even distribution	Ensure even distribution	
	of questions; ensure	of questions; ensure	
	active participation of	active participation of	
	all in group works;	all in group works;	
	ensure all have equal	ensure all have equal	
	opportunity to play	opportunity to play	
	leading roles in groups;	leading roles in groups;	
	form mixed gender and	form mixed gender and	

<b>F</b>	l .	
	ability groups; be	ability groups; be
	patient with those with	patient with those with
	individuals with	individuals with
	disability; break gender	disability; break gender
	stereotypes with	stereotypes with
	examples or illustrations	examples or illustrations
	cited; avoid negative	cited; avoid negative
	and stereotypical	and stereotypical
	language.	language.
	langaage.	
	3.6 Put tutors in mixed pairs	3.6 In mixed pairs (male-
	to deliberate on how	female, able-disable),
	the contents of topics	deliberate on how the
	-	contents and the
	and the delivery of their	
	lessons will develop the	delivery of your lessons
	core competences.	will develop the core
		competences and share
		it with the larger group.
	Examples:	Examples:
	Orthographic and phonetic	Principles and rules of
	representation of sounds	writing of a Ghanaian
	(EG):	language – Orthographic
	Group work:	and phonetic representation
	(communication and	of vowels (EG):
	collaboration, critical	Ensure even distribution
	thinking and problem	of questions; ensure
	solving, cultural identity	active participation of
	and global citizenship)	all in group works;
	YouTube video: (digital	ensure all have equal
	literacy)	opportunity to play
		leading roles in groups;
	Distribution of a Ghanaian	form mixed gender and
	language speech sounds	ability groups; be
	(UP):	patient with those with
	Group work:	individuals with
	(communication and	disability; break gender
	collaboration, critical	stereotypes with
	thinking and problem	examples or illustrations
	solving, cultural identity	cited; avoid negative
	and global citizenship)	and stereotypical
	YouTube video: (digital	language.
	literacy)	Principles and rules of
		writing of a Ghanaian
i de la constancia de la c	1	
	Distribution of a Ghanaian	lanauaae – Distribution of a
	Distribution of a Ghanaian	<b>language –</b> Distribution of a Ghanaian language speech
	Distribution of a Ghanaian language speech sounds (JHS):	<b>language</b> – Distribution of a Ghanaian language speech sounds (UP):

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Group work:	Ensure even distribution
(communication and	of questions; ensure
collaboration, critical	active participation of
thinking and problem	all in group works;
solving, cultural identity	ensure all have equal
and global citizenship)	opportunity to play
YouTube video: (digital	leading roles in groups;
literacy)	
interacy)	form mixed gender and
	ability groups; be
Vowels (distribution and	patient with those with
sequence) (JHS):	individuals with
Group work:	disability; break gender
(communication and	stereotypes with
collaboration, critical	examples or illustrations
thinking and problem	cited; avoid negative
solving, cultural identity	and stereotypical
and global citizenship)	language.
YouTube video: (digital	Principles and rules of
literacy)	writing of a Ghanaian
	language – Distribution of a
	Ghanaian language speech
	sounds (JHS):
	Ensure even distribution
	of questions; ensure
	active participation of
	all in group works;
	ensure all have equal
	opportunity to play
	leading roles in groups;
	form mixed gender and
	ability groups; be
	patient with those with
	individuals with
	disability; break gender
	stereotypes with
	examples or illustrations
	cited; avoid negative
	and stereotypical
	language.
	Phonetics and phonology
	of a Ghanaian language –
	Phonetic description and
	classification of vowels of a
	Ghanaian language (JHS):
3.7 Ask tutors to use lesson	3.7 Use lesson content to
content to design	design subject projects,

				,,
		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</i> <i>section 1.7 of Session</i> <i>One (1) for examples of</i> <i>subject projects and</i> <i>subject portfolios</i> )	and/or assessment instruments for subject portfolio. (one content may also be tied in with other contents into a bigger project)	
		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</i> <i>ICT tools, inclusive</i> <i>materials, required and</i> <i>additional texts</i> ).	3.8 Consider the resources in the respective manuals and suggest which and how they may be deployed. (These should include ICT tools, inclusive materials, required and additional texts).	
		3.9 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)	3.9 Ask for assistance regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.)	
4.	Evaluation and review of session: Tutors should Identifying critical friends to	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	4.1 Identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session.	15 mins
•	observe lessons and report at next session. Identifying and addressing any	4.2 Ask tutors to indicate any outstanding issues relating to the lesson for discussion	4.2 Indicate any outstanding issues relating to the lesson for discussion.	
	outstanding issues relating to the lesson/s for clarification	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.	

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

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

#### Lesson titles:

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

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<ol> <li>Introduction to the session</li> <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> </ol>	<ul> <li>1.1 Start the session with an icebreaker.</li> <li>1.2 Lead tutors in a deliberative discussion 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>).</li> </ul>	<ul> <li>1.1 Listen and respond to an icebreaker.</li> <li>1.2 Think and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson.</li> </ul>	20 mins

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outcomes and indicators • Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	<ul> <li>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 (Questions: 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 introductory section of the course manuals: barriers to lesson delivery, lesson delivery modes and LOs and LIs).</li> <li>1.4 Lead tutors in a collaborative enquiry and analysis of the features of the lessons. (Questions: What is the distinctive scope of each</li> </ul>	<ul> <li>1.3 Reflect on the introductory section of your respective lessons and indicate your observations and concerns for discussion.</li> <li>1.4 Discuss your appreciation of the distinctive scope of this lesson with the whole group.</li> </ul>	
	lesson? What are the key content areas to be covered in each lesson?). ( <i>Refer tutors to</i> <i>lesson description, topic</i> <i>and subtopics</i> ) <b>Example:</b> <i>Principles and rules of</i> <i>writing of a Ghanaian</i> <i>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	<b>Example:</b> Principles and rules of writing of a Ghanaian language: 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).	consonants (EG) and the principles of writing (UP and JHS).	

	<ul> <li>Phonetics and phonology of a Ghanaian language: This lesson focuses on teaching the description and classification of consonants of a Ghanaian language.</li> <li>1.5 Ask tutors to anticipate and discuss barriers that may impede success of the lesson</li> </ul>	<ul> <li>Phonetics and phonology of a Ghanaian language:</li> <li>This lesson focuses on teaching the description and classification of consonants of a Ghanaian language.</li> <li>1.5 Discuss with the group some of the factors you anticipate may constitute challenges that will impede the success of the lesson</li> </ul>	
<ul> <li>2. Concept Development (New learning likely to arise in lesson/s):</li> <li>Identification and discussion of new learning, potential barriers to learning for</li> </ul>	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.	2.1 Read and present to the whole group an oral summary of the major new content to be presented in your lesson: concepts and pedagogies to be introduced.	15 mins
to learning for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	<ul> <li>Examples: Principles and rules of writing of a Ghanaian language – Orthographic and phonetic representation of vowels (EG):</li> <li>Orthographic representation of consonants; phonetic representation of consonants; matching of orthographic and phonetic representations; monographs, diagraphs and triagraph.</li> <li>Principles and rules of writing of a Ghanaian language – Principles of writing (UP):</li> <li>Word classes; tense, aspect and plural</li> </ul>	<ul> <li>Examples: Principles and rules of writing of a Ghanaian language – Orthographic and phonetic representation of vowels (EG):</li> <li>Orthographic representation of consonants; phonetic representation of consonants; matching of orthographic and phonetic representations; monographs, diagraphs and triagraph.</li> <li>Principles and rules of writing of a Ghanaian language – Principles of writing (UP):</li> <li>Word classes; tense,</li> </ul>	

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	formation (how	formation (how	
	orthographical	orthographical	
	representations are	representations are	
	used to signal	used to signal	
	grammatical forms of	grammatical forms of	
	words. For examples,	words. For examples,	
	refer tutors to 1.7 of	refer tutors to 1.7 of	
	Session 1 above).	Session 1 above).	
	Principles and rules of	Principles and rules of	
	writing of a Ghanaian	writing of a Ghanaian	
	language – Principles of	language – Principles of	
	writing (UP):	writing (UP):	
	<ul> <li>Word classes (how</li> </ul>	<ul> <li>Word classes (how</li> </ul>	
	orthographical	orthographical	
	representations are	representations are	
	used to signal	used to signal	
	grammatical forms of	grammatical forms of	
	words. For examples,	words. For examples,	
	refer tutors to 1.7 of	refer tutors to 1.7 of	
	Session 1 above).	Session 1 above).	
	Phonetics and phonology	Phonetics and phonology	
	of a Ghanaian language –	of a Ghanaian language –	
	Phonetic description and	Phonetic description and	
	classification of consonants	classification of consonants	
	(JHS):	(JHS):	
	Phonetic description and	Phonetic description and	
	classification of vowels	classification of vowels	
3. Planning for	3.1 Ask tutors to read the	3.1 Read the teaching and	40 mins
teaching,	teaching and learning	learning activities	
learning and	activities proposed for	proposed for the	
assessment	the respective lessons	respective lessons and	
activities for the		-	
	and subject them to a	subject them to a	
lesson/s	critical discussion.	critical discussion	
<ul> <li>Reading and</li> </ul>			
discussion of the	3.2 Give each tutor an	3.2 Reflect on the content	
teaching and	opportunity to ask the	to be present and ask	
learning activities	whole group for support	the whole group for	
<ul> <li>Noting and</li> </ul>	or assistance in the	support or assistance in	
addressing areas	clarification of, and/or	the clarification of,	
where tutors	other perspectives on or	and/or other	
may require	approaches to the	perspectives on or	
clarification			
<ul> <li>Noting</li> </ul>		approaches to the	
	concepts in a lesson	approaches to the	
-		approaches to the concepts in a lesson.	
opportunities for	concepts in a lesson	concepts in a lesson.	
-			

	the Basic School	the basic school	school curriculum that	
	Curriculum	curriculum that the	the lesson will equip	
•	Noting	lesson will equip	student-teachers to	
•	opportunities for	student-teachers to	teach.	
		teach.	teach.	
	integrating: GESI	leach.		
	responsiveness	2.4. Ask tutova ta indianta	2.4 Consider the ICT tools	
	and ICT and 21 <sup>st</sup> C	3.4 Ask tutors to indicate	3.4 Consider the ICT tools	
	skills	how they will use ICT in	suggested in the	
•	Reading,	the lesson.	manual, particularly	
	discussion, and		those available in your	
	identification of		institution and indicate	
	continuous		how you will deploy	
	assessment		them.	
	opportunities in	Examples:	Examples:	
	the lesson. Each	Principles and rules of	Principles and rules of	
	lesson should	writing of a Ghanaian	writing of a Ghanaian	
	include at least	<b>language –</b> Orthographic	<b>language –</b> Orthographic	
	two	and phonetic representation	and phonetic representation	
	opportunities to	of consonants (EG):	of consonants (EG):	
	use continuous	• Show or play a YouTube	<ul> <li>Show or play a YouTube</li> </ul>	
	assessment to	video or audio of	video or audio of	
	support student	consonant	consonant	
	teacher learning	pronunciation.	pronunciation.	
	a litaratura an	Principles and rules of		
	<ul> <li>literature, on</li> </ul>	Principles and rules of	Principles and rules of	
	web, Utube,	writing of a Ghanaian	Principles and rules of writing of a Ghanaian	
	web, Utube, physical			
	web, Utube, physical resources,	writing of a Ghanaian	writing of a Ghanaian	
	web, Utube, physical resources, power point;	writing of a Ghanaian language – Principles of	writing of a Ghanaian language – Principles of	
	web, Utube, physical resources, power point; how they	writing of a Ghanaian language – Principles of writing (UP):	writing of a Ghanaian language – Principles of writing (UP):	
	web, Utube, physical resources, power point; how they should be used.	<ul> <li>writing of a Ghanaian</li> <li>language – Principles of</li> <li>writing (UP):</li> <li>Put up a Teaching</li> </ul>	<ul> <li>writing of a Ghanaian</li> <li>language – Principles of</li> <li>writing (UP):</li> <li>Put up a Teaching</li> </ul>	
	web, Utube, physical resources, power point; how they should be used. Consideration	<ul> <li>writing of a Ghanaian</li> <li>language – Principles of</li> <li>writing (UP):</li> <li>Put up a Teaching</li> <li>Learning Resource (TLR)</li> </ul>	<ul> <li>writing of a Ghanaian</li> <li>language – Principles of</li> <li>writing (UP):</li> <li>Put up a Teaching</li> <li>Learning Resource (TLR)</li> </ul>	
	web, Utube, physical resources, power point; how they should be used. Consideration needs to be	<ul> <li>writing of a Ghanaian</li> <li>language – Principles of</li> <li>writing (UP):</li> <li>Put up a Teaching</li> <li>Learning Resource (TLR)</li> <li>that presents a list with</li> <li>words with coloured</li> </ul>	<ul> <li>writing of a Ghanaian</li> <li>language – Principles of</li> <li>writing (UP):</li> <li>Put up a Teaching</li> <li>Learning Resource (TLR)</li> <li>that presents a list with</li> <li>words with coloured</li> </ul>	
	web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local	<ul> <li>writing of a Ghanaian language – Principles of writing (UP):</li> <li>Put up a Teaching Learning Resource (TLR) that presents a list with words with coloured affixes that change</li> </ul>	<ul> <li>writing of a Ghanaian</li> <li>language – Principles of</li> <li>writing (UP):</li> <li>Put up a Teaching</li> <li>Learning Resource (TLR)</li> <li>that presents a list with</li> <li>words with coloured</li> <li>affixes that change</li> </ul>	
	web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability	<ul> <li>writing of a Ghanaian language – Principles of writing (UP):</li> <li>Put up a Teaching Learning Resource (TLR) that presents a list with words with coloured affixes that change grammatical category of</li> </ul>	<ul> <li>writing of a Ghanaian</li> <li>language – Principles of</li> <li>writing (UP):</li> <li>Put up a Teaching</li> <li>Learning Resource (TLR)</li> <li>that presents a list with</li> <li>words with coloured</li> <li>affixes that change</li> <li>grammatical category of</li> </ul>	
	<ul> <li>web, Utube, physical</li> <li>resources,</li> <li>power point;</li> <li>how they</li> <li>should be used.</li> <li>Consideration</li> <li>needs to be</li> <li>given to local</li> <li>availability</li> <li>guidance on</li> </ul>	<ul> <li>writing of a Ghanaian language – Principles of writing (UP):</li> <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</li> </ul>	<ul> <li>writing of a Ghanaian</li> <li>language – Principles of</li> <li>writing (UP):</li> <li>Put up a Teaching</li> <li>Learning Resource (TLR)</li> <li>that presents a list with</li> <li>words with coloured</li> <li>affixes that change</li> <li>grammatical category of</li> <li>the respective words</li> </ul>	
	<ul> <li>web, Utube,</li> <li>physical</li> <li>resources,</li> <li>power point;</li> <li>how they</li> <li>should be used.</li> <li>Consideration</li> <li>needs to be</li> <li>given to local</li> <li>availability</li> <li>guidance on</li> <li>any power</li> </ul>	<ul> <li>writing of a Ghanaian language – Principles of writing (UP):</li> <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) (Refer</li> </ul>	<ul> <li>writing of a Ghanaian</li> <li>language – Principles of</li> <li>writing (UP):</li> <li>Put up a Teaching</li> <li>Learning Resource (TLR)</li> <li>that presents a list with</li> <li>words with coloured</li> <li>affixes that change</li> <li>grammatical category of</li> <li>the respective words</li> <li>(PowerPoint) (Refer</li> </ul>	
	<ul> <li>web, Utube, physical resources, power point; how they should be used.</li> <li>Consideration needs to be given to local availability</li> <li>guidance on any power point</li> </ul>	<ul> <li>writing of a Ghanaian language – Principles of writing (UP):</li> <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) (Refer tutors to point 1.7 of</li> </ul>	<ul> <li>writing of a Ghanaian</li> <li>language – Principles of</li> <li>writing (UP):</li> <li>Put up a Teaching</li> <li>Learning Resource (TLR)</li> <li>that presents a list with</li> <li>words with coloured</li> <li>affixes that change</li> <li>grammatical category of</li> <li>the respective words</li> <li>(PowerPoint) (Refer</li> <li>tutors to point 1.7 of</li> </ul>	
	<ul> <li>web, Utube, physical resources, power point; how they should be used.</li> <li>Consideration needs to be given to local availability</li> <li>guidance on any power point presentations,</li> </ul>	<ul> <li>writing of a Ghanaian language – Principles of writing (UP):</li> <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) (Refer tutors to point 1.7 of Session 1 above for</li> </ul>	<ul> <li>writing of a Ghanaian language – Principles of writing (UP):</li> <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) (Refer tutors to point 1.7 of Session 1 above for</li> </ul>	
	<ul> <li>web, Utube, physical resources, power point; how they should be used.</li> <li>Consideration needs to be given to local availability</li> <li>guidance on any power point presentations, TLM or other</li> </ul>	<ul> <li>writing of a Ghanaian language – Principles of writing (UP):</li> <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) (Refer tutors to point 1.7 of Session 1 above for examples).</li> </ul>	<ul> <li>writing of a Ghanaian language – Principles of writing (UP):</li> <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) (Refer tutors to point 1.7 of Session 1 above for examples).</li> </ul>	
	<ul> <li>web, Utube, physical</li> <li>resources,</li> <li>power point;</li> <li>how they</li> <li>should be used.</li> <li>Consideration</li> <li>needs to be</li> <li>given to local</li> <li>availability</li> <li>guidance on</li> <li>any power</li> <li>point</li> <li>presentations,</li> <li>TLM or other</li> <li>resources</li> </ul>	<ul> <li>writing of a Ghanaian language – Principles of writing (UP):</li> <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) (Refer tutors to point 1.7 of Session 1 above for examples).</li> <li>Principles and rules of</li> </ul>	<ul> <li>writing of a Ghanaian</li> <li>language – Principles of</li> <li>writing (UP):</li> <li>Put up a Teaching</li> <li>Learning Resource (TLR)</li> <li>that presents a list with</li> <li>words with coloured</li> <li>affixes that change</li> <li>grammatical category of</li> <li>the respective words</li> <li>(PowerPoint) (Refer</li> <li>tutors to point 1.7 of</li> <li>Session 1 above for</li> <li>examples).</li> </ul>	
	<ul> <li>web, Utube, physical</li> <li>resources,</li> <li>power point;</li> <li>how they</li> <li>should be used.</li> <li>Consideration</li> <li>needs to be</li> <li>given to local</li> <li>availability</li> <li>guidance on</li> <li>any power</li> <li>point</li> <li>presentations,</li> <li>TLM or other</li> <li>resources</li> <li>which need to</li> </ul>	<ul> <li>writing of a Ghanaian language – Principles of writing (UP):</li> <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) (Refer tutors to point 1.7 of Session 1 above for examples).</li> <li>Principles and rules of writing of a Ghanaian</li> </ul>	<ul> <li>writing of a Ghanaian language – Principles of writing (UP):</li> <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) (Refer tutors to point 1.7 of Session 1 above for examples).</li> <li>Principles and rules of writing of a Ghanaian</li> </ul>	
	<ul> <li>web, Utube, physical</li> <li>resources,</li> <li>power point;</li> <li>how they</li> <li>should be used.</li> <li>Consideration</li> <li>needs to be</li> <li>given to local</li> <li>availability</li> <li>guidance on</li> <li>any power</li> <li>point</li> <li>presentations,</li> <li>TLM or other</li> <li>resources</li> <li>which need to</li> <li>be developed</li> </ul>	<ul> <li>writing of a Ghanaian language – Principles of writing (UP):</li> <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) (Refer tutors to point 1.7 of Session 1 above for examples).</li> <li>Principles and rules of writing of a Ghanaian language – Principles of</li> </ul>	<ul> <li>writing of a Ghanaian</li> <li>language – Principles of</li> <li>writing (UP):</li> <li>Put up a Teaching</li> <li>Learning Resource (TLR)</li> <li>that presents a list with</li> <li>words with coloured</li> <li>affixes that change</li> <li>grammatical category of</li> <li>the respective words</li> <li>(PowerPoint) (Refer</li> <li>tutors to point 1.7 of</li> <li>Session 1 above for</li> <li>examples).</li> <li>Principles and rules of</li> <li>writing of a Ghanaian</li> <li>language – Principles of</li> </ul>	
	<ul> <li>web, Utube, physical resources, power point; how they should be used.</li> <li>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</li> </ul>	<ul> <li>writing of a Ghanaian language – Principles of writing (UP):</li> <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) (Refer tutors to point 1.7 of Session 1 above for examples).</li> <li>Principles and rules of writing of a Ghanaian language – Principles of writing (UP):</li> </ul>	<ul> <li>writing of a Ghanaian language – Principles of writing (UP):</li> <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) (Refer tutors to point 1.7 of Session 1 above for examples).</li> <li>Principles and rules of writing of a Ghanaian language – Principles of writing (UP):</li> </ul>	
	<ul> <li>web, Utube, physical resources, power point; how they should be used.</li> <li>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>	<ul> <li>writing of a Ghanaian language – Principles of writing (UP):</li> <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) (Refer tutors to point 1.7 of Session 1 above for examples).</li> <li>Principles and rules of writing of a Ghanaian language – Principles of writing (UP):</li> <li>Put up a Teaching</li> </ul>	<ul> <li>writing of a Ghanaian</li> <li>language – Principles of</li> <li>writing (UP):</li> <li>Put up a Teaching</li> <li>Learning Resource (TLR)</li> <li>that presents a list with</li> <li>words with coloured</li> <li>affixes that change</li> <li>grammatical category of</li> <li>the respective words</li> <li>(PowerPoint) (Refer</li> <li>tutors to point 1.7 of</li> <li>Session 1 above for</li> <li>examples).</li> <li>Principles and rules of</li> <li>writing of a Ghanaian</li> <li>language – Principles of</li> <li>writing (UP):</li> <li>Put up a Teaching</li> </ul>	
	<ul> <li>web, Utube, physical</li> <li>resources,</li> <li>power point;</li> <li>how they</li> <li>should be used.</li> <li>Consideration</li> <li>needs to be</li> <li>given to local</li> <li>availability</li> <li>guidance on</li> <li>any power</li> <li>point</li> <li>presentations,</li> <li>TLM or other</li> <li>resources</li> <li>which need to</li> <li>be developed</li> <li>to support</li> <li>learning</li> <li>Tutors should be</li> </ul>	<ul> <li>writing of a Ghanaian language – Principles of writing (UP):</li> <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) (Refer tutors to point 1.7 of Session 1 above for examples).</li> <li>Principles and rules of writing of a Ghanaian language – Principles of writing (UP):</li> <li>Put up a Teaching Learning Resource (TLR)</li> </ul>	<ul> <li>writing of a Ghanaian</li> <li>language – Principles of</li> <li>writing (UP):</li> <li>Put up a Teaching</li> <li>Learning Resource (TLR)</li> <li>that presents a list with</li> <li>words with coloured</li> <li>affixes that change</li> <li>grammatical category of</li> <li>the respective words</li> <li>(PowerPoint) (Refer</li> <li>tutors to point 1.7 of</li> <li>Session 1 above for</li> <li>examples).</li> <li>Principles and rules of</li> <li>writing of a Ghanaian</li> <li>language – Principles of</li> <li>writing (UP):</li> <li>Put up a Teaching</li> <li>Learning Resource (TLR)</li> </ul>	
	<ul> <li>web, Utube, physical</li> <li>resources,</li> <li>power point;</li> <li>how they</li> <li>should be used.</li> <li>Consideration</li> <li>needs to be</li> <li>given to local</li> <li>availability</li> <li>guidance on</li> <li>any power</li> <li>point</li> <li>presentations,</li> <li>TLM or other</li> <li>resources</li> <li>which need to</li> <li>be developed</li> <li>to support</li> <li>learning</li> <li>Tutors should be</li> </ul>	<ul> <li>writing of a Ghanaian language – Principles of writing (UP):</li> <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) (Refer tutors to point 1.7 of Session 1 above for examples).</li> <li>Principles and rules of writing of a Ghanaian language – Principles of writing (UP):</li> <li>Put up a Teaching Learning Resource (TLR) that presents a list of</li> </ul>	<ul> <li>writing of a Ghanaian language – Principles of writing (UP):</li> <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</i> tutors to point 1.7 of Session 1 above for examples).</li> <li>Principles and rules of writing of a Ghanaian language – Principles of writing (UP):</li> <li>Put up a Teaching Learning Resource (TLR) that presents a list of</li> </ul>	
	<ul> <li>web, Utube, physical</li> <li>resources,</li> <li>power point;</li> <li>how they</li> <li>should be used.</li> <li>Consideration</li> <li>needs to be</li> <li>given to local</li> <li>availability</li> <li>guidance on</li> <li>any power</li> <li>point</li> <li>presentations,</li> <li>TLM or other</li> <li>resources</li> <li>which need to</li> <li>be developed</li> <li>to support</li> <li>learning</li> <li>Tutors should be</li> </ul>	<ul> <li>writing of a Ghanaian language – Principles of writing (UP):</li> <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) (Refer tutors to point 1.7 of Session 1 above for examples).</li> <li>Principles and rules of writing of a Ghanaian language – Principles of writing (UP):</li> <li>Put up a Teaching Learning Resource (TLR)</li> </ul>	<ul> <li>writing of a Ghanaian</li> <li>language – Principles of</li> <li>writing (UP):</li> <li>Put up a Teaching</li> <li>Learning Resource (TLR)</li> <li>that presents a list with</li> <li>words with coloured</li> <li>affixes that change</li> <li>grammatical category of</li> <li>the respective words</li> <li>(PowerPoint) (Refer</li> <li>tutors to point 1.7 of</li> <li>Session 1 above for</li> <li>examples).</li> <li>Principles and rules of</li> <li>writing of a Ghanaian</li> <li>language – Principles of</li> <li>writing (UP):</li> <li>Put up a Teaching</li> <li>Learning Resource (TLR)</li> </ul>	

next lesson for student teachers	grammatical catagory at	grammatical category of	
student teachers	grammatical category of the respective words	grammatical category of	
		the respective words	
	(PowerPoint) ( <i>Refer</i>	(PowerPoint) ( <i>Refer</i>	
	tutors to point 1.7 of	tutors to point 1.7 of	
	Session 1 above for	Session 1 above for	
	examples).	examples).	
	Phonetics and phonology	Phonetics and phonology	
	of a Ghanaian language –	of a Ghanaian language –	
	Phonetic description and	Phonetic description and	
	classification of consonants (JHS):	classification of consonants (JHS):	
	<ul> <li>Make PowerPoint</li> </ul>	Make PowerPoint	
	presentation on the	presentation on the	
	description and	description and	
	classification of	classification of	
	consonants.	consonants.	
	3.5 Let tutors suggest the	3.5 Suggest the various	
	various ways in which	ways in which you will	
	they will make the	make the lesson GESI	
	lesson GESI responsive	responsive	
	E a suala a	F	
	Examples:	Examples:	
	Principles and rules of	Orthographic and phonetic	
	writing of a Ghanaian	representation of	
	<b>language –</b> Orthographic	consonants (EG):	
	and phonetic representation	Group work:	
	of consonants (EG):	(communication and	
		(communication and collaboration, critical	
	of consonants (EG):	(communication and	
	<ul> <li>of consonants (EG):</li> <li>Ensure even distribution of questions; ensure active participation of</li> </ul>	(communication and collaboration, critical thinking and problem solving, cultural identity	
	<ul> <li>of consonants (EG):</li> <li>Ensure even distribution of questions; ensure</li> </ul>	(communication and collaboration, critical thinking and problem	
	<ul> <li>of consonants (EG):</li> <li>Ensure even distribution of questions; ensure active participation of</li> </ul>	(communication and collaboration, critical thinking and problem solving, cultural identity	
	<ul> <li>of consonants (EG):</li> <li>Ensure even distribution of questions; ensure active participation of all in group works;</li> </ul>	(communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)	
	<ul> <li>of consonants (EG):</li> <li>Ensure even distribution of questions; ensure active participation of all in group works; ensure all have equal</li> </ul>	(communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video</i> : (digital	
	<ul> <li>of consonants (EG):</li> <li>Ensure even distribution of questions; ensure active participation of all in group works; ensure all have equal opportunity to play</li> </ul>	(communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video</i> : (digital	
	<ul> <li>of consonants (EG):</li> <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;</li> </ul>	(communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video</i> : (digital literacy)	
	<ul> <li>of consonants (EG):</li> <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>	(communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video</i> : (digital literacy) <b>Principles of writing (UP):</b>	
	<ul> <li>of consonants (EG):</li> <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</li> </ul>	(communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video</i> : (digital literacy) <b>Principles of writing (UP):</b> <i>Group work</i> :	
	<ul> <li>of consonants (EG):</li> <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</li> </ul>	(communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video</i> : (digital literacy) <b>Principles of writing (UP):</b> <i>Group work</i> : (communication and	
	<ul> <li>of consonants (EG):</li> <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</li> </ul>	(communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video</i> : (digital literacy) <b>Principles of writing (UP):</b> <i>Group work</i> : (communication and collaboration, critical	
	<ul> <li>of consonants (EG):</li> <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</li> </ul>	(communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video</i> : (digital literacy) <b>Principles of writing (UP):</b> <i>Group work</i> : (communication and collaboration, critical thinking and problem	
	<ul> <li>of consonants (EG):</li> <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</li> </ul>	(communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video</i> : (digital literacy) <b>Principles of writing (UP):</b> <i>Group work</i> : (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)	
	<ul> <li>of consonants (EG):</li> <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</li> </ul>	(communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video</i> : (digital literacy) <b>Principles of writing (UP):</b> <i>Group work</i> : (communication and collaboration, critical thinking and problem solving, cultural identity	
	<ul> <li>of consonants (EG):</li> <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>	(communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital literacy) Principles of writing (UP): Group work: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital literacy)	
	<ul> <li>of consonants (EG):</li> <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</li> </ul>	(communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video</i> : (digital literacy) <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	

language - Principles of	Group work:
language – Principles of	Group work:
writing (UP):	(communication and
• Ensure even distribution	collaboration, critical
of questions; ensure	thinking and problem
active participation of	solving, cultural identity
all in group works;	and global citizenship)
ensure all have equal	YouTube video: (digital
opportunity to play	literacy)
leading roles in groups;	
form mixed gender and	Phonetic description and
ability groups; be	classification of consonants
patient with individuals	(JHS):
with disability; break	Group work:
gender stereotypes with	(communication and
examples or illustrations	collaboration, critical
cited; avoid negative	thinking and problem
and stereotypical	solving, cultural identity
language.	and global citizenship)
Principles and rules of	YouTube video: (digital
writing of a Ghanaian	literacy)
language – Principles of	incracy
writing (JHS):	
Ensure even distribution	
of questions; ensure	
active participation of	
all in group works;	
ensure all have equal	
opportunity to play	
leading roles in groups;	
form mixed gender and	
ability groups; be	
patient with individuals	
with disability; break	
gender stereotypes with	
examples or illustrations	
cited; avoid negative	
and stereotypical	
language.	
Phonetics and phonology	
of a Ghanaian language –	
Phonetic description and	
classification of consonants	
(JHS):	
<ul> <li>Ensure even distribution</li> </ul>	
of questions; ensure	
active participation of	
all in group works;	<u> </u>

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.		
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. Examples: Orthographic and phonetic representation of consonants (EG): Group work: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital literacy) Principles of writing (UP): Group work: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital literacy)	3.6 In mixed pairs (male- female, able-disable), deliberate on how the contents and the delivery of your lessons will develop the core competences and share it with the larger group.	
Letters of the alphabet and speech sounds (JHS): <i>Group work</i> : (communication and		

collaboration, critical thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital literacy) Phonetic description and classification of consonants (JHS): Group work: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital		
literacy) 3.7 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</i> <i>section 1.7 of Session</i> <i>One (1) above for</i> <i>examples of subject</i> <i>projects and subject</i> <i>portfolios</i> )	3.7 Use lesson content to design subject projects, and/or assessment instruments for subject portfolio. (one content may also be tied in with other contents into a bigger project)	
3.8 Ask tutors to consider the resources in the respective manuals and suggest which and how they may be deployed. ( <i>These should include</i> <i>ICT tools, inclusive</i> <i>materials, required and</i> <i>additional texts</i> ).	3.8 Consider the resources in the respective manuals and suggest which and how they may be deployed. (These should include ICT tools, inclusive materials, required and additional texts).	
3.9 Provide tutors with assistance on how available digital tools	3.9 Ask for assistance regarding how available digital tools may be	

		may be deployed (PowerPoint – how to prepare presentations; YouTube video – how to find YouTube videos; etc.)	deployed (PowerPoint, YouTube video, etc.)	
4. •	Evaluation and review of session: Tutors should Identifying critical friends to	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	4.1 Identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session.	15 mins
•	observe lessons and report at next session. Identifying and addressing any	4.2 Ask tutors to indicate any outstanding issues relating to the lesson for discussion	4.2 Indicate any outstanding issues relating to the lesson for discussion.	
	outstanding issues relating to the lesson/s for clarification	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.	

## 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. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<ol> <li>Introduction to the session</li> <li>Review prior learning</li> <li>A critical friend to share findings for</li> </ol>	1.1 Begin the session by the use of an icebreaker: provide it or invite any volunteer(s) to provide one.	1.1 Listen and respond to an icebreaker, and volunteer one if necessary.	20 mins
<ul> <li>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>	1.2 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</i> section of the course manual RPK).	1.2 Think and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson.	
outcomes and indicators	<b>Examples:</b> Principles and rules of writing a Ghanaian	<b>Examples:</b> Principles and rules of writing a Ghanaian	

r	1	
Overview of	language – Dialectal	language – Dialectal
content and	variations in writing (EG):	variations in writing (EG):
identification of	Students have had a lesson	Students have had a lesson
any distinctive	on language and dialect in	on language and dialect in
aspects of the	the first year.	the first year.
lesson/s,		
NB The guidance for	Principles and rules of	Principles and rules of
SL/HoD should	writing a Ghanaian	writing a Ghanaian
identify and address	language – Dialectal	language – Dialectal
any areas where	variations in writing (UP):	variations in writing (UP):
tutors might require	Students have had a lesson	Students have had a lesson
clarification on any	on language and dialect in	on language and dialect in
aspect of the lesson.	the first year.	the first year.
•		
NB SL/HoD should	Drinciples and rules of	Dringinlas and rules of
ask tutors to plan for	Principles and rules of	Principles and rules of
their teaching as they	writing a Ghanaian	writing a Ghanaian
go through the PD	language - Tense, Aspect	language - Tense, Aspect
session	markers and plural	markers and plural
	formation (JHS): Student	formation (JHS): Student
	teachers studied word	teachers studied word
	classes before. They have	classes before. They have
	been forming sentences in	been forming sentences in
	English during their studies.	English during their studies.
	Phonetics and phonology of	Phonetics and phonology of
	a Ghanaian language –	a Ghanaian language – Consonants (distribution
	Consonants (distribution	
	and sequences) (JHS): The	and sequences) (JHS): The
	student teachers have	student teachers have
	learned the description and	learned the description and
	classification of consonants	classification of consonants
	of a Ghanaian language.	of a Ghanaian language.
	1.3 Ask tutors to reflect on	1.3 Reflect on the
	the introductory section	introductory section of
	of each lesson and	your respective lessons
	indicate their	and indicate your
	observations, as well as	observations and
	bring up any	concerns for discussion.
	outstanding issues for	
	discussion (Questions:	
	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	

· · · · · · -	1
introductory section of	
the course manuals:	
barriers to lesson	
delivery, lesson delivery	
modes and LOs and LIs)	
Examples:	Examples:
Principles and rules of	Principles and rules of
writing a Ghanaian	writing a Ghanaian
language – Dialectal	language – Dialectal
variations in writing (EG):	variations in writing (EG):
LO: Demonstrate	LO: Demonstrate
knowledge and skill in	knowledge and skill in
teaching dialectal variation	teaching dialectal variation
in the Ghanaian language.	in the Ghanaian language.
(NTS 3e, g, i: 14), (NTS 3f, g:	(NTS 3e, g, i: 14), (NTS 3f, g:
14), (NTECF, p. 43).	14), (NTECF, p. 43).
LI: Employ appropriate	LI: Employ appropriate
various teaching and	various teaching and
learning strategies in	learning strategies in
classroom. Use appropriate	classroom. Use appropriate
teaching strategies to cater	teaching strategies to cater
for learners with different	for learners with different
backgrounds.	backgrounds.
Principles and rules of	Principles and rules of
writing a Ghanaian	writing a Ghanaian
language – Dialectal	language – Dialectal
variations in writing (UP):	variations in writing (UP):
LO: 4. demonstrate	LO: 4. demonstrate
knowledge and skill in	knowledge and skill in
teaching dialectal variation	teaching dialectal variation
in the Ghanaian language.	in the Ghanaian language.
(NTS 3e, g, i: 14), (NTS 3f, g:	(NTS 3e, g, i: 14), (NTS 3f, g:
14), (NTECF, p. 43).	14), (NTECF, p. 43).
LI: 4.1. employ appropriate	LI: 4.1. employ appropriate
various teaching and	various teaching and
U U	e e
learning strategies in	learning strategies in
classroom,	classroom,
4.2. use appropriate	4.2. use appropriate
teaching strategies to cater	teaching strategies to cater
for learners with different	for learners with different
backgrounds	backgrounds
Principles and rules of	Principles and rules of
writing a Ghanaian	writing a Ghanaian
language - Tense, Aspect	language - Tense, Aspect
inighting in the second s	guuge rense, nopeet

markers and plural	markers and plural
formation (JHS):	formation (JHS):
LO: Demonstrate	LO: Demonstrate
knowledge of the principles	knowledge of the principles
and rules in the writing	and rules in the writing
tense, aspect and plural	tense, aspect and plural
formation of word classes	formation of word classes
of a Ghanaian language.	of a Ghanaian language.
(NTS 2c: 13), (NTS 2e: 13),	(NTS 2c: 13), (NTS 2e: 13),
(NTECF 6, p.20).	(NTECF 6, p.20).
LI: Identify the rules of	LI: Identify the rules of
tense, aspect marking and	tense, aspect marking and
plural formation of writing a	plural formation of writing a
Ghanaian language through	Ghanaian language through
verbal and written	verbal and written
responses. Describe the	responses. Describe the
rules of tense, aspect	rules of tense, aspect
	_
marking and plural	marking and plural
formation of writing a	formation of writing a
Ghanaian language through	Ghanaian language through
verbal and written	verbal and written
responses. Apply the rules	responses. Apply the rules
in tense and aspect marking	in tense and aspect marking
as well as plural formation	as well as plural formation
in writing a Ghanaian	in writing a Ghanaian
language through written	language through written
responses.	responses.
1.4 Lead an enquiry-based	1.4 Discuss your perception
exploration and	of the distinctive scope
discussion of the	of this lesson with the
features of the lessons.	whole group.
(Questions: What is the	
distinctive scope of each	
lesson? What are the	
key content areas to be	
covered in each	
lesson?). (Refer tutors to	
lesson description, topic	
and subtopics)	
Framples	Evenue
Example:	Example:
Principles and rules of	Principles and rules of
writing of a Ghanaian	writing of a Ghanaian
language:	language:
This course is taught at the	This course is taught at the three age phases (EG, UP
three age phases (EG, UP	

1	TT
and JHS), but its scope is	and JHS), but its scope is
broader at the higher levels	broader at the higher levels
than the lower levels. For	than the lower levels. For
example, at the JHS level,	example, at the JHS level,
the course treats the tense,	the course treats the tense,
aspect markers, and plural	aspect markers, and plural
formation processes of	formation processes of
verbs, but the UP and JHS	verbs, but the UP and JHS
levels focus on dialectal	levels focus on dialectal
variations that may	variations that may
influence writing.	influence writing.
Phonetics and phonology of	Phonetics and phonology of
a Ghanaian language:	a Ghanaian language:
This lesson focuses on	This lesson focuses on
consonant distributions and	consonant distributions and
their sequences in a	their sequences in a
Ghanaian language.	Ghanaian language.
1.5 Ask tutors to anticipate	1.5 Discuss with the group
and discuss possible	some of the factors you
barriers that may	anticipate may
impede success of the	constitute challenges
lesson.	that will impede the
	success of the lesson
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.	
consonant sequences.	

2.	Concept	2.2 Ask tutors to present	2.2 Read and present to the	15 mins
	Development	oral summaries of the	whole group an oral	
	(New learning	major new content to	summary of the major	
	likely to arise in	be learnt in their	new content to be	
	lesson/s):	respective lessons:	presented in your	
•	Identification and	concepts and	lesson: concepts and	
-	discussion of new	pedagogies to be	pedagogies to be	
	learning,	introduced in the	introduced.	
	potential barriers	lesson.		
	to learning for			
	student teachers	Examples:	Examples:	
	or students,	Principles and rules of	Principles and rules of	
	concepts or	writing of a Ghanaian	writing of a Ghanaian	
	pedagogy being	<i>language</i> – Dialectal	language – Dialectal	
	introduced in the	variations in writing: (EG):	variations in writing: (EG):	
	lesson, which	Dialectal variations in	Dialectal variations in	
	need to be	writing: Dialectal	writing: Dialectal	
	explored with the	variations and their	variations and their	
	SL/HoD	possible influence on	possible influence on	
NB	The guidance for	writing of a Ghanaian	writing of a Ghanaian	
SL/	HoD should set	language and issues to	language and issues to	
out	t what they need	observe at STS	observe at STS	
to	do to introduce	Principles and rules of	Principles and rules of	
and	d explain the	writing of a Ghanaian	writing of a Ghanaian	
iss	ues/s with tutors	<i>language –</i> Dialectal	<i>language –</i> Dialectal	
		variations in writing (UP):	variations in writing (UP):	
		• Dialectal variations and	• Dialectal variations and	
		their possible influence	their possible influence	
		on writing of a Ghanaian	on writing of a Ghanaian	
		language: how can	language: how can	
		dialectal variation affect	dialectal variation affect	
		writing of a Ghanaian	writing of a Ghanaian	
		language.	language.	
		Principles and rules of	Principles and rules of	
		writing of a Ghanaian	writing of a Ghanaian	
		<b>language –</b> Tense, Aspect	<b>language –</b> Tense, Aspect	
		markers and plural	markers and plural	
		formation (JHS):	formation (JHS):	
		Concept of orthography	Concept of orthography	
		of Ghanaian language:	of Ghanaian language:	
		letters of the alphabet,	letters of the alphabet,	
		representation of the	representation of the	
		letters, speech sounds	letters, speech sounds	
		and things to look out	and things to look out	
		for at STS	for at STS	
		Phonetics and phonology	Phonetics and phonology	
		of a Ghanaian language –	of a Ghanaian language –	

		Consonants (distribution and sequences) (JHS): Consonants (distribution and sequences)	Consonants (distribution and sequences) (JHS): Consonants (distribution and sequences)	
3.	Planning for teaching, learning and assessment activities for the lesson/s Reading and	3.1 Ask tutors to read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion.	3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion	40 mins
•	discussion of the teaching and learning activities Noting and addressing areas where tutors may require clarification Noting	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	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.	
•	opportunities for making links to the Basic School Curriculum Noting opportunities for integrating: GESI responsiveness and ICT and 21 <sup>st</sup> C	3.3 Ask tutors to identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.	3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.	
•	skills Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning	<ul> <li>3.4 Ask tutors to indicate how they will use ICT in the lesson.</li> <li>Examples: Principles and rules of writing of a Ghanaian language – Dialectal variations in writing (EG):</li> <li>Show a YouTube video of how the letters of the alphabet are taught</li> <li>Make PowerPoint presentation</li> <li>Principles and rules of writing of a Ghanaian language – Dialectal variations in writing (UP):</li> </ul>	3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.	

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•	Resources:	Show a YouTube video		
	<ul> <li>links to the</li> </ul>	of how the tense,		
	existing PD	aspect and plural		
	Themes, for	formation of a Ghanaian		
	example,	language are taught		
	action	Make PowerPoint		
	research,	presentation		
	questioning	Principles and rules of		
	and to other	writing of a Ghanaian		
	external	language – Tense, Aspect		
	reference	markers and plural		
	material:			
		formation (JHS):		
	literature, on	Show a YouTube video		
	web, Utube,	of how the tense,		
	physical	aspect and plural		
	resources,	formation of a Ghanaian		
	power point;	language are taught		
	how they	Make PowerPoint		
	should be	presentation		
	used.	Phonetics and phonology		
	Consideration	of a Ghanaian language –		
	needs to be	Consonants (distribution		
	given to local	and sequences) (JHS):		
	availability	Show a YouTube video		
	<ul> <li>guidance on</li> </ul>	that presents consonant		
	any power	distribution and		
	point	consonant sequences of		
	presentations,	a Ghanaian language		
	TLM or other	Make PowerPoint		
	resources			
	which need to	presentation		
	be developed			
	•	3.5 Let tutors suggest the	3.5 Suggest the various	
	to support	various ways in which	ways in which you will	
	learning	they will make the	make the lesson GESI	
•	Tutors should be	lesson GESI responsive	responsive	
	expected to have			
	a plan for the	Examples:	Examples:	
	next lesson for	Principles and rules of	Principles and rules of	
	student teachers	writing of a Ghanaian	writing of a Ghanaian	
		<i>language –</i> Dialectal	language – Dialectal	
		variations in writing (EG):	variations in writing (EG):	
		Select a YouTube video	Watch a YouTube video	
		that shows a male	that shows a male	
		teacher teaching an EG	teacher teaching an EG	
		class.	class.	
		<ul> <li>Form mixed groups for</li> </ul>		
		<b>-</b> .	Form mixed groups for	
		group activities.	group activities.	

	Principles and rules of	Principles and rules of	
	vriting of a Ghanaian	writing of a Ghanaian	
	anguage – Dialectal	language – Dialectal	
	variations in writing (UP):	variations in writing (UP):	
	Select a YouTube video	Watch a YouTube video	
	that shows a person	that shows a person	
	with different ability	with different ability	
	(person living with	(person living with	
	disability) teaching at	disability) teaching at	
	UP level.	UP level.	
	<ul> <li>Form mixed groups for</li> </ul>	<ul> <li>Form mixed groups for</li> </ul>	
	group activities.	group activities.	
F	Principles and rules of	Principles and rules of	
v	vriting of a Ghanaian	writing of a Ghanaian	
	<b>anguage –</b> Tense, Aspect	<b>language –</b> Tense, Aspect	
r	narkers and plural	markers and plural	
f	ormation of a Ghanaian	formation of a Ghanaian	
	anguage (JHS): Tense,	language (JHS): Tense,	
A	Aspect markers and plural	Aspect markers and plural	
	ormation of a Ghanaian	formation of a Ghanaian	
-	anguage	language	
	Select a YouTube video	Watch a YouTube video	
	that shows a person	that shows a person	
	with different ability	with different ability	
	(person living with	(person living with	
	disability) teaching at	disability) teaching at	
	JHS levels.	JHS levels.	
	• .	Form mixed groups for     group activities	
	group activities.	group activities.	
	Phonetics and phonology	Phonetics and phonology	
	of a Ghanaian language –	of a Ghanaian language –	
	Consonants (distribution	Consonants (distribution	
	ind sequences) of a	and sequences) of a	
	Ghanaian language (JHS):	Ghanaian language (JHS):	
•		Watch a YouTube video	
	that shows a female	that shows a female	
	teacher teaching	teacher teaching	
	consonant distribution	consonant distribution	
	and consonant	and consonant	
	sequences.	sequences.	
•	• Form mixed groups for	Form mixed groups for	
	group activities.	group activities.	
3	B.6 Put tutors in mixed pairs	3.6 In mixed pairs (male-	
	to deliberate on how	female, able-disable),	
	the contents of topics	deliberate on how the	
	and the delivery of their	contents and the	

 locconc will douglan the	delivery of your losses	
lessons will develop the	delivery of your lessons	
core competences.	will develop the core	
	competences and share	
	it with the larger group.	
Examples:	Examples:	
Dialectal variations in	Dialectal variations in	
writing (EG):	writing (EG):	
Group work:	Group work:	
(communication and	(communication and	
collaboration, critical	collaboration, critical	
thinking and problem	thinking and problem	
solving, cultural identity	solving, cultural identity	
and global citizenship)	and global citizenship)	
YouTube video: (digital	YouTube video: (digital	
literacy)	literacy)	
Dialectal variations in	Dialectal variations in	
writing (UP):	writing (UP):	
Group work:	Group work:	
(communication and	(communication and	
collaboration, critical	collaboration, critical	
thinking and problem	thinking and problem	
solving, cultural identity	solving, cultural identity	
and global citizenship)	and global citizenship)	
YouTube video: (digital	YouTube video: (digital	
literacy)	literacy)	
Consonants (distribution	Consonants (distribution	
and sequences) of a	and sequences) of a	
Ghanaian language (JHS):	Ghanaian language (JHS):	
Group work:	Group work:	
(communication and	(communication and	
collaboration, critical	collaboration, critical	
thinking and problem	thinking and problem	
solving, cultural identity	solving, cultural identity	
and global citizenship)	and global citizenship)	
YouTube video: (digital	YouTube video: (digital	
literacy)	literacy)	
Consonants (distribution	Consonants (distribution	
and sequences) of a	and sequences) of a	
-		
-		
-		
YouTube video: (digital literacy) Consonants (distribution	YouTube video: (digital literacy) Consonants (distribution	

			[]
	solving, cultural identity and global citizenship) <i>YouTube video</i> : (digital literacy)	solving, cultural identity and global citizenship) <i>YouTube video</i> : (digital literacy)	
	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</i> <i>section 1.7 of Session</i> <i>One (1) for examples of</i> <i>subject projects and</i> <i>subject portfolios</i> )	3.7 Use lesson content to design subject projects, and/or assessment instruments for subject portfolio. (one content may also be tied in with other contents into a bigger project)	
	3.8 Ask tutors to consider the resources in the respective manuals and suggest which and how they may be deployed. ( <i>These should include</i> <i>ICT tools, inclusive</i> <i>materials, required and</i> <i>additional texts</i> ).	3.8 Consider the resources in the respective manuals and suggest which and how they may be deployed. ( <i>These should include</i> <i>ICT tools, inclusive</i> <i>materials, required and</i> <i>additional texts</i> ).	
	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)	3.9 Ask for assistance regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.)	
<ul> <li>4. Evaluation and review of session:</li> <li>Tutors should Identifying critical friends to</li> </ul>	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	4.1 Identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session.	15 mins
observe lessons and report at next session.	4.2 Ask tutors to indicate any outstanding issues relating to the lesson for discussion	4.2 Indicate any outstanding issues relating to the lesson for discussion.	

•	Identifying and addressing any outstanding issues relating to the lesson/s for clarification	4.3 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. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<ol> <li>Introduction to the session</li> <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> </ol>	<ul> <li>1.1 Use an icebreaker to start of the session: provide it or invite any volunteer(s) to provide one.</li> <li>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</i> section of the course manual RPK).</li> </ul>	<ul> <li>1.1 Listen and respond to an icebreaker, and volunteer one if necessary.</li> <li>1.2 Think and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson.</li> </ul>	20 mins

		II
outcomes and	Examples:	Examples:
indicators	Principles and rules of	Principles and rules of
Overview of	writing a Ghanaian	writing a Ghanaian
content and	language – Distribution of	language – Distribution of
identification of	vowels (EG): Student	vowels (EG): Student
any distinctive	teachers have been	teachers have been
aspects of the	introduced to vowel sounds	introduced to vowel sounds
lesson/s,	already.	already.
NB The guidance for		
SL/HoD should	Principles and rules of	Principles and rules of
identify and address	writing a Ghanaian	writing a Ghanaian
any areas where	language – Distribution of	language – Distribution of
tutors might require	vowels (UP): Student	vowels (UP): Student
clarification on any	teachers have been	teachers have been
aspect of the lesson.	introduced to vowel sounds	introduced to vowel sounds
NB SL/HoD should	already.	already.
ask tutors to plan for	,	
their teaching as they	Principles and rules of	Principles and rules of
go through the PD	writing a Ghanaian	writing a Ghanaian
session	language – Sentence	language – Sentence
	<i>construction (JHS)</i> : Student	<i>construction (JHS)</i> : Student
	teachers have been	teachers have been
	introduced to writing. They	introduced to writing. They
	have learnt basic sentence	have learnt basic sentence
	structure in year one.	structure in year one.
	Phonetics and phonology of	Phonetics and phonology of
	a Ghanaian language –	a Ghanaian language –
	Assimilatory processes	Assimilatory processes
	(JHS): The student teachers	(JHS): The student teachers
	have learned some	have learned some
	assimilatory processes in	assimilatory processes in
	the previous year.	the previous year.
	1.3 Ask tutors to reflect on	1.3 Reflect on the
	the introductory section	introductory section of
	of each lesson and	your respective lessons
	indicate their	and indicate your
	observations, as well as	observations and
	bring up any	concerns for discussion.
	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	

Γ			1
	tutors to the		
	introductory section of		
	the course manuals:		
	barriers to lesson		
	delivery, lesson delivery		
	modes and LOs and LIs)		
	Examples:	Examples:	
	Principles and rules of	Principles and rules of	
	writing a Ghanaian	writing a Ghanaian	
	language – Distribution of	language – Distribution of	
	vowels (EG):	vowels (EG):	
	LO: Demonstrate	LO: Demonstrate	
	knowledge of the principles	knowledge of the principles	
	and rules in the writing of a	and rules in the writing of a	
	Ghanaian language. (NTS	Ghanaian language. (NTS	
	2c: 13), (NTS 2e: 13),	2c: 13), (NTS 2e: 13),	
	(NTECF 6, p.20).	(NTECF 6, p.20).	
	LI: Identify the distribution of vowels rules of writing a	LI: Identify the distribution	
		of vowels rules of writing a	
	Ghanaian language through	Ghanaian language through	
	verbal and written	verbal and written	
	responses. Describe the	responses. Describe the	
	distribution of vowels of	distribution of vowels of	
	writing a Ghanaian	writing a Ghanaian	
	language through verbal	language through verbal	
	and written responses.	and written responses.	
	Principles and rules of	Principles and rules of	
	writing a Ghanaian	writing a Ghanaian	
	language – Distribution of	language – Distribution of	
	vowels (UP):	vowels (UP):	
	LO: 1. demonstrate	LO: 1. demonstrate	
	knowledge of the principles	knowledge of the principles	
	and rules in the writing of a	and rules in the writing of a	
	Ghanaian language. (NTS	Ghanaian language. (NTS	
	2c: 13), (NTS 2e: 13),	2c: 13), (NTS 2e: 13),	
	(NTECF 6, p.20).	(NTECF 6, p.20).	
	LI: 1.1. identify the	LI: 1.1. identify the	
	distribution of vowels rules	distribution of vowels rules	
	of writing a Ghanaian	of writing a Ghanaian	
	language through verbal	language through verbal	
	and written responses.	and written responses.	
	1.4 Describe the	1.4 Describe the	
	distribution of vowels of	distribution of vowels of	
	writing a Ghanaian	writing a Ghanaian	
	distribution of vowels of writing a Ghanaian	distribution of vowels of writing a Ghanaian	

language through verbal	language through verbal	
and written responses.	and written responses.	
Principles and rules of	Principles and rules of	
writing a Ghanaian	writing a Ghanaian	
language – Sentence	language – Sentence	
construction (JHS):	construction (JHS):	
LO: Demonstrate	LO: Demonstrate	
knowledge of the principles	knowledge of the principles	
and rules in the writing	and rules in the writing	
sentences of a Ghanaian	sentences of a Ghanaian	
language. (NTS 2c: 13), (NTS	language. (NTS 2c: 13), (NTS	
2e: 13), (NTECF 6, p.20).	2e: 13), (NTECF 6, p.20).	
Li: Identify the rules of	Li: Identify the rules of	
sentence construction of	sentence construction of	
writing a Ghanaian	writing a Ghanaian	
language through verbal	language through verbal	
and written responses.	and written responses.	
Describe the rules of	Describe the rules of	
forming a sentence of	forming a sentence of	
Ghanaian language through	Ghanaian language through	
verbal and written	verbal and written	
responses.	responses.	
responses.	responses.	
Phonetics and phonology of	Phonetics and phonology of	
a Ghanaian language –	a Ghanaian language –	
Assimilatory processes	Assimilatory processes	
(JHS):	(JHS):	
LO: Demonstrate	LO: Demonstrate	
knowledge and	knowledge and	
understanding of the sound	understanding of the sound	
system of a Ghanaian	system of a Ghanaian	
language of study, and	language of study, and	
facilitate its use among	facilitate its use among	
learners. (NTS 2c: 13), (NTS	learners. (NTS 2c: 13), (NTS	
2e: 13), (NTS 3c: 14),	2e: 13), (NTS 3c: 14),	
(NTECF 3: 20).	(NTECF 3: 20).	
LI: Identify the sound	Li: Identify the sound	
system of a Ghanaian	system of a Ghanaian	
language. Explain the sound	language. Explain the sound	
system of a Ghanaian	system of a Ghanaian	
language.	language.	
1.5 Lead an enquiry-based	1.5 Discuss your perception	
exploration and	of the distinctive scope	
discussion of the	of this lesson with the	
features of the lessons.	whole group.	
( <b>Questions</b> : What is the		

2.	Concept Development (New learning likely to arise in lesson/s): Identification and	that may impede success of the lesson 2.3 Ask tutors to present oral summaries of the major new content to be learnt in their respective lessons: concepts and	anticipate may constitute challenges that will impede the success of the lesson 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	15 mins
		three age phases (EG, UP and JHS), but its scope is broader at the higher levels than the lower levels. For example, at the JHS level, the course treats how writing traditions are used to indicate word classes, but this aspect is not treated in UP and JHS levels) Phonetics and phonology of a Ghanaian language: This lesson focuses on teaching the description and classification of vowels of a Ghanaian language. 1.6 Ask tutors to anticipate and discuss barriers	three age phases (EG, UP and JHS), but its scope is broader at the higher levels than the lower levels. For example, at the JHS level, the course treats how writing traditions are used to indicate word classes, but this aspect is not treated in UP and JHS levels) Phonetics and phonology of a Ghanaian language: This lesson focuses on teaching the description and classification of vowels of a Ghanaian language. 1.6 Discuss with the group some of the factors you	
		distinctive scope of each lesson? What are the key content areas to be covered in each lesson?). ( <i>Refer tutors to</i> <i>lesson description, topic</i> <i>and subtopics</i> ) <b>Example:</b> <i>Principles and rules of</i> <i>writing of a Ghanaian</i> <i>language</i> : This course is taught at the	<b>Examples:</b> Principles and rules of writing of a Ghanaian language: This course is taught at the	

to learning for	Examples:	Examples:	
student teachers	Principles and rules of	Principles and rules of	
or students,	writing of a Ghanaian	writing of a Ghanaian	
concepts or	<i>language</i> – Distribution of	<i>language</i> – Distribution of	
pedagogy being	vowels (EG):	vowels (EG):	
introduced in the	<ul> <li>Distribution of vowels:</li> </ul>	<ul> <li>Distribution of vowels:</li> </ul>	
lesson, which	Distribution of vowels of	Distribution of vowels of	
need to be	a Ghanaian language	a Ghanaian language	
explored with the	and issues to observe at	and issues to observe at	
SL/HoD	STS	STS	
NB The guidance for	Principles and rules of	Principles and rules of	
SL/HoD should set			
out what they need	writing of a Ghanaian	writing of a Ghanaian	
to do to introduce	language – Distribution of	language – Distribution of	
	vowels (UP):	vowels (UP):	
and explain the	Distribution of vowels of     Changing languages	Distribution of vowels of     Changing languages	
issues/s with tutors	a Ghanaian language:	a Ghanaian language:	
	where in a word can	where in a word can	
	certain vowels occur?	certain vowels occur?	
	Principles and rules of	Principles and rules of	
	writing of a Ghanaian	writing of a Ghanaian	
	language – Sentence	language – Sentence	
	Construction (JHS):	Construction (JHS):	
	Sentence construction:	Sentence construction:	
	construction of types of	construction of types of	
	sentences and things to	sentences and things to	
	look out for at STS	look out for at STS	
	Phonetics and phonology	Phonetics and phonology	
	of a Ghanaian language –	of a Ghanaian language –	
	Assimilatory processes	Assimilatory processes	
	(JHS):	(JHS):	
	<ul> <li>Assimilatory processes</li> </ul>	Assimilatory processes	
3. Planning for	3.1 Ask tutors to read the	3.1 Read the teaching and	40 mins
teaching,	teaching and learning	learning activities	
learning and	activities proposed for	proposed for the	
assessment	the respective lessons	respective lessons and	
activities for the	and subject them to a	subject them to a	
lesson/s	critical discussion.	critical discussion.	
<ul> <li>Reading and</li> </ul>			
discussion of the	3.2 Give each tutor an	3.2. Reflect on the content	
teaching and	opportunity to ask the	to be present and ask	
•	whole group for support	the whole group for	
-	or assistance in the	support or assistance in	
-	clarification of, and/or	the clarification of,	
-	other perspectives on or	and/or other	
	approaches to the	perspectives on or	
	concepts in a lesson	approaches to the	
clarification			
<ul> <li>learning activities</li> <li>Noting and addressing areas where tutors may require clarification</li> </ul>	or assistance in the clarification of, and/or other perspectives on or approaches to the	support or assistance in the clarification of, and/or other perspectives on or	

	Noting	3.3 Ask tutors to identify	3.3 Identify the areas or	
	opportunities for	the areas or aspects of	aspects of the basic	
	making links to	the basic school	school curriculum that	
	the Basic School	curriculum that the	the lesson will equip	
	Curriculum	lesson will equip	student-teachers to	
•	Noting	student-teachers to	teach.	
	opportunities for	teach.		
	integrating: GESI			
	responsiveness	3.4 Ask tutors to indicate	3.4 Consider the ICT tools	
	and ICT and 21 <sup>st</sup> C	how they will use ICT in	suggested in the	
	skills	the lesson.	manual, particularly	
•	Reading,		those available in your	
	discussion, and		institution and indicate	
	identification of		how you will deploy	
	continuous		them.	
	assessment	Examples:	Examples:	
	opportunities in	Principles and rules of	Principles and rules of	
	the lesson. Each	writing of a Ghanaian	writing of a Ghanaian	
	lesson should	language – Distribution of	language – Distribution of	
	include at least	vowels (EG):	vowels (EG):	
	two	Show a YouTube video	Watch a YouTube video	
	opportunities to	of how the distribution	of how the distribution	
	use continuous	of vowels is taught	of vowels is taught	
	assessment to	Make PowerPoint	Make PowerPoint	
	support student	presentation	presentation	
	teacher learning	Principles and rules of	Principles and rules of	
•	Resources:	writing of a Ghanaian	writing of a Ghanaian	
	<ul> <li>links to the</li> </ul>	language – Distribution of	language – Distribution of	
	existing PD	vowels (UP):	vowels (UP):	
	Themes, for	Show a YouTube video	Watch a YouTube video	
	example,	of how the distribution	of how the distribution	
	action	of vowels is taught	of vowels are taught	
	research,	Make PowerPoint	Make PowerPoint	
	questioning	presentation	presentation	
	and to other external	Principles and rules of writing of a Ghanaian	Principles and rules of writing of a Ghanaian	
	reference	language – Sentence		
	material:	construction (JHS):	language – Sentence construction (JHS):	
		-	_	
1				
1		presentation	-	
	should be	Phonetics and nhonology	Phonetics and phonology	
	should be used.	Phonetics and phonology of a Ghanaian language –	Phonetics and phonology of a Ghanaian language –	
	literature, on web, Utube, physical resources, power point; how they	<ul> <li>Show a YouTube video of how the construction of types of sentences are taught</li> <li>Make PowerPoint presentation</li> </ul>	<ul> <li>Watch a YouTube video of how the construction of types of sentences are taught</li> <li>Make PowerPoint presentation</li> </ul>	

needs to be	Assimilatory processes	Assimilatory processes
given to local	(JHS):	(JHS):
availability	• Show a YouTube video	Watch a YouTube video
<ul> <li>guidance on</li> </ul>	that presents the	that presents the
-	-	
any power	assimilatory processes	assimilatory processes
point	of a Ghanaian language	of a Ghanaian language
presentations,	<ul> <li>Make PowerPoint</li> </ul>	Make PowerPoint
TLM or other	presentation	presentation
resources	P. 000	
which need to		
	3.5 Let tutors suggest the	3.5 Suggest the various
be developed	various ways in which	ways in which you will
to support	they will make the	make the lesson GESI
learning	lesson GESI responsive	responsive
• Tutors should be		
expected to have	Examples:	Examples:
•	-	-
a plan for the	Principles and rules of	Principles and rules of
next lesson for	writing of a Ghanaian	writing of a Ghanaian
student teachers	language – Distribution of	language – Distribution of
	vowels (EG):	vowels (EG):
	• Select a YouTube video	Select a YouTube video
	that shows a male	that shows a male
	teacher teaching an EG	teacher teaching an EG
	class.	class.
	<ul> <li>Form mixed groups for</li> </ul>	Form mixed groups for
	group activities.	group activities.
	Principles and rules of	Principles and rules of
	writing of a Ghanaian	writing of a Ghanaian
	language – Distribution of	language – Distribution of
	vowels (UP):	vowels (UP):
	<ul> <li>Select a YouTube video</li> </ul>	Watch a YouTube video
	that shows a person	that shows a person
	with different ability	with different ability
	(person living with	(person living with
	disability) teaching at	disability) teaching at
	UP level.	UP level.
	<ul> <li>Form mixed groups for</li> </ul>	Form mixed groups for
	group activities.	group activities.
	Principles and rules of	Principles and rules of
	writing of a Ghanaian	writing of a Ghanaian
	language – Sentence	language – Sentence
	construction (JHS):	construction (JHS):
	<ul> <li>Select a YouTube video</li> </ul>	Watch a YouTube video
	that shows a person	that shows a person
	with different ability	with different ability
	(person living with	(person living with
	disability) teaching at	disability) teaching at
	JHS levels.	JHS levels.

<ul> <li>Form mixed groups for group activities.</li> <li>Phonetics and phonology of a Ghanaian language – Assimilatory processes (JHS):</li> <li>Select a YouTube video that shows a female teacher teaching assimilatory processes.</li> <li>Form mixed groups for group activities.</li> <li>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.</li> </ul>	<ul> <li>Form mixed groups for group activities.</li> <li>Phonetics and phonology of a Ghanaian language – Assimilatory processes (JHS):</li> <li>Watch a YouTube video that shows a female teacher teaching assimilatory processes.</li> <li>Form mixed groups for group activities.</li> <li>3.6 In mixed pairs (malefemale, 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.</li> </ul>	
Examples: Distribution of vowels (EG): Group work: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital literacy) Distribution of vowels (UP): Group work: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital literacy) Sentence construction (JHS):		
(JHS): Group work: (communication and		

		1
collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video</i> : (digital literacy)		
Assimilatory processes (JHS): Group work: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital literacy)		
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</i> <i>section 1.7 of Session</i> <i>One (1) for examples of</i> <i>subject projects and</i> <i>subject portfolios</i> )	3.6 Use lesson content to design subject projects, and/or assessment instruments for subject portfolio. (one content may also be tied in with other contents into a bigger project)	
3.7 Ask tutors to consider the resources in the respective manuals and suggest which and how they may be deployed. ( <i>These should include</i> <i>ICT tools, inclusive</i> <i>materials, required and</i> <i>additional texts</i> ).	3.7 Consider the resources in the respective manuals and suggest which and how they may be deployed. (These should include ICT tools, inclusive materials, required and additional texts).	
3.8 Provide tutors with assistance on how available digital tools may be deployed (PowerPoint – how to	3.8 Ask for assistance regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.)	

<ul> <li>Evaluation and review of solution one of their lessons to report in the in the subsequent PD session friends to observe lessons and report at next session.</li> <li>Identifying and addressing any outstanding issues relating to the lesson/s for the lesson for the lesson for the lesson for the lesson for the lesson/s for the lesson/s for the lesson for the</li></ul>		prepare presentations; YouTube video – how to find YouTube videos; etc)		
clarification for the next PD session	review of session: Tutors should Identifying critical friends to observe lessons and report at next session. Identifying and addressing any outstanding issues relating to	<ul> <li>critical friend to sit in one of their lessons to report in the in the subsequent PD session</li> <li>4.2 Ask tutors to indicate any outstanding issues relating to the lesson for discussion</li> <li>4.3 Encourage tutors to read the PD and course</li> </ul>	<ul> <li>to sit in one of their lessons to report in the in the subsequent PD session.</li> <li>4.2 Indicate any outstanding issues relating to the lesson for discussion.</li> <li>4.3 Read the PD and course manuals in preparation</li> </ul>	15 mins

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

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

Lesson titles:

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

po fra be set shu bu the SL, do ea bu ad spu shu	cus: the bullet ints provide the ime for what is to done in the ssion. The SWL ould use the llets to guide what ey write for the /HoD and tutors to and say during ch session. Each llet needs to be dressed and ecific reference ould be made to e course manual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. • •	Introduction to the session Review prior learning A critical friend to share findings for a short discussion and lessons learned Reading and discussion of the	<ul> <li>1.1 Use an icebreaker to start of the session: provide it or invite any volunteer(s) to provide one.</li> <li>1.2 Lead tutors to discuss the student-teacher prior knowledge that will facilitate the success of the delivery of the</li> </ul>	<ul> <li>1.1 Listen and respond to an icebreaker, and volunteer one if necessary.</li> <li>1.2 Think and share with the whole group the student-teacher knowledge and experience upon which</li> </ul>	20 mins
	discussion of the introductory sections of the lesson up to and including learning	of the delivery of the current lessons. ( <i>Refer</i> <i>tutors to the RPK section</i> <i>of the course manual</i> <i>RPK</i> ).	experience upon which you may build your lesson.	

outcomes and	Example:	Example:
indicators	Principles and rules of	Principles and rules of
Overview of	writing a Ghanaian	writing a Ghanaian
content and	language – Distribution	language – Distribution
identification of	of consonants (EG):	of consonants (EG):
any distinctive	Students have had	Students have had
aspects of the	lessons on letters of the	lessons on letters of the
lesson/s,	alphabet and speech	alphabet and speech
NB The guidance for	sounds.	sounds.
-	sounds.	sounds.
SL/HoD should	Principles and rules of	Bringinlag and rules of
identify and address	Principles and rules of	Principles and rules of
any areas where	writing a Ghanaian	writing a Ghanaian
tutors might require	language – Distribution	language – Distribution
clarification on any	of consonants (UP):	of consonants (UP):
aspect of the lesson.	Students have had	Students have had
NB SL/HoD should	lessons on letters of the	lessons on letters of the
ask tutors to plan for	alphabet and speech	alphabet and speech
their teaching as they	sounds.	sounds.
go through the PD		
session	Principles and rules of	Principles and rules of
	writing a Ghanaian	writing a Ghanaian
	language – Vowel	language – Vowel
	harmony and	harmony and
	assimilation in writing	assimilation in writing
	(JHS): The student	(JHS): The student
	teacher has learnt vowel	teacher has learnt vowel
	representation and	representation and
	distribution of vowels.	distribution of vowels.
	Phonetics and phonology of	Phonetics and phonology of
	a Ghanaian language –	a Ghanaian language –
	Syllable structure	Syllable structure
	processes (JHS): The	processes (JHS): The
	student teachers have	student teachers have
	learned some	learned some
	assimilatory processes in	assimilatory processes in
	the previous year.	the previous year.
	1.3 Ask tutors to reflect on	1.3 Reflect on the
	the introductory section	introductory section of
	of each lesson and	your respective lessons
	indicate their	and indicate your
	observations, as well as	observations and
	bring up any	concerns for discussion.
	outstanding issues for	
	discussion (Questions:	
	What are some of the	

		1
barriers to the delivery		
of each lesson? To what		
extent does the LI match		
the LO?). (Refer tutors to		
the introductory section		
of the course manuals:		
barriers to lesson		
delivery, lesson delivery		
modes and LOs and LIs)		
Examples:	Examples:	
Principles and rules of	Principles and rules of	
writing a Ghanaian	writing a Ghanaian	
language – Distribution	_	
	language – Distribution	
of consonants (EG):	of consonants (EG):	
LO: Demonstrate	LO: Demonstrate	
knowledge and	knowledge and	
understanding of	understanding of	
distribution of	distribution of	
consonants and apply	consonants and apply	
them in their writing.	them in their writing.	
(NTS 1b).	(NTS 1b).	
LI: Identify the rules of	LI: Identify the rules of	
writing consonants of	writing consonants of	
Ghanaian language	Ghanaian language	
through verbal and	through verbal and	
written responses.	written responses.	
Describe the rules of	Describe the rules of	
distribution of	distribution of	
consonants in writing a	consonants in writing a	
Ghanaian language	Ghanaian language	
through verbal and	through verbal and	
written responses.	written responses.	
written responses.	written responses.	
Principles and rules of	Principles and rules of	
writing a Ghanaian	writing a Ghanaian	
language – Distribution	language – Distribution	
of consonants (UP):	of consonants (UP):	
LO: Demonstrate	LO: Demonstrate	
knowledge and	knowledge and	
understanding of	understanding of	
distribution of	distribution of	
consonants and apply	consonants and apply	
them in their writing.	them in their writing.	
(NTS 1b).	(NTS 1b).	
<b>LI:</b> 1. identify the rules of		
-	LI: 1. identify the rules of	
writing consonants of	writing consonants of	
Ghanaian language	Ghanaian language	

1	1	
through verbal and	through verbal and	
written responses.	written responses.	
1.4. describe the rules of	1.4 Describe the rules of	
distribution of	distribution of	
consonants in writing a	consonants in writing a	
Ghanaian language	Ghanaian language	
through verbal and	through verbal and	
written responses.	written responses.	
Principles and rules of	Principles and rules of	
writing a Ghanaian	writing a Ghanaian	
language – Vowel	language – Vowel	
harmony and	harmony and	
assimilation in writing	assimilation in writing	
(JHS):	( <i>JHS</i> ):	
LO: Demonstrate	LO: Demonstrate	
knowledge and skills in	knowledge and skills in	
identifying vowel	identifying vowel	
harmony and apply	harmony and apply	
them in their writing	them in their writing	
(e.g. <i>,</i> computer	(e.g., computer	
applications (NTS 3b, j	applications (NTS 3b, j	
and NTECF bullet 8, p.	and NTECF bullet 8, p.	
25).	25).	
LI: Use the appropriate	LI: Use the appropriate	
vowels when writing	vowels when writing	
and teaching. Use	and teaching. Use	
appropriate vowels in	appropriate vowels in	
transcription or	transcription or	
phonemic writing.	phonemic writing.	
phone with B.	phone in a min b.	
Phonetics and phonology of	Phonetics and phonology of	
a Ghanaian language –	a Ghanaian language —	
Syllable structure	Syllable structure	
processes (JHS):	processes (JHS):	
LO: Demonstrate	<b>LO:</b> Demonstrate	
knowledge and	knowledge and	
understanding of the	understanding of the	
sound system of a	sound system of a	
Ghanaian language of	Ghanaian language of	
study, and facilitate its	study, and facilitate its	
use among learners.	use among learners.	
(NTS 2c: 13), (NTS 2e:	(NTS 2c: 13), (NTS 2e:	
13), (NTS 3c: 14), (NTECF	13), (NTS 3c: 14), (NTECF	
3: 20).	3: 20).	
LI: Identify the sound	LI: Identify the sound	
system of a Ghanaian	system of a Ghanaian	

 1		
language. Explain the	language. Explain the	
sound system of a	sound system of a	
Ghanaian language.	Ghanaian language.	
Facilitate the use of the	Facilitate the use of the	
sound system of a	sound system of a	
Ghanaian language in	Ghanaian language in	
learning.	learning.	
learning.	learning.	
1 Flood on oneving bood		
1.5 Lead an enquiry-based	1.5 Discuss your perception	
exploration and	of the distinctive scope	
discussion of the	of this lesson with the	
features of the lessons.	whole group.	
( <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</i>		
lesson description, topic		
and subtopics)		
Example:		
Principles and rules of		
writing of a Ghanaian		
language:		
This course is taught at the		
three age phases (EG,		
UP and JHS), but its		
scope is broader at the		
higher levels than the		
lower levels. For		
example, at the JHS		
level, the course treats		
,		
how writing traditions		
are used to indicate		
word classes, but this		
aspect is not treated in		
UP and JHS levels)		
Phonetics and phonology of		
a Ghanaian language:		
This lesson focuses on		
teaching the description		
and classification of		
vowels of a Ghanaian		
language.		

		4.5.5	
	1.5 Ask tutors to anticipate	1.5 Discuss with the group	
	and discuss barriers that	some of the factors you	
	may impede success of	anticipate may	
	the lesson	constitute challenges	
		that will impede the	
		success of the lesson	
2. Concept	2.1 Ask tutors to present	2.1 Read and present to the	15 mins
Development	oral summaries of the	whole group an oral	
(New learning	major new content to be	summary of the major	
likely to arise in	learnt in their respective	new content to be	
lesson/s):	lessons: concepts and	presented in your	
<ul> <li>Identification and</li> </ul>	pedagogies to be	lesson: concepts and	
discussion of new	introduced in the lesson.	pedagogies to be	
		introduced.	
learning,	Freemaleer		
potential barriers	Examples:	Examples:	
to learning for	Principles and rules of	Principles and rules of	
student teachers	writing of a Ghanaian	writing of a Ghanaian	
or students,	language – Distribution of	language – Distribution of	
concepts or	consonants (EG):	consonants (EG):	
pedagogy being	Distribution of	Distribution of	
introduced in the	consonants: Distribution	consonants: Distribution	
lesson, which	of consonants of a	of consonants of a	
need to be	Ghanaian language and	Ghanaian language and	
explored with the	issues to observe at STS	issues to observe at STS	
SL/HoD	Principles and rules of	Principles and rules of	
NB The guidance for	writing of a Ghanaian	writing of a Ghanaian	
SL/HoD should set	language – Distribution of	language – Distribution of	
out what they need	consonants (UP):	consonants (UP):	
to do to introduce	Distribution of	Distribution of	
and explain the	consonants of a	consonants of a	
issues/s with tutors	Ghanaian language:	Ghanaian language:	
	where can consonants	where can consonants	
	occurs in a word.	occurs in a word.	
	Principles and rules of	Principles and rules of	
	writing of a Ghanaian	writing of a Ghanaian	
	language – Vowel harmony	<i>language</i> – Vowel harmony	
	and assimilation in writing	and assimilation in writing	
	(JHS):	(JHS):	
	Vowel harmony and	Vowel harmony and	
	assimilation in writing:	assimilation in writing:	
	knowledge of vowel	knowledge of vowel	
	harmony and	harmony and	
	assimilation in writing	assimilation in writing	
	and things to look out	and things to look out	
	for at STS	for at STS	
	101 at 515	101 at 313	

		<ul> <li>Phonetics and phonology of a Ghanaian language – Syllable structure processes (JHS):</li> <li>Syllable structure processes of a Ghanaian language.</li> </ul>	<ul> <li>Phonetics and phonology of a Ghanaian language – Syllable structure processes (JHS):</li> <li>Syllable structure processes of a Ghanaian language.</li> </ul>	
3.	Planning for teaching, learning and assessment activities for the lesson/s	3.1 Ask tutors to read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion.	3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion	40 mins
•	Reading and discussion of the teaching and learning activities Noting and addressing areas where tutors may require	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	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	
•	clarification Noting opportunities for making links to	approaches to the concepts in a lesson 3.3 Ask tutors to identify	approaches to the concepts in a lesson. 3.3 Identify the areas or	
•	the Basic School Curriculum Noting opportunities for integrating: GESI responsiveness and ICT and 21 <sup>st</sup> C	the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.	aspects of the basic school curriculum that the lesson will equip student-teachers to teach.	
•	skills Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each	3.4 Ask tutors to indicate how they will use ICT in the lesson.	3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.	
	lesson should include at least two opportunities to use continuous assessment to	Examples: Principles and rules of writing of a Ghanaian language – Distribution of consonants (EG):	Examples: Principles and rules of writing of a Ghanaian language – Distribution of consonants (EG):	

· · · · ·		
support student	• Show a YouTube video	Watch a YouTube video
teacher learning	of how the consonant	of how the consonant
Resources:	distributions is taught	distributions is taught
<ul> <li>links to the</li> </ul>	Make PowerPoint	Make PowerPoint
existing PD	presentation	presentation
Themes, for	Principles and rules of	Principles and rules of
example,	writing of a Ghanaian	writing of a Ghanaian
action	language – Distribution	language – Distribution
research,		
	of consonants (UP):	of consonants (UP):
questioning	Show a YouTube video	Watch a YouTube video
and to other	of how the consonant	of how the consonant
external	distributions is taught	distributions is taught
reference	Make PowerPoint	Make PowerPoint
material:	presentation	presentation
literature, on	Principles and rules of	Principles and rules of
web, Utube,	writing of a Ghanaian	writing of a Ghanaian
physical	language – Vowel	language – Vowel
resources,	harmony and	harmony and
power point;	-	-
how they	assimilation in writing	assimilation in writing
should be	(JHS):	(JHS):
	• Show a YouTube video	Watch a YouTube video
used.	of how the vowel	of how the vowel
Consideration	harmony and	harmony and
needs to be	assimilation in writing	assimilation in writing
given to local	are taught	are taught
availability	Make PowerPoint	Make PowerPoint
<ul> <li>guidance on</li> </ul>	presentation	presentation
any power	Phonetics and phonology	Phonetics and phonology
point		
presentations,	of a Ghanaian	of a Ghanaian
TLM or other	<b>language</b> – Syllable	<b>language –</b> Syllable
	structure processes	structure processes
resources	(JHS):	(JHS):
which need to	• Show a YouTube video	Watch a YouTube video
be developed	that presents the	that presents the
to support	syllable structure	syllable structure
learning	processes of a	processes of a
• Tutors should be	Ghanaian languages	Ghanaian languages
expected to have	Make PowerPoint	Make PowerPoint
a plan for the		
next lesson for	presentation	presentation
student teachers		
	3.5 Let tutors suggest the	3.5 Suggest the various
	various ways in which	ways in which you will
	they will make the	make the lesson GESI
	lesson GESI responsive	responsive
	Examples:	Examples:
	Principles and rules of	Principles and rules of
	writing of a Ghanaian	writing of a Ghanaian
L		

[		
	language – Distribution	language – Distribution
	of consonants (EG):	of consonants (EG):
•		Select a YouTube video
	that shows a male	that shows a male
	teacher teaching an EG	teacher teaching an EG
	class.	class.
	<ul> <li>Form mixed groups for</li> </ul>	<ul> <li>Form mixed groups for</li> </ul>
	group activities.	group activities.
	Principles and rules of	Principles and rules of
	writing of a Ghanaian	writing of a Ghanaian
	<b>language –</b> Distribution	language – Distribution
	of consonants (UP):	of consonants (UP):
	• Select a YouTube video	Select a YouTube video
	that shows a person	that shows a person
	with different ability	with different ability
	(person living with	(person living with
	disability) teaching at	disability) teaching at
	UP level.	UP level.
	• Form mixed groups for	• Form mixed groups for
	group activities.	group activities.
	Principles and rules of	Principles and rules of
	writing of a Ghanaian	writing of a Ghanaian
	language – Vowel	language – Vowel
	harmony and	harmony and
	assimilatory in writing	assimilatory in writing
	(JHS):	(JHS):
	<ul> <li>Select a YouTube video</li> </ul>	Select a YouTube video
	that shows a person	that shows a person
	with different ability	with different ability
	(person living with	(person living with
	disability) teaching at	disability) teaching at
	JHS levels.	JHS levels.
•	<ul> <li>Form mixed groups for</li> </ul>	<ul> <li>Form mixed groups for</li> </ul>
	group activities.	group activities.
	Phonetics and phonology	Phonetics and phonology
	of a Ghanaian	of a Ghanaian
	language – Syllable	language – Syllable
	structure processes	structure processes
	(JHS):	(JHS):
	• Select a YouTube video	Select a YouTube video
	that shows a female	that shows a female
	teacher teaching vowel	teacher teaching vowel
	sounds.	sounds.
		<ul> <li>Form mixed groups for</li> </ul>
	group activities.	group activities.
	Diographication	Brock activities.

3.6 Put tutors in mixed pairs to deliberate on how the contents of topics and the delivery of	3.6 In mixed pairs (male- female, able-disable), deliberate on how the contents and the	
their lessons will develop the core competences.	delivery of your lessons will develop the core competences and share it with the larger group.	
Examples: Distribution of consonants (EG): Group work: (communication and		
collaboration, critical thinking and problem solving, cultural identity and global citizenship)		
YouTube video: (digital literacy) Distribution of consonants		
(UP): Group work: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship)		
YouTube video: (digital literacy) Vowel harmony and assimilation in writing		
(JHS): Group work: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital		
literacy)		

Syllable structure		
processes (JHS):		
Group work:		
(communication and collaboration, critical thinking and problem		
solving, cultural identity and global citizenship)		
<i>YouTube video</i> : (digital literacy)		
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</i> <i>tutors to section 1.7 of</i> <i>Session One (1) for</i> <i>examples of subject</i> <i>projects and subject</i> <i>portfolios</i> )	3.7 Use lesson content to design subject projects, and/or assessment instruments for subject portfolio. (one content may also be tied in with other contents into a bigger project)	
3.8 Ask tutors to consider the resources in the respective manuals and suggest which and how they may be deployed. ( <i>These should include</i> <i>ICT tools, inclusive</i> <i>materials, required and</i> <i>additional texts</i> ).	3.8 Consider the resources in the respective manuals and suggest which and how they may be deployed. ( <i>These should include</i> <i>ICT tools, inclusive</i> <i>materials, required and</i> <i>additional texts</i> ).	
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)	3.9 Ask for assistance regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.)	

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

# **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. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<ol> <li>(a) Introduction to the semester – in session one</li> <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</li> </ol>	<ul> <li>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.</li> <li>1.2 Lead tutors to suggest possible student- teacher prior knowledge that will facilitate the success of the delivery</li> </ul>	<ul> <li>1.1 Listen to and react to an icebreaker, or volunteer one for the start of the session.</li> <li>1.2 Share with the whole group the student-teacher knowledge and experience upon which you may build your</li> </ul>	
guidance on grouping tutors according to the	of the current lessons. (Refer tutors to the RPK section of the course manual RPK).	lesson.	

	subject/s, age	1.3 Lead tutors to examine	1.3 Examine the	
	levels/s.	the introductory section	introductory section of	
•	Introduction to the	of each lesson and	your respective lessons	
	course manual/s	discuss their	and discuss your	
	Overview of	observations, as well as	observations and	
	course learning	bring up any unclear	concerns for discussion.	
	-	issues for discussion		
	outcomes			
•	Introduction to the	(Questions: What are		
	two continuous	some of the challenges		
	assessment	to the delivery of each		
	components to be	lesson? To what extent		
	undertaken in	does the LI match the		
	each subject	LO?). (Refer tutors to the		
	during the	introductory section of		
	semester (See	the course manuals:		
	Course	barriers to lesson		
		delivery, lesson delivery		
	Assessment			
	Components at a	modes and LOs and LIs)		
	Glance Appendix			
	<ol><li>NB in subjects</li></ol>	1.4 Lead an enquiry-based	1.4 Discuss your perception	
	where there are	exploration and	of the distinctive scope	
	no assessment	discussion of the	of this lesson with the	
	components in the	features of the lessons.	whole group	
	course manuals	(Questions: What is the		
	examples will need	distinctive scope of each		
	to be provided for	lesson? What are the		
	•	key content areas to be		
	SL/HoD.	covered in each		
		lesson?). ( <i>Refer tutors to</i>		
1(	b) Introduction to	lesson description, topic		
th	e session	and subtopics)		
•	Review prior			
	learning	Example:		
•	Reading and	• Principles and rules of		
	discussion of the	writing of a Ghanaian		
	introductory	language:		
	sections of the	This course is taught at the		
		three age phases (EG,		
	lesson up to and			
	including learning	UP and JHS), but its		
	outcomes and	scope differs at each of		
	indicators	the levels. For example,		
•	Overview of	at the JHS level, more		
	content and	punctuation marks are		
	identification of	dealt with than at the		
	any distinctive	UP level with more		
1	•	complex construction		
	aspects of the	also being treated. The		
	lesson/s,			

	EG lesson deals with word classes and treats simple punctuation marks in a later lesson.) • Phonetics and phonology of a Ghanaian language: This lesson treats the assessment of the Ghanaian language sound system and writing Ghanaian language test items on appropriately.		
	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 may occur across the three phases for a same tutor.	
<ul> <li>2. Concept <ul> <li>Development</li> <li>(New learning</li> <li>likely to arise in</li> <li>lesson/s):</li> </ul> </li> <li>Identification and discussion of new learning, potential barriers to learning</li> </ul>	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.	2.1 Write to the elbow friend a summary of the major new content to be presented in your lesson for discussion: concepts and pedagogies to be introduced.	15 mins
for student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for	<ul> <li>Examples:</li> <li>Principles and rules of writing of a Ghanaian language – Word Classes (EG):</li> <li>Major word classes: Types of nouns, verbs and adjectives taught to EG learners to be</li> </ul>		
SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors	observe at STS Principles and rules of writing of a Ghanaian language – Punctuation (UP):		

	<ul> <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> <li>Principles and rules of writing of a Ghanaian language – Punctuation (JHS):</li> <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> <li>Phonetics and phonology of a Ghanaian language (JHS):</li> <li>Observe during STS the ways of assessing the sound system of the Ghanaian Language and how the test items are</li> </ul>		
	developed for learners.		
<ul> <li>3. Planning for teaching, learning and assessment activities for the lesson/s</li> <li>Reading and discussion of the teaching and learning activities</li> </ul>	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.	3.1 Discuss the teaching and learning activities proposed for the respective lessons.	
<ul> <li>Noting and addressing areas where tutors may require clarification</li> </ul>	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	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	

•	Noting	approaches to the	perspectives on or
	opportunities for	concepts in a lesson	approaches to the
	making links to		concepts in a lesson.
	the Basic School		
	Curriculum	3.3 Ask tutors to outline the	3.3 Outline the areas or
•	Noting	areas or aspects of the	aspects of the basic
	opportunities for	basic school curriculum	school curriculum that
	integrating: GESI	that the lesson will	the lesson will prepare
	responsiveness	prepare student-	student-teachers to
	and ICT and 21 <sup>st</sup> C	teachers to teach.	teach.
	skills		
		3.4 Ask tutors to suggest in	3.4 Suggest additional ICT
•	Reading,	addition to the ICT tools	tools to be used a and
	discussion, and	mentioned in the	consider the ICT tools
	identification of		
	continuous	manual, others ICT that	suggested in the
	assessment	can be used and how	manual, particularly
	opportunities in	they will use them in the	those available in your
	the lesson. Each	lesson.	institution and indicate
	lesson should		how you will deploy
	include at least	Examples:	them.
	two opportunities	Principles and rules of	
	to use continuous	writing of a Ghanaian	
	assessment to	<b>language –</b> Word	
	support student	Classes (EG):	
	teacher learning	• Show a YouTube video	
•	Resources:	of how the minor word	
	<ul> <li>links to the</li> </ul>	classes is identified.	
	existing PD	Make PowerPoint	
	Themes, for	presentation on major	
	example,	word classes.	
	action	Principles and rules of	
	research,	writing of a Ghanaian	
	•	language –	
	questioning and to other	Punctuations (UP):	
	external	<ul> <li>Show a YouTube video</li> </ul>	
	reference	• Show a Your use video of appropriate use of	
	material:	some punctuations in a	
	literature, on	text such as semi colon	
	web, Utube,	and commas and their	
	physical resources,	teaching.	
	power Tutors	Make PowerPoint	
	should be	presentation	
		Principles and rules of	
	expected to	writing of a Ghanaian	
	have a plan	language – Punctuation	
	for the next	(JHS):	
	lesson for		

student teachers	<ul> <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> <li>Phonetics and phonology of a Ghanaian language – Assessing the sound system of a Ghanaian Language (JHS):</li> <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</li> </ul>		
	language. 3.5 Let tutors indicate the various ways in which they will make the lesson GESI responsive	3.5 Indicate the various ways in which they will make the lesson GESI responsive	
	<ul> <li>Examples:</li> <li>Principles and rules of writing of a Ghanaian language – Word Classes (EG):</li> <li>Select a YouTube video that shows a male teacher teaching an EG class.</li> <li>Form mixed groups for group activities.</li> <li>Principles and rules of writing of a Ghanaian language – Punctuation (UP):</li> </ul>		

ГI			ı
•	Select a YouTube video		
	that shows a person		
	with different ability		
	(person living with		
	disability) teaching at UP		
	level.		
•	Form mixed groups for		
	group activities.		
Pri	inciples and rules of		
	writing of a Ghanaian		
	language –		
	Punctuations (JHS):		
•	Select a YouTube video		
	that shows a person		
	with different ability		
	(person living with		
	disability) teaching at		
	JHS levels.		
•	Form mixed groups for		
	group activities.		
Ph	onetics and phonology		
	of a Ghanaian language		
	<ul> <li>Assessing the sound system of a Ghanaian</li> </ul>		
	Language (JHS):		
•	Select a YouTube video		
	that shows a male		
	teacher pronouncing		
	Ghanaian language		
	sound for assessment.		
•	Form mixed groups for		
	group activities.		
	Proup activities.		
24	6 Put tutors in mixed	3.6 In mixed ability groups	
	ability groups to discuss	(male-female, able-	
	how the contents of	disable), discuss how	
	topics and the delivery	the contents and the	
	of their lessons will	delivery of their lessons	
	develop the core	will develop the core	
	competences.	competences and share	
		with the larger group.	
Ex	amples:		
	ord Classes (EG):		
Gr	oup work:		
	, (communication and		
	collaboration, critical		
	thinking and problem		

solving, cultural identity		
and global citizenship)		
YouTube video: (digital		
literacy)		
Punctuations (UP):		
Group work:		
(communication and		
collaboration, critical		
thinking and problem		
solving, cultural identity		
and global citizenship)		
YouTube video: (digital		
literacy)		
Punctuations (JHS):		
Group work:		
(communication and		
collaboration, critical		
thinking and problem		
solving, cultural identity		
and global citizenship)		
YouTube video: (digital		
literacy)		
,,		
Assessing the sound		
system of a Ghanaian		
Language (JHS):		
Group work:		
(communication and		
collaboration, critical		
thinking and problem		
solving, cultural identity		
and global citizenship)		
YouTube video: (digital		
literacy)		
3.7 Ask tutors to use lesson	3.7 Use lesson content to	
content to design	design subject projects,	
subject projects, and/or	and/or assessment	
assessment instruments	instruments for subject	
for subject portfolio.	portfolio. (one content	
(One content may also	may also be tied in with	
be tied in with other	other contents into a	
contents into a bigger	bigger project)	
project). ( <i>Refer tutors to</i>		
section 1.7 above for		

	<ul> <li>examples of subject projects and subject portfolios)</li> <li>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</i> <i>ICT tools, inclusive</i> materials, required and additional texts).</li> <li>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.</li> </ul>	<ul> <li>3.8 Consider the resources in the respective manuals and suggest which and how they may be deployed. (<i>These should include</i> <i>ICT tools, inclusive</i> <i>materials, required and</i> <i>additional texts</i>).</li> <li>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.)</li> </ul>	
<ul> <li>4. Evaluation and review of session:</li> <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>	<ul> <li>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</li> <li>4.2 Ask tutors to indicate any outstanding issues relating to the lesson for discussion</li> <li>4.3 Encourage tutors to read the PD and course manuals in preparation for the next PD session</li> </ul>	<ul> <li>4.1 Identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session.</li> <li>4.2 Indicate any outstanding issues relating to the lesson for discussion.</li> <li>4.3 Read the PD and course manuals in preparation for the next PD session.</li> </ul>	15 mins

# **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	Guidance notes on Leading	Guidance Notes on Tutor	Time in
points provide the	the session. What the	Activity during the PD	session
frame for what is to	SL/HoDs will have to say	Session. What PD Session	
be done in the	during each stage of the	participants (Tutors) will do	
session. The SWL	session	during each stage of the	
should use the		session.	
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.			
the course manualys.			
1. Introduction to	1.1 Invite any volunteer(s)	1.1 Listen and respond to	20 mins
the session	to start the session with	an icebreaker by the	
Review prior	an ice breaker.	volunteer.	
learning			
• A critical friend to	1.2 Ask critical friend to	1.2 Listen and discuss	
share findings for a	share comments on an	comments from the	
short discussion	observed lesson for	critical friend report.	
and lessons	discussion.		
learned			
<ul> <li>Reading and</li> </ul>	1.3 Ask tutors to	1.3 Brainstorm on the	
discussion of the	brainstorm on the	introductory section of	
introductory	introductory section of	your respective lessons	
sections of the	each lesson and write	and write down your	
lesson up to and	down their	expectations and	
ressen ap ce ana		concerns for <b>discussion</b> .	

<ul> <li>including learning outcomes and indicators</li> <li>Overview of content and identification of any distinctive aspects of the lesson/s,</li> <li>NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson.</li> <li>NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session</li> </ul>	<ul> <li>bring up any outstanding issues for discussion. (Questions: What are some of the hindrances to the delivery of each lesson? To what extent does the LI match the LO?). (Refer tutors to the introductory section of the course manuals: barriers to lesson delivery, lesson delivery modes and LOs and LIs).</li> <li>1.4 Lead an enquiry-based exploration and discussion of the features of the lessons. (Questions: What is the distinctive scope of each lesson? What are the key content areas to be covered in each lesson?). (Refer tutors to lesson description, topic and subtopics)</li> </ul>	1.4 Individually read and note the distinctive features or scope of this lesson for <b>discussion</b> with the whole group.	
	Example: Principles and rules of writing of a Ghanaian language: 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). Phonetics and phonology of a Ghanaian language:		

		<ul> <li>This lesson focuses on the preparation of TLMs for teaching the sound system of a Ghanaian Language.</li> <li>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>).</li> </ul>	1.5 Deliberate with the whole group the student-teacher knowledge and experience upon which you may build your lesson.	
		1.6 Ask tutors to reflect on the challenges that may impede success of the lesson.	1.6 Reflect in groups some of the factors you anticipate may constitute challenges that will impede the success of the lesson.	
2.	Concept Development (New learning likely to arise in lesson/s):	2.1 Ask tutors to use tell a friend strategy to present oral summaries of the major new content to be learnt in	2.1 Present a summary of the major new content to be presented in your lesson through tell a	15 mins
•	Identification and discussion of new learning, potential barriers to learning for student teachers or students,	their respective lessons: concepts and pedagogies to be introduced in the lesson. Examples: Principles and rules of	friend strategy: concepts and pedagogies to be introduced.	

			[	
	l explain the	Principles and Rules of		
ISSU	ies/s with tutors	Ghanaian Language writing (UP):		
		<ul> <li>observe during STS the</li> </ul>		
		test items used for		
		assessment.		
		Principles and rules of		
		writing of a Ghanaian		
		language – Assessing		
		Principles and Rules of		
		Ghanaian language		
		writing (UP):		
		Examine assessment		
		and the test items used		
		during STS observation		
		(check if it caters for all		
		manner of learners);		
		Phonetics and phonology		
		of a Ghanaian language		
		– Preparation of TLMs		
		for the teaching of the		
		sound system of a		
		Ghanaian Language		
		(JHS):		
		<ul> <li>Observe during STS the</li> </ul>		
		factors considered in		
		selecting TLMs for		
		teaching the sound		
		system by teachers.		
				10
3.	Planning for	3.1 Ask tutors to read the	3.1 Read the teaching and	40 mins
	teaching,	teaching and learning	learning activities	
	learning and	activities proposed for	proposed for the	
	assessment	the respective lessons	respective lessons	
	activities for the	and deliberate on its	deliberate on their	
	lesson/s	effectiveness and	effectives and suggest additional ones where	
•	Reading and	suggest others in addition where		
	discussion of the		necessary.	
	teaching and	necessary.		
	learning activities	2.2 Cive each totar ar	2.2 Dofloat on the contact	
•	Noting and	3.2 Give each tutor an	3.2 Reflect on the content	
	addressing areas	opportunity to ask the	to be present and ask	
	where tutors may	whole group for	the whole group	
	require	clarification of, and/or	clarification of, and/or	
	clarification	other perspectives on or	other perspectives on or	
•	Noting	approaches to the concepts in a lesson	approaches to the	
	opportunities for	concents in a lesson	concepts in a lesson.	

•	making links to the Basic School Curriculum Noting opportunities for integrating: GESI responsiveness and ICT and 21 <sup>st</sup> C	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.	3.3 Identify the areas or aspects of the basic school curriculum that the lesson will improve earlier teachings.	
•	and ICT and 21 <sup>st</sup> C skills Reading, discussion, and identification of continuous assessment opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning Resources: o links to the existing PD Themes, for example, action research, questioning and to other external reference material: literature, on web, Utube, physical resources, power point; how they	<ul> <li>teachings.</li> <li>3.4 Ask tutors to individually describe how they will use ICT in the lesson.</li> <li>Examples: Principles and rules of writing of a Ghanaian language – Tense, aspect markers and plural formation (EG):</li> <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> <li>Principles and rules of writing of a Ghanaian language – Assessing Principles and Rules of a Ghanaian Language writing (UP):</li> <li>Use a PowerPoint presentation to show what assessment is and factors to consider before doing assessment and some samples of test items.</li> </ul>	3.4 Individually consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.	
	should be used.			
	Consideration	writing of a Ghanaian		
1	needs to be	language – Assessing		
1	given to local	Principles and Rules of a		
	•	Ghanaian Language		
1	availability			
		writing (JHS):		

<ul> <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> <li>Project a Ghanaian language's test items and, or with a PowerPoint presentation.</li> <li>Phonetics and phonology of a Ghanaian language – Selecting and Designing TLMs (JHS):</li> <li>Project a selection and designing of a TLM for teaching the Ghanaian language sounds system and, or with a PowerPoint presentation.</li> <li>Ask tutors to write on a flip chart the various ways in which they will make the lesson GESI responsive</li> <li>Examples: Principles and rules of writing of a Ghanaian language – Tense aspect markers and plural formation (EG):</li> <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</li> </ul>	3.5 Write on a flip chart the various ways in which you will make the lesson GESI responsive	
	-		

P	rinciples and rules of	
	writing of a Ghanaian	
	language – Assessing	
	Principles and Rules of a	
	Ghanaian Language	
	writing (UP):	
•	Ensure even distribution	
	of questions; ensure	
	-	
	active participation of all	
	in group works; ensure	
	all have equal	
	opportunity to play	
	leading roles in groups;	
	form mixed gender and	
	ability groups; be	
	patient with those with	
	individuals with	
	disability; break gender	
	stereotypes with	
	examples or illustrations	
	cited; avoid negative	
	and stereotypical	
	language.	
P	rinciples and rules of	
	writing of a Ghanaian	
	<b>language –</b> Assessing	
	Principles and rules of a	
	Ghanaian language	
	writing (JHS):	
•	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	

and stereotypical		
language/pictures. Phonetics and phonology		
of a Ghanaian language		
– Preparing TLMs for		
teaching the sound		
system of a Ghanaian		
language (JHS):		
<ul> <li>Select TLMs that caters</li> </ul>		
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.		
3.6 Using think -pair –share	3.6 In mixed pairs (male-	
strategy ask tutors to	female, able-disable),	
deliberate on how the	deliberate on how the	
contents of topics and	contents and the	
the delivery of their	delivery of your lessons	
lessons will develop the	will develop the core	
core competences.	competences and share	
	it with the larger group.	
Examples:		
Tense aspect markers and		
plural formation (EG):		
Group work:		
(communication and		
collaboration, critical		
thinking and problem		
solving, cultural identity		
and global citizenship)		
YouTube video: (digital		
literacy)		
inclacy		

Assessing Principles and		
Rules of a Ghanaian		
Language writing (UP):		
Group work:		
(communication and		
collaboration, critical		
thinking and problem		
solving, cultural identity		
and global citizenship)		
YouTube video: (digital		
literacy)		
Assessing Principles and		
Rules of a Ghanaian		
Language writing (JHS):		
Group work:		
(communication and		
collaboration, critical		
thinking and problem		
solving, cultural identity		
and global citizenship)		
YouTube video: (digital		
literacy)		
Preparing TLMs for		
teaching the sound		
system of a Ghanaian		
Language (JHS):		
Group work:		
(communication and		
collaboration, critical		
thinking and problem		
solving, cultural identity		
and global citizenship)		
<i>YouTube video</i> : (digital		
literacy)		
3.7 Ask tutors to use lesson	3.7 Use lesson content to	
content to design	design subject projects,	
subject projects, and/or	and/or assessment	
assessment instruments	instruments for subject	
for subject portfolio.	portfolio. (one content	
(One content may also	may also be tied in with	
be tied in with other	other contents into a	
contents into a bigger	bigger project)	
project). ( <i>Refer tutors to</i>		

		<ul> <li>One (1) for examples of subject projects and subject portfolios)</li> <li>3.8 Ask tutors to consider the resources in the respective manuals and suggest which and how they may be deployed. (These should include ICT tools, inclusive materials, required and additional texts).</li> <li>3.9 Provide tutors with</li> </ul>	<ul> <li>3.8 Consider the resources in the respective manuals and suggest which and how they may be deployed. (<i>These should include</i> <i>ICT tools, inclusive</i> <i>materials, required and</i> <i>additional texts</i>).</li> <li>3.9 Ask for assistance</li> </ul>	
		assistance on how available digital tools may be deployed (PowerPoint – how to prepare presentations; YouTube video – how to find YouTube videos; etc)	regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.)	
•	Evaluation and review of session: Tutors should Identifying critical friends to observe	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	4.1 Identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session.	15 mins
•	lessons and report at next session. Identifying and addressing any	4.2 Ask tutors to indicate any outstanding issues relating to the lesson for discussion	4.2 Indicate any outstanding issues relating to the lesson for discussion.	
	outstanding issues relating to the lesson/s for clarification	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.	

# 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. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<ol> <li>Introduction to the session</li> <li>Review prior learning</li> <li>A critical friend to share findings for a short discussion and lessons</li> </ol>	<ul> <li>1.1 Use a puzzle to begin this lesson 9 session as an icebreaker.</li> <li>1.2 Give opportunity to the critical friend to share observation from a lesson.</li> </ul>	<ul><li>1.1 Respond to the puzzle that is an icebreaker.</li><li>1.2 Discuss the report shared by a critical friend.</li></ul>	20 mins
<ul> <li>learned</li> <li>Reading and discussion of the introductory sections of the</li> </ul>	1.3 Lead tutors in a deliberative discussion of student- teachers' prior	1.3 Think and share with the whole group the student-teacher knowledge and	

<ul> <li>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>	<ul> <li>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>).</li> <li>1.4 Ask tutors to brainstorm on the</li> </ul>	experience upon which you may build your lesson. 1.4 Brainstorm on the introductory section of	
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	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</i> <i>introductory section of</i> <i>the course manuals:</i> <i>barriers to lesson</i> <i>delivery, lesson</i> <i>delivery modes and</i> <i>LOs and LIs</i> ).	your respective lessons and indicate your observations and concerns for discussion.	
	1.5 Lead tutors in a through questioning and answer strategy to share their views on the features of the lessons. (Questions: What is the distinctive scope of each lesson? What are the key content areas to be covered in each lesson?). ( <i>Refer tutors</i> to lesson description, topic and subtopics)	1.5 Discuss your appreciation of the distinctive scope of this lesson with the whole group.	

		Example:		
		<ul> <li>Example:</li> <li>Principles and rules of writing of a Ghanaian language:</li> <li>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).</li> <li>Phonetics and phonology of a Ghanaian language:</li> <li>This lesson focuses on selecting appropriate textbooks as well as factors to be considered in selecting and using a textbook a TLM Ghanaian language.</li> </ul>		
		1.6 Ask tutors to anticipate and discuss barriers that may impede success of the lesson	1.6 Discuss with the group some of the factors you anticipate may constitute challenges that will impede the success of the lesson	
•	Concept Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning for	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.	2.1 Read and present to the whole group an oral summary of the major new content to be presented in your lesson: concepts and pedagogies to be introduced.	15 mins

student teachers or students, concepts or pedagogy being introduced in the lesson, which need to be explored with the SL/HoD NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors
nd

		sound system of		
		Ghanaian Language.		
•	Planning for teaching, learning and assessment activities for the lesson/s Reading and discussion of the teaching and	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.	3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion in mixed groups	40 mins
•	learning activities Noting opportunities for making links to the Basic School Curriculum Noting opportunities for	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	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.	
•	integrating: GESI responsiveness and ICT and 21 <sup>st</sup> C skills Reading, discussion, and identification of continuous assessment	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	<ul> <li>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.</li> </ul>	
•	opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning Tutors should be expected to have a plan for the next lesson for student teachers	<ul> <li>3.4 Ask tutors to indicate how they will use ICT that will cater for gender and social inclusion in the lesson.</li> <li>Examples: Principles and rules of writing of a Ghanaian language – Punctuations (EG):</li> <li>Show or play a YouTube video on teaching of punctuation marks to early grade learners.</li> <li>Principles and rules of writing of a Ghanaian language –</li> </ul>	3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.	

Г		
	Classification,	
	importance and	
	designing TLMs for	
	language teaching	
	(UP):	
•	Show how to design or	
	improvise simple TLMs	
	for teaching and	
	selecting textbooks to	
	teach language.	
	(PowerPoint) ( <i>Refer</i>	
	tutors to point 1.7 of	
	Session 1 above for	
	examples).	
D		
Pri	nciples and rules of	
	writing of a Ghanaian	
	<b>language –</b> Selecting,	
	designing and use of	
	Language textbooks	
	for teaching (UP):	
•	Put up a Teaching	
	Learning Resource	
	(TLR) that presents a	
	visual language TLMs,	
	their selection, design	
	and use in the	
	language classroom	
	(PowerPoint) ( <i>Refer</i>	
	tutors to point 1.7 of	
	Session 1 above for	
	examples).	
Dh	onetics and phonology	
	of a Ghanaian	
	language – Selecting	
	appropriate textbooks	
	as TLMs for teaching	
	the sound system of	
	Ghanaian Language	
	(JHS):	
•	Make PowerPoint	
	presentation on the	
	description of the	
	Ghanaian language	
	sounds and the factors	
	to consider in selecting	
	a textbook for its	
	teaching.	

3.5 Guide tutors to suggest	3.5 Suggest the various	
the various ways in	ways in which you will	
which they will make	make the lesson GESI	
the lesson GESI	responsive	
responsive		
E a su da a		
Examples:		
Principles and rules of		
writing of a Ghanaian		
language –		
Punctuations (EG):		
Ensure even		
distribution of		
questions; ensure		
active participation of		
all in group works;		
ensure all have equal		
opportunity to play		
leading roles in		
•		
groups; form mixed		
gender and ability		
groups; be patient		
with those with		
individuals with		
disability; break		
gender stereotypes		
with examples or		
-		
illustrations cited;		
avoid negative and		
stereotypical		
language.		
Principles and rules of		
writing of a Ghanaian		
language – Preparing		
TLMs for teaching the		
Principles and Rules of		
Ghanaian language		
writing (UP):		
Ensure even		
distribution of		
questions; ensure		
active participation of		
all in group works;		
ensure all have equal		
opportunity to play		
leading roles in		
groups; form mixed		
	1	I

gender and ability	
groups; be patient	
with those with	
individuals with	
disability; break	
gender stereotypes	
with examples or	
illustrations cited;	
,	
avoid negative and	
stereotypical	
language.	
Principles and rules of	
writing of a Ghanaian	
<b>language –</b> Preparing	
TLMs for the teaching	
of the principles and	
rules of Ghanaian	
language writing (JHS):	
<ul> <li>Ensure questions are</li> </ul>	
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.	
Phonetics and phonology	
of a Ghanaian	
language – Selecting	
appropriate textbooks	
as TLMs for teaching	
the sound system of a	
Ghanaian language	
(JHS):	

<b></b>		
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.		
ialiguage.		
3.6 Ask tutors in mixed	3.6 In mixed pairs (male-	
	female, able-disable),	
pairs to write on flip chart how the	-	
	write on a flip chart how the contents and	
contents of topics and		
the delivery of their	the delivery of your	
lessons will develop	lessons will develop	
the core competences.	the core competences	
	and share it with the	
	larger group.	
Examples:		
Punctuations (EG):		
Group work:		
(communication and		
collaboration, critical		
thinking and problem		
solving, cultural		
identity and global		
citizenship)		
<i>YouTube video</i> : (digital		
literacy)		
Preparing, selecting and		
designing TLMs (UP):		
Group work:		
(communication and		
collaboration, critical		
thinking and problem		

	<b>1 1 1 1</b>		
	solving, cultural		
	identity)		
	YouTube video: (digital		
	literacy)		
	Preparing, designing and		
	selecting TLMs for		
	language use (JHS):		
	Group work:		
	(communication and		
	collaboration, critical		
	thinking and problem		
	solving and cultural		
	identity)		
	YouTube video: (digital		
	literacy)		
	Selecting appropriate		
	textbooks as TLMs for		
	teaching the sound		
	system of Ghanaian		
	language (JHS):		
	Group work:		
	(communication and		
	collaboration, critical		
	thinking and problem		
	solving, cultural		
	identity and global		
	citizenship)		
	YouTube video: (digital		
	literacy)		
	27 In pairs ask tutors to	3.7 Use lesson content to	
	3.7 In pairs, ask tutors to		
	use lesson content to	design subject	
	plan subject projects,	projects, and/or	
	and/or assessment	assessment	
	instruments for	instruments for subject	
	subject portfolio. (One	portfolio. (one content	
	content may also be	may also be tied in	
	tied in with other	with other contents	
	contents into a bigger	into a bigger project)	
	project). ( <i>Refer tutors</i>		
	to section 1.7 of		
	Session One (1) above		
	for examples of subject		
	projects and subject		
	portfolios)		
	,		
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	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</i> <i>ICT tools, inclusive</i> <i>materials, required</i> <i>and additional texts</i> ).	3.8 Consider the resources in the respective manuals and suggest which and how they may be deployed. ( <i>These should include</i> <i>ICT tools, inclusive</i> materials, required and additional texts).	
	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.)	3.9 Ask for assistance regarding how available digital tools may be deployed (PowerPoint, YouTube video, etc.)	
<ul> <li>Evaluation and review of session:</li> <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</li> </ul>	<ul> <li>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</li> <li>4.2 Ask tutors to indicate any outstanding issues relating to the current lesson for discussion</li> </ul>	<ul> <li>4.1 Identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session.</li> <li>4.2 Indicate any outstanding issues relating to the current lesson for discussion.</li> </ul>	15 mins
lesson/s for clarification	4.3 Remind 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.	

# 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. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<ol> <li>Introduction to the session</li> <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> </ol>	<ul> <li>1.1 Use an icebreaker to start the session: provide it or invite any volunteer(s) to provide one.</li> <li>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</i> section of the course manual RPK).</li> </ul>	<ul> <li>1.1 Listen and respond to an icebreaker, and volunteer one if necessary.</li> <li>1.2 Think and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson.</li> </ul>	20 mins

including learning outcomes and indicators Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	<ul> <li>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 (Questions: 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 introductory section of the course manuals: barriers to lesson delivery, lesson delivery modes and LOs and LIs)</li> <li>1.4 Lead an enquiry-based exploration and discussion of the features of the lessons. (Questions: What is the distinctive scope of each lesson? What are the key content areas to be covered in each lesson?). (Refer tutors to the isson delivery to the distinctive scope of each lesson?). (Refer tutors to lesson delivery to the to be covered in each lesson?). (Refer tutors to lesson description, topic and subtopics)</li> </ul>	<ul> <li>1.3 Reflect on the introductory section of your respective lessons and indicate your observations and concerns for discussion.</li> <li>1.4 Discuss your perception of the distinctive scope of this lesson with the whole group.</li> </ul>	
	Example 1:	Example 1:	
	Principles and rules of writing a Ghanaian	Principles and rules of writing a Ghanaian	
	language:	language:	
	This course is taught at the three age phases	This course is taught at the three age phases	
	(EG, UP and JHS). but	(EG, UP and JHS). but	
	its scope is broader at	its scope is broader at	
	the higher levels than	the higher levels than	
	the lower levels. For example, at the JHS	the lower levels. For	
	level, the course	example, at the JHS level, the course	
	exposes student	exposes student	
	teachers to interpret	teachers to interpret	

	<ul> <li>the rules component of the language to enhance effective teaching.)</li> <li>Phonetics and phonology of a Ghanaian language:</li> <li>This lesson focuses on the knowledge, skills and the interpretation of the sounds system of a Ghanaian Language component in the Ghanaian Language curriculum.</li> <li>1.5 Ask tutors to anticipate and discuss barriers that may impede success of the lesson</li> </ul>	<ul> <li>the rules component of the language to enhance effective teaching.)</li> <li>Phonetics and phonology of a Ghanaian language:</li> <li>This lesson focuses on the knowledge, skills and the interpretation of the sounds system of a Ghanaian Language component in the Ghanaian Language curriculum.</li> <li>1.5 Discuss with the group some of the factors you anticipate may constitute challenges that will impede the success of the lesson</li> </ul>	
<ul> <li>2. Concept Development (New learning likely to arise in lesson/s):</li> <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 NB The guidance for SL/HoD should set out what they need to do to introduce and explain the issues/s with tutors</li> </ul>	<ul> <li>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.</li> <li>Examples 1: Principles and rules of writing of a Ghanaian language: (EG):</li> <li>NEW CONCEPT</li> <li>Types of sentences</li> <li>Potential Barriers: Dialectal differences</li> </ul>	<ul> <li>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.</li> <li>Examples 1: Principles and rules of writing of a Ghanaian language: (EG):</li> <li>NEW CONCEPT</li> <li>Types of sentences STS</li> <li>Potential Barriers Dialectal differences</li> </ul>	15 mins

Example 2: Principles and rules of writing of a Ghanaian language – (UP)	Example 2: Principles and rules of writing of a Ghanaian language – (UP)
<ul> <li>NEW CONCEPT</li> <li>Exclamatory sentence</li> </ul>	<ul> <li>NEW CONCEPT</li> <li>Exclamatory sentence</li> </ul>
• Potential Barriers	<ul> <li>Potential Barriers</li> </ul>
Difficulty in identifying the components of exclamation sentence.	Difficulty in identifying the components of exclamation sentence.
Example 3: Principles and rules of writing of a Ghanaian language –(JHS)	Example 3: Principles and rules of writing of a Ghanaian language –(JHS)
• NEW CONCEPT	○ NEW CONCEPT
<ul> <li>Interpreting a Ghanaian Language curriculum;</li> </ul>	<ul> <li>Interpreting a Ghanaian Language curriculum;</li> </ul>
• Potential Barriers	<ul> <li>Potential Barriers</li> </ul>
<ul> <li>How to interpret the component the Ghanaian Language curriculum</li> </ul>	<ul> <li>How to interpret the component the Ghanaian Language curriculum</li> </ul>
Example 4:	Example 4:
Phonetics and phonology of a Ghanaian language (JHS) • NEW CONCEPT	Phonetics and phonology of a Ghanaian language (JHS) • NEW CONCEPT
interpreting the sound system of a Ghanaian language component of the curriculum	interpreting the sound system of a Ghanaian language component of the curriculum
<ul> <li>Potential Barriers</li> <li>How to interpret the</li> <li>Ghanaian Language</li> <li>curriculum;</li> </ul>	<ul> <li>Potential Barriers</li> <li>How to interpret the</li> <li>Ghanaian Language</li> <li>curriculum; (related</li> <li>issues to observe STS)</li> </ul>

2	Dianning for	2.1. Ack tutors to road the	2.1 Dood the teaching and	40 mins
3.	Planning for	3.1 Ask tutors to read the	3.1 Read the teaching and	40 mins
	teaching, learning	teaching and learning	learning activities	
	and assessment	activities proposed for	proposed for the	
	activities for the	the respective lessons	respective lessons and	
	lesson/s	and subject them to a	subject them to a	
•	Reading and	critical discussion.	critical discussion	
	discussion of the			
	teaching and	3.2 Give each tutor an	3.2 Reflect on the content	
	learning activities	opportunity to ask the	to be present and ask	
•	Noting and	whole group for	the whole group for	
	addressing areas	support or assistance	support or assistance	
	where tutors may	in the clarification of,	in the clarification of,	
	•	and/or other	and/or other	
	require	perspectives on or	perspectives on or	
	clarification			
•	Noting	approaches to the	approaches to the	
	opportunities for	concepts in a lesson	concepts in a lesson.	
	making links to the			
	Basic School	3.3 Ask tutors to identify	3.3 Identify the areas or	
	Curriculum	the areas or aspects of	aspects of the basic	
•	Noting	the basic school	school curriculum that	
	opportunities for	curriculum that the	the lesson will equip	
	integrating: GESI	lesson will equip	student-teachers to	
	responsiveness	student-teachers to	teach.	
	and ICT and 21 <sup>st</sup> C	teach.		
	skills			
•	Reading,	3.4 Ask tutors to indicate	3.4 Consider the ICT tools	
	discussion, and	how they will use ICT	suggested in the	
	identification of	in the lesson.	manual, particularly	
	continuous		those available in your	
	assessment		institution and	
	opportunities in		indicate how you will	
	the lesson. Each		deploy them.	
	lesson should		, ,	
		Examples 1:	Examples 1:	
	include at least	Principles and rules of	Principles and rules of	
	two opportunities	writing of a Ghanaian	writing of a Ghanaian	
	to use continuous	language –(EG)	language –(EG)	
	assessment to		iunguuge –(LO)	
	support student	Sentence writing	Sentence writing	
	teacher learning	Sentence writing	Sentence writing	
•	Resources:	- Dowor point	• Dower point	
	<ul> <li>links to the</li> </ul>	Power point	Power point	
	existing PD	presentation on	presentation on	
	Themes, for	sentence construction	sentence construction	
	example, action			
	research,			
	questioning and			
	to other			
L				1

external reference material:	Example 2: Principles and rules of writing of a Ghanaian	Example 2: Principles and rules of writing of a Ghanaian
literature, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability	<ul> <li>Ianguage –(UP)</li> <li>Types of sentences</li> <li>Show a YouTube video on types of types of sentences</li> <li>PowerPoint presentation on types of sentences</li> </ul>	<ul> <li>Ianguage –(UP)</li> <li>Types of sentences</li> <li>Show a YouTube video on types of types of sentences</li> <li>PowerPoint presentation on types of sentences</li> </ul>
<ul> <li>guidance on any power point presentations, TLM or other resources which need to be</li> </ul>	Example 3: Principles and rules of writing of a Ghanaian language –(JHS)	Example 3: Principles and rules of writing of a Ghanaian language –(JHS)
developed to support learning	Features of a Ghanaian language curriculum	Features of a Ghanaian language curriculum
<ul> <li>Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	<ul> <li>PowerPoint presentation of on features and component of the Ghanaian Language curriculum</li> </ul>	<ul> <li>PowerPoint presentation of on features and component of the Ghanaian Language curriculum</li> </ul>
	Example 4: Phonetics and phonology of a Ghanaian language – (JHS)	Example 4: Phonetics and phonology of a Ghanaian language – (JHS)
	<i>Key</i> features of the sound system of a Ghanaian language	<i>Key</i> features of the sound system of a Ghanaian language
	<ul> <li>PowerPoint presentation on key features of the sound system of a Ghanaian Language</li> </ul>	<ul> <li>PowerPoint presentation on key features of the sound system of a Ghanaian Language</li> </ul>
	3.5 Let tutors suggest the various ways in which they will make the lesson GESI responsive	3.5 Discuss the various ways in which you will make the lesson GESI responsive

Example 1:	Example 1:
Principles and rules of writing of a Ghanaian language –(EG)	Principles and rules of writing of a Ghanaian language –(EG)
<ul> <li>Sentence construction</li> <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> <li>Sentence construction</li> <li>Select a YouTube video that shows a male teacher teaching an EG class.</li> </ul>
Example 2 Principles and rules of writing of a Ghanaian language –(UP)	Example 2 Principles and rules of writing of a Ghanaian language –(UP)
Types of sentences	Types of sentences
<ul> <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>	<ul> <li>Form mixed groups for group activities.</li> </ul>
Example 3: Principles and rules of writing of a Ghanaian language –(JHS)	Example 3: Principles and rules of writing of a Ghanaian language –(JHS)
Features of a Ghanaian language curriculum	Features of a Ghanaian language curriculum
<ul> <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>	<ul> <li>Select a YouTube video that shows a person with different ability (person living with disability) teaching at JHS levels.</li> </ul>

Example 4: Phonetics and phonology of a Ghanaian language – (JHS)	Example 4: Phonetics and phonology of a Ghanaian language – (JHS)
<i>Key</i> features of the sound system of a Ghanaian language	<i>Key</i> features of the sound system of a Ghanaian language
• Form mixed groups for group activities.	<ul> <li>Form mixed groups for group activities.</li> </ul>
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.	3.6 Discuss in pairs how the contents of topics and the delivery of the lesson will develop the core competences.
Examples 1: Principles and rules of writing a Ghanaian language	Examples 1: Principles and rules of writing a Ghanaian language
Sentence construction (EG):	Sentence construction (EG):
Group work: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital literacy)	Group work: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital literacy)
Example 2: Principles and rules of writing a Ghanaian language (UP)	Example 2: Principles and rules of writing a Ghanaian language (UP)
<b>Types of sentences</b> <i>Group work</i> : (communication and collaboration, critical	<b>Types of sentences</b> <i>Group work</i> : (communication and collaboration, critical

1		
thinking and problem	thinking and problem	
solving, cultural	solving, cultural	
identity and global	identity and global	
citizenship)	citizenship)	
YouTube video: (digital	YouTube video: (digital	
literacy)	literacy)	
Example 3:	Example 3:	
Principles and rules of	Principles and rules of	
writing a Ghanaian	writing a Ghanaian	
language (JHS)	language (JHS)	
iunguuge (sns)	lunguage (5115)	
Features of the Ghanaian	Features of the Ghanaian	
language curriculum	language curriculum	
Discussion:	Discussion:	
(Communication, critical	(Communication, critical	
•	thinking and problem	
thinking and problem	solving, cultural	
solving, cultural	0,	
identity and global	identity and global	
citizenship)	citizenship)	
PowerPoint presentation:	PowerPoint presentation:	
(digital literacy)	(digital literacy)	
Example 4	Example 4	
Example 4 Phonetic and phonology	Example 4 Phonetic and phonology	
Phonetic and phonology	Phonetic and phonology	
Phonetic and phonology of a Ghanaian language	Phonetic and phonology of a Ghanaian language	
Phonetic and phonology	Phonetic and phonology	
Phonetic and phonology of a Ghanaian language (JHS):	Phonetic and phonology of a Ghanaian language (JHS):	
Phonetic and phonology of a Ghanaian language (JHS): Key features of the sound	Phonetic and phonology of a Ghanaian language (JHS): Key features of the sound	
Phonetic and phonology of a Ghanaian language (JHS): Key features of the sound system of a Ghanaian	Phonetic and phonology of a Ghanaian language (JHS): Key features of the sound system of a Ghanaian	
Phonetic and phonology of a Ghanaian language (JHS): Key features of the sound	Phonetic and phonology of a Ghanaian language (JHS): Key features of the sound	
Phonetic and phonology of a Ghanaian language (JHS): Key features of the sound system of a Ghanaian	Phonetic and phonology of a Ghanaian language (JHS): Key features of the sound system of a Ghanaian	
<ul> <li>Phonetic and phonology of a Ghanaian language (JHS):</li> <li>Key features of the sound system of a Ghanaian Language</li> <li>Discussion:</li> </ul>	Phonetic and phonology of a Ghanaian language (JHS): Key features of the sound system of a Ghanaian Language Discussion:	
<ul> <li>Phonetic and phonology of a Ghanaian language (JHS):</li> <li>Key features of the sound system of a Ghanaian Language</li> <li>Discussion: (communication,</li> </ul>	Phonetic and phonology of a Ghanaian language (JHS): Key features of the sound system of a Ghanaian Language Discussion: (communication,	
Phonetic and phonology of a Ghanaian language (JHS):Key features of the sound system of a Ghanaian LanguageDiscussion: (communication, critical thinking and	<ul> <li>Phonetic and phonology of a Ghanaian language (JHS):</li> <li>Key features of the sound system of a Ghanaian Language</li> <li>Discussion: (communication, critical thinking and</li> </ul>	
<ul> <li>Phonetic and phonology of a Ghanaian language (JHS):</li> <li>Key features of the sound system of a Ghanaian Language</li> <li>Discussion: (communication, critical thinking and problem solving,</li> </ul>	<ul> <li>Phonetic and phonology of a Ghanaian language (JHS):</li> <li>Key features of the sound system of a Ghanaian Language</li> <li>Discussion: (communication, critical thinking and problem solving,</li> </ul>	
<ul> <li>Phonetic and phonology of a Ghanaian language (JHS):</li> <li>Key features of the sound system of a Ghanaian Language</li> <li>Discussion: (communication, critical thinking and problem solving, cultural identity and</li> </ul>	<ul> <li>Phonetic and phonology of a Ghanaian language (JHS):</li> <li>Key features of the sound system of a Ghanaian Language</li> <li>Discussion: (communication, critical thinking and problem solving, cultural identity and</li> </ul>	
<ul> <li>Phonetic and phonology of a Ghanaian language (JHS):</li> <li>Key features of the sound system of a Ghanaian Language</li> <li>Discussion: (communication, critical thinking and problem solving, cultural identity and global citizenship)</li> </ul>	<ul> <li>Phonetic and phonology of a Ghanaian language (JHS):</li> <li>Key features of the sound system of a Ghanaian Language</li> <li>Discussion: (communication, critical thinking and problem solving, cultural identity and global citizenship)</li> </ul>	
<ul> <li>Phonetic and phonology of a Ghanaian language (JHS):</li> <li>Key features of the sound system of a Ghanaian Language</li> <li>Discussion: (communication, critical thinking and problem solving, cultural identity and global citizenship)</li> <li>PowerPoint presentation:</li> </ul>	<ul> <li>Phonetic and phonology of a Ghanaian language (JHS):</li> <li>Key features of the sound system of a Ghanaian Language</li> <li>Discussion: (communication, critical thinking and problem solving, cultural identity and global citizenship)</li> <li>PowerPoint presentation:</li> </ul>	
<ul> <li>Phonetic and phonology of a Ghanaian language (JHS):</li> <li>Key features of the sound system of a Ghanaian Language</li> <li>Discussion: (communication, critical thinking and problem solving, cultural identity and global citizenship)</li> </ul>	<ul> <li>Phonetic and phonology of a Ghanaian language (JHS):</li> <li>Key features of the sound system of a Ghanaian Language</li> <li>Discussion: (communication, critical thinking and problem solving, cultural identity and global citizenship)</li> </ul>	
<ul> <li>Phonetic and phonology of a Ghanaian language (JHS):</li> <li>Key features of the sound system of a Ghanaian Language</li> <li>Discussion: (communication, critical thinking and problem solving, cultural identity and global citizenship)</li> <li>PowerPoint presentation: (digital literacy)</li> </ul>	<ul> <li>Phonetic and phonology of a Ghanaian language (JHS):</li> <li>Key features of the sound system of a Ghanaian Language</li> <li>Discussion: (communication, critical thinking and problem solving, cultural identity and global citizenship)</li> <li>PowerPoint presentation: (digital literacy)</li> </ul>	
<ul> <li>Phonetic and phonology of a Ghanaian language (JHS):</li> <li>Key features of the sound system of a Ghanaian Language</li> <li>Discussion: (communication, critical thinking and problem solving, cultural identity and global citizenship)</li> <li>PowerPoint presentation: (digital literacy)</li> <li>3.7 Ask tutors to consider</li> </ul>	<ul> <li>Phonetic and phonology of a Ghanaian language (JHS):</li> <li>Key features of the sound system of a Ghanaian Language</li> <li>Discussion: (communication, critical thinking and problem solving, cultural identity and global citizenship)</li> <li>PowerPoint presentation: (digital literacy)</li> <li>3.7 In pairs, discuss the</li> </ul>	
<ul> <li>Phonetic and phonology of a Ghanaian language (JHS):</li> <li>Key features of the sound system of a Ghanaian Language</li> <li>Discussion: (communication, critical thinking and problem solving, cultural identity and global citizenship)</li> <li>PowerPoint presentation: (digital literacy)</li> <li>3.7 Ask tutors to consider the resources in the</li> </ul>	<ul> <li>Phonetic and phonology of a Ghanaian language (JHS):</li> <li>Key features of the sound system of a Ghanaian Language</li> <li>Discussion: (communication, critical thinking and problem solving, cultural identity and global citizenship)</li> <li>PowerPoint presentation: (digital literacy)</li> <li>3.7 In pairs, discuss the resources in the</li> </ul>	
<ul> <li>Phonetic and phonology of a Ghanaian language (JHS):</li> <li>Key features of the sound system of a Ghanaian Language</li> <li>Discussion: (communication, critical thinking and problem solving, cultural identity and global citizenship)</li> <li>PowerPoint presentation: (digital literacy)</li> <li>3.7 Ask tutors to consider the resources in the respective manuals</li> </ul>	<ul> <li>Phonetic and phonology of a Ghanaian language (JHS):</li> <li>Key features of the sound system of a Ghanaian Language</li> <li>Discussion: (communication, critical thinking and problem solving, cultural identity and global citizenship)</li> <li>PowerPoint presentation: (digital literacy)</li> <li>3.7 In pairs, discuss the resources in the respective manuals</li> </ul>	
<ul> <li>Phonetic and phonology of a Ghanaian language (JHS):</li> <li>Key features of the sound system of a Ghanaian Language</li> <li>Discussion: (communication, critical thinking and problem solving, cultural identity and global citizenship)</li> <li>PowerPoint presentation: (digital literacy)</li> <li>3.7 Ask tutors to consider the resources in the</li> </ul>	<ul> <li>Phonetic and phonology of a Ghanaian language (JHS):</li> <li>Key features of the sound system of a Ghanaian Language</li> <li>Discussion: (communication, critical thinking and problem solving, cultural identity and global citizenship)</li> <li>PowerPoint presentation: (digital literacy)</li> <li>3.7 In pairs, discuss the resources in the</li> </ul>	

	deployed. (These should include ICT tools, inclusive materials, required and additional texts). Examples: Projector Text books Phones Laptop	(These should include ICT tools, inclusive materials, required and additional texts) Examples: Projector Text books Phones	
	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)	3.8 Ask for assistance on how to use the available digital tools (PowerPoint)-how to prepare	
	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	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.	
<ul> <li>Evaluation and review of session:</li> <li>Tutors should Identifying critical friends to observe lessons and report at next session.</li> </ul>	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	4.1 Identify a critical friend to sit in one of the lessons to report in the subsequent PD session.	15 mins
<ul> <li>Identifying and addressing any outstanding issues relating to the lesson/s for clarification</li> </ul>	<ul> <li>4.2 Ask tutors to indicate any outstanding issues relating to each lesson for discussion</li> <li>4.3 Encourage tutors to read the PD and</li> </ul>	<ul> <li>4.2 Indicate any outstanding issues relating to each lesson for discussion.</li> <li>4.3 Read the PD and course manuals in</li> </ul>	

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

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

## Tutor PD Session for Lesson 11 Onwards in the Course Manual

Lesson titles:

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

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<ol> <li>Introduction to the session</li> <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> </ol>	<ul> <li>1.1 Use an icebreaker to start of the session: provide it or invite any volunteer(s) to provide one.</li> <li>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>).</li> </ul>	<ul> <li>1.1 Listen and respond to an icebreaker, and volunteer one if necessary.</li> <li>1.2 Think and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson.</li> </ul>	20 mins

outcomes and indicators • Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	1.3 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</i> <i>introductory section of</i> <i>the course manuals:</i> <i>barriers to lesson</i> <i>delivery, lesson</i> <i>delivery modes and</i> <i>LOs and LIs</i> )	1.3 Reflect on the introductory section of your respective lessons and indicate your observations and concerns for discussion.	
	<ul> <li>1.4 Lead an enquiry-based exploration and discussion of the features of the lessons.</li> <li>(Questions: 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>)</li> </ul>	1.4 Discuss your perception of the distinctive scope of this lesson with the whole group.	
	Distinctive scope of the lesson	Distinctive scope of the lesson	
	Example 1: Principles and rules of writing of a Ghanaian language:	Example 1: Principles and rules of writing of a Ghanaian language:	
	In EG and UP, the lesson introduces student teachers to the appropriate way of writing a paragraph	In EG and UP, the lesson introduces student teachers to the appropriate way of writing a paragraph	

	and the steps involve n	and the steps involve n	
	writing a good	writing a good	
	paragraph	paragraph	
	Example 2:	Example 2:	
	Principles and rules of	Principles and rules of	
	writing a Ghanaian	writing a Ghanaian	
	language (JHS)	_	
	iunguuge (JHS)	language (JHS)	
	The lesson focus on	The lossen feature on	
		The lesson focus on	
	teaching student	teaching student	
	teachers how to use	teachers how to use	
	various methods in	various methods in	
	teaching taking into	teaching taking into	
	consideration the level	consideration the level	
	of learners,	of learners,	
	background of the	background of the	
	-	learners and gender	
	learners and gender		
	consideration	consideration	
	(inclusivity).	(inclusivity).	
	Evample 2	Evample 2	
	Example 3:	Example 3:	
	Phonetics and phonology	Phonetics and phonology	
	of a Ghanaian	of a Ghanaian	
	language (JHS):	language (JHS):	
	The lesson equins student	The lesson equins student	
	The lesson equips student	The lesson equips student	
	teachers with the	teachers with the	
	teachers with the knowledge and the	teachers with the knowledge and the	
	teachers with the knowledge and the skills in the application	teachers with the knowledge and the skills in the application	
	teachers with the knowledge and the skills in the application of the methods of	teachers with the knowledge and the skills in the application of the methods of	
	teachers with the knowledge and the skills in the application	teachers with the knowledge and the skills in the application	
	teachers with the knowledge and the skills in the application of the methods of	teachers with the knowledge and the skills in the application of the methods of	
	teachers with the knowledge and the skills in the application of the methods of teaching the sound	teachers with the knowledge and the skills in the application of the methods of teaching the sound	
	teachers with the knowledge and the skills in the application of the methods of teaching the sound system of a Ghanaian	teachers with the knowledge and the skills in the application of the methods of teaching the sound system of a Ghanaian	
2. Concept	teachers with the knowledge and the skills in the application of the methods of teaching the sound system of a Ghanaian	teachers with the knowledge and the skills in the application of the methods of teaching the sound system of a Ghanaian language 2.1 in pairs, identify and	15 mins
2. Concept Development	teachers with the knowledge and the skills in the application of the methods of teaching the sound system of a Ghanaian language	teachers with the knowledge and the skills in the application of the methods of teaching the sound system of a Ghanaian language 2.1 in pairs, identify and discuss some potential	15 mins
•	teachers with the knowledge and the skills in the application of the methods of teaching the sound system of a Ghanaian language 2.1 Ask tutors to identify	teachers with the knowledge and the skills in the application of the methods of teaching the sound system of a Ghanaian language 2.1 in pairs, identify and	15 mins
Development	teachers with the knowledge and the skills in the application of the methods of teaching the sound system of a Ghanaian language 2.1 Ask tutors to identify and discuss any	teachers with the knowledge and the skills in the application of the methods of teaching the sound system of a Ghanaian language 2.1 in pairs, identify and discuss some potential	15 mins
Development (New learning	teachers with the knowledge and the skills in the application of the methods of teaching the sound system of a Ghanaian language 2.1 Ask tutors to identify and discuss any potential barriers that	teachers with the knowledge and the skills in the application of the methods of teaching the sound system of a Ghanaian language 2.1 in pairs, identify and discuss some potential barriers that can	15 mins
Development (New learning likely to arise in	teachers with the knowledge and the skills in the application of the methods of teaching the sound system of a Ghanaian language 2.1 Ask tutors to identify and discuss any potential barriers that	teachers with the knowledge and the skills in the application of the methods of teaching the sound system of a Ghanaian language 2.1 in pairs, identify and discuss some potential barriers that can	15 mins
Development (New learning likely to arise in lesson/s): Identification and	<ul> <li>teachers with the knowledge and the skills in the application of the methods of teaching the sound system of a Ghanaian language</li> <li>2.1 Ask tutors to identify and discuss any potential barriers that can impede learning</li> <li>o Possible Barriers to</li> </ul>	<ul> <li>teachers with the knowledge and the skills in the application of the methods of teaching the sound system of a Ghanaian language</li> <li>2.1 in pairs, identify and discuss some potential barriers that can impede learning</li> <li>Possible Barriers to</li> </ul>	15 mins
Development (New learning likely to arise in lesson/s): Identification and discussion of new	<ul> <li>teachers with the knowledge and the skills in the application of the methods of teaching the sound system of a Ghanaian language</li> <li>2.1 Ask tutors to identify and discuss any potential barriers that can impede learning</li> </ul>	teachers with the knowledge and the skills in the application of the methods of teaching the sound system of a Ghanaian language 2.1 in pairs, identify and discuss some potential barriers that can impede learning	15 mins
Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential	<ul> <li>teachers with the knowledge and the skills in the application of the methods of teaching the sound system of a Ghanaian language</li> <li>2.1 Ask tutors to identify and discuss any potential barriers that can impede learning</li> <li>Possible Barriers to lesson</li> </ul>	<ul> <li>teachers with the knowledge and the skills in the application of the methods of teaching the sound system of a Ghanaian language</li> <li>2.1 in pairs, identify and discuss some potential barriers that can impede learning</li> <li>Possible Barriers to lesson</li> </ul>	15 mins
Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning	<ul> <li>teachers with the knowledge and the skills in the application of the methods of teaching the sound system of a Ghanaian language</li> <li>2.1 Ask tutors to identify and discuss any potential barriers that can impede learning</li> <li>Possible Barriers to lesson</li> <li>Example 1:</li> </ul>	<ul> <li>teachers with the knowledge and the skills in the application of the methods of teaching the sound system of a Ghanaian language</li> <li>2.1 in pairs, identify and discuss some potential barriers that can impede learning</li> <li>Possible Barriers to lesson</li> <li>Example 1:</li> </ul>	15 mins
<ul> <li>Development (New learning likely to arise in lesson/s):</li> <li>Identification and discussion of new learning, potential barriers to learning for student</li> </ul>	<ul> <li>teachers with the knowledge and the skills in the application of the methods of teaching the sound system of a Ghanaian language</li> <li>2.1 Ask tutors to identify and discuss any potential barriers that can impede learning</li> <li>Possible Barriers to lesson</li> <li>Example 1: Principles and rules of</li> </ul>	<ul> <li>teachers with the knowledge and the skills in the application of the methods of teaching the sound system of a Ghanaian language</li> <li>2.1 in pairs, identify and discuss some potential barriers that can impede learning</li> <li>Possible Barriers to lesson</li> <li>Example 1: Principles and rules of</li> </ul>	15 mins
Development (New learning likely to arise in lesson/s): Identification and discussion of new learning, potential barriers to learning	<ul> <li>teachers with the knowledge and the skills in the application of the methods of teaching the sound system of a Ghanaian language</li> <li>2.1 Ask tutors to identify and discuss any potential barriers that can impede learning</li> <li>Possible Barriers to lesson</li> <li>Example 1:</li> </ul>	<ul> <li>teachers with the knowledge and the skills in the application of the methods of teaching the sound system of a Ghanaian language</li> <li>2.1 in pairs, identify and discuss some potential barriers that can impede learning</li> <li>Possible Barriers to lesson</li> <li>Example 1:</li> </ul>	15 mins

or pedagogy being	What is a paragraph? In	What is a paragraph? In
introduced in the	Early grade and Upper	Early grade and Upper
lesson, which need	primary Student teachers	primary Student teachers
to be explored	may not know the steps in	may not know the steps in
with the SL/HoD	writing a good paragraph	writing a good paragraph
NB The guidance for SL/HoD should set out	Example 2:	Example 2:
what they need to do	Principles and rules of	Principles and rules of
to introduce and	writing a Ghanaian	writing a Ghanaian
explain the issues/s	language (JHS)	language (JHS)
with tutors		
	Factors to consider before	Factors to consider before
	selecting a teaching	selecting a teaching
	method	method
	Student teachers may not	Student teachers may not
	know things to	know things to
	consider when	consider when
	choosing a method	choosing a method
	Francis 2.	Fuermale 2:
	<b>Example 3:</b> Phonetics and Phonology	Example 3: Phonetics and Phonology
	of a Ghanaian	of a Ghanaian
	Language (JHS)	Language (JHS)
	Application of methods of	Application of methods of
	teaching languages	teaching languages
	Student teacher may not	Student teacher may not
	be aware of the factors	be aware of the factors
	to consider to select	to consider to select
	appropriate method	appropriate method
	for teaching.	for teaching.
	2.2 Ask tutors to present	2.2 Read and present to
	oral summaries of the	the whole group an
	major new content to	oral summary of the
	be learnt in their	major new content to
	respective lessons:	be presented in your
		lesson.
	Major New Content	Major New Content
	Examples 1:	Examples 1:
	Principles and rules of	Principles and rules of
	writing of a Ghanaian	writing of a Ghanaian
	<b>language –</b> (EG, UP):	<b>language –</b> (EG,UP):

	Paragraph writing	Paragraph writing	
	The lesson will teach student teachers the appropriate ways and steps of writing a good paragraph in Early grade and Upper primary	The lesson will teach student teachers the appropriate ways and steps of writing a good paragraph in Early grade and Upper primary	
	Example 2 Principles and rules of writing of a Ghanaian language – (JHS):	Example 2 Principles and rules of writing of a Ghanaian language – (JHS):	
	Methods of teaching Principles & Rules of a Ghanaian Language	Methods of teaching Principles & Rules of a Ghanaian Language The lesson will expose	
	The lesson will expose student teachers to the various methods of teaching taking in to consideration the learners' background	student teachers to the various methods of teaching taking in to consideration the learners' background	
	<ul> <li>Example 3</li> <li>Phonetics and phonology of a Ghanaian language – (JHS)</li> <li>Concept of methods of teaching language and the types</li> </ul>	<ul> <li>Example 3</li> <li>Phonetics and phonology of a Ghanaian language – (JHS)</li> <li>Concept of methods of teaching language and the types</li> </ul>	
	<ul> <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>	<ul> <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>	
3. Planning for teaching, learning and assessment activities for the lesson/s	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	40 mins

	Pooding and	and subject them to a	subject them to a
•	Reading and discussion of the	and subject them to a critical discussion.	critical discussion
	teaching and	Examples of Teaching and	Examples of Teaching and
	learning activities		Examples of Teaching and
•	Noting and	Learning Activities	Learning Activities
	addressing areas	5	E a vicia d
	where tutors may	Example 1:	Example 1:
	require	Principles and rules of	Principles and rules of
	clarification	teaching a Ghanaian	teaching a Ghanaian
•	Noting	language (EG)	language (EG)
	opportunities for		
	making links to the	<ul> <li>Questioning</li> </ul>	<ul> <li>Questioning</li> </ul>
	Basic School	<ul> <li>Discussion</li> </ul>	<ul> <li>Discussion</li> </ul>
	Curriculum	<ul> <li>Group</li> </ul>	
•	Noting	presentation	
	opportunities for		
	integrating: GESI	Example 2:	Example 2:
	responsiveness	Principles and rules of	Principles and rules of
	and ICT and 21 <sup>st</sup> C	teaching a Ghanaian	teaching a Ghanaian
	skills	language (UP)	language (UP)
•	Reading,		
	discussion, and	<ul> <li>Questions and</li> </ul>	<ul> <li>Discussions</li> </ul>
	identification of	answers	<ul> <li>Group work</li> </ul>
	continuous	<ul> <li>Discussions</li> </ul>	
	assessment	<ul> <li>Group work</li> </ul>	
	opportunities in		
	the lesson. Each	Example 3:	Example 3:
	lesson should	Principles and rules of	Principles and rules of
	include at least	teaching a Ghanaian	teaching a Ghanaian
	two opportunities	language (JHS)	language (JHS)
	to use continuous		
	assessment to	<ul> <li>Practical activities</li> </ul>	<ul> <li>Practical activities</li> </ul>
	support student	<ul> <li>Group work</li> </ul>	<ul> <li>Group work</li> </ul>
	teacher learning	<ul> <li>Discussion and</li> </ul>	
•	Resources:	presentation	
	<ul> <li>guidance on any</li> </ul>		
	power point	Example 4:	Example 4:
	presentations,	Phonetics and phonology	Phonetics and phonology
	TLM or other	of a Ghanaian language	of a Ghanaian language
	resources which	(JHS)	(JHS)
	need to be		
	developed to	<ul> <li>Practical activities</li> </ul>	<ul> <li>Practical activities</li> </ul>
	support	<ul> <li>Discussions and</li> </ul>	<ul> <li>Discussions and</li> </ul>
	learning	presentation	presentation
•	Tutors should be	<ul> <li>Group work</li> </ul>	
	expected to have a		
	plan for the next		

lesson for student teachers	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	3.2 Reflect on the content to be presented and ask the whole group for support or assistance in the clarification of, and/or other perspectives on or approaches to the concepts in a lesson.	
	3.3 Ask tutors to identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.	3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.	
	3.4 Ask tutors to indicate how they will use ICT in the lesson.	3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.	
	Examples 1: Principles and rules of writing of a Ghanaian language –(EG) Developing a paragraph	Examples 1: Principles and rules of writing of a Ghanaian language –(EG) Developing a paragraph	
	<ul> <li>Make PowerPoint presentation on steps involve in writing paragraph</li> <li>Show a YouTube video of a teacher teaching paragraph development</li> </ul>	<ul> <li>Make PowerPoint presentation on steps involve in writing paragraph</li> </ul>	
	Example 2: Principles and rules of writing of a Ghanaian language – (UP) Developing paragraph	Example 2: Principles and rules of writing of a Ghanaian language – (UP) Developing paragraph	

<ul> <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>	<ul> <li>Project to the participants the steps involve in paragraph writing</li> </ul>
<ul> <li>Example 3: Principles and rules of writing of a Ghanaian language – Letters of the alphabet and speech sounds (JHS):</li> <li>Show a YouTube video on the steps involve in paragraph writing</li> </ul>	<ul> <li>Example 3: Principles and rules of writing of a Ghanaian language – Letters of the alphabet and speech sounds (JHS):</li> <li>Show a YouTube video on the steps involve in paragraph writing</li> </ul>
Example 4: Phonetics and phonology of a Ghanaian language – (JHS)	Example 4: Phonetics and phonology of a Ghanaian language – (JHS)
Application of methods of teaching languages	Application of methods of teaching languages
<ul> <li>Show a YouTube video that presents a teacher applying some methods in teaching a language.</li> <li>Make PowerPoint presentation</li> </ul>	<ul> <li>Make PowerPoint presentation</li> </ul>
3.5 Let tutors suggest the various ways in which they will make the lesson GESI responsive	3.5 Suggest the various ways in which you will make the lesson GESI responsive
Examples 1: Principles and rules of writing of a Ghanaian language – (EG):	Examples 1: Principles and rules of writing of a Ghanaian language – (EG):
What is a paragraph	What is a paragraph
• Form mixed groups for group activities.	<ul> <li>Form mixed groups for group activities.</li> </ul>

Example 2: Principles and rules of writing of a Ghanaian language – (UP):	Example 2: Principles and rules of writing of a Ghanaian language – (UP):
Developing a paragraph	Developing a paragraph
<ul> <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>	<ul> <li>Select a YouTube video that shows a person with different ability (person living with disability) teaching at UP level.</li> </ul>
Example 3: Principles and rules of writing of a Ghanaian language – (JHS):	Example 3: Principles and rules of writing of a Ghanaian language – (JHS):
Factors to consider before select a teaching method	Factors to consider before select a teaching method
<ul> <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>	<ul> <li>Form mixed groups for group activities.</li> </ul>
Example 4: Phonetics and phonology of a Ghanaian language –(JHS):	Example 4: Phonetics and phonology of a Ghanaian language –(JHS):
Application of methods of teaching languages	Application of methods of teaching languages
<ul> <li>Select a YouTube video that shows a female teacher teaching a language.</li> <li>Form mixed groups for group activities.</li> </ul>	<ul> <li>Select a YouTube video that shows a female teacher teaching a language.</li> </ul>

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.	3.6 In mixed pairs (male- female, able-disable), deliberate on how the contents and the delivery of your lessons will develop the core competences and share it with the larger group.
Examples 1: Developing a paragraph (EG): Group work: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital literacy)	Examples 1: Developing a paragraph (EG): Group work: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital literacy)
Example2: Developing a paragraph (UP): Group work: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital literacy)	Example2: Developing a paragraph (UP): Group work: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital literacy)
Example 3: Methods of teaching languages (JHS): Discussions: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital literacy)	Example 3: Methods of teaching languages (JHS): Discussions: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) <i>YouTube video</i> : (digital literacy)

Example 4:	Example 4:
Phonetics and phonology	Phonetics and phonology
of a Ghanaian language	of a Ghanaian language
(JHS)	(JHS)
Application of methods	Application of methods
of teaching a language	of teaching a language
Group work:	Group work:
(communication and	(communication and
collaboration, critical	collaboration, critical
thinking and problem	thinking and problem
solving, cultural identity	solving, cultural identity
and global citizenship)	and global citizenship)
YouTube video: (digital	YouTube video: (digital
literacy)	literacy)
3.7 Ask tutors to use	3.7 Use lesson content to
lesson content to	design subject
design subject	projects, and/or
projects, and/or	assessment
assessment	instruments for
instruments for	subject portfolio. (one
subject portfolio. (One	content may also be
content may also be	tied in with other
tied in with other	contents into a bigger
contents into a bigger	project)
project). (Refer tutors	
to section 1.7 of	
Session One (1) for	
examples of subject	
projects and subject	
portfolios)	
3.8 Ask tutors to consider	3.8 Consider the resources
the resources in the	in the respective
respective manuals	manuals and suggest
and suggest which and	which and how they
how they may be	may be deployed.
deployed. (These	(These should include
should include ICT	ICT tools, inclusive
tools, inclusive	materials, required
materials, required	and additional texts).
and additional texts).	
3.9 Provide tutors with	3.9 Ask for assistance
assistance on how	regarding how
available digital tools	available digital tools

	may be deployed (PowerPoint – how to prepare presentations; YouTube video – how to find YouTube videos; etc)	may be deployed (PowerPoint, YouTube video, etc.)	
<ul> <li>4. Evaluation and</li></ul>	4.1 Ask a tutor to identify	4.1 Identify a critical friend	15 mins
review of session: <li>Tutors should</li>	a critical friend to sit in	to sit in one of their	
Identifying critical	one of their lessons to	lessons to report in	
friends to observe	report in the in the	the subsequent PD	
lessons and report	subsequent PD session	session.	
<ul> <li>at next session.</li> <li>Identifying and</li></ul>	4.2 Ask tutors to indicate	4.2 Indicate any	
addressing any	any outstanding issues	outstanding issues	
outstanding issues	relating to each lesson	relating to each lesson	
relating to the	for discussion	for discussion.	
lesson/s for clarification	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.	

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. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<ol> <li>Introduction to the session</li> <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> </ol>	<ul> <li>1.1 Use an icebreaker to start of the session: provide it or invite any volunteer(s) to provide one.</li> <li>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>).</li> </ul>	<ul> <li>1.1 Listen and respond to an icebreaker, and volunteer one if necessary.</li> <li>1.2 Think and share with the whole group the student-teacher knowledge and experience upon which you may build your lesson.</li> </ul>	20 mins

outcomes and indicators Overview of content and identification of any distinctive aspects of the lesson/s, NB The guidance for SL/HoD should identify and address any areas where tutors might require clarification on any aspect of the lesson. NB SL/HoD should ask tutors to plan for their teaching as they go through the PD session	1.3 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</i> <i>introductory section of</i> <i>the course manuals:</i> <i>barriers to lesson</i> <i>delivery, lesson</i> <i>delivery modes and</i> <i>LOs and LIs</i> )	1.3 Reflect on the introductory section of your respective lessons and indicate your observations and concerns for discussion.	
	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</i> <i>to lesson description,</i> <i>topic and subtopics</i> )	1.4 Discuss your perception of the distinctive scope of this lesson with the whole group.	
	Distinctive scope <b>Example 1:</b> Principles and rules of writing of a Ghanaian language (EG):	Distinctive scope <b>Example 1:</b> Principles and rules of writing of a Ghanaian language (EG):	
	Vowel harmony This lesson teaches student teachers to vowel harmony and its constraints	Vowel harmony This lesson teaches student teachers to vowel harmony and its constraints	

_	-	
Example 2:	Example 2:	
Principles and rules of	Principles and rules of	
writing of a Ghanaian	writing of a Ghanaian	
language (UP)	language (UP)	
Vowel Harmony	Vowel Harmony	
This lesson exposes	This lesson exposes	
student teacher to the	student teacher to the	
selection of vowels	selection of vowels	
Example 3:	Example 3:	
Principles and rules of	Principles and rules of	
writing of a Ghanaian	writing of a Ghanaian	
language (JHS)	language (JHS)	
Vowel Harmony	Vowel Harmony	
This lesson exposes	This lesson exposes	
student teacher to the	student teacher to the	
selection of vowels	selection of vowels	
Example 4:	Example 4:	
Phonetics and Phonology	Phonetics and Phonology	
of a Ghanaian language	of a Ghanaian language	
(JHS)	(JHS)	
Language lesson plan	Language lesson plan	
preparation	preparation	
This lesson introduces	This lesson introduces	
student teachers to lesson	student teachers to lesson	
plan preparation and also	plan preparation and also	
teaches them factors to	teaches them factors to	
consider before	consider before	
preparation to teach	preparation to teach a	
	language lesson	
1.5 Ask tutors to anticipate	1.5 Discuss with the group	
and discuss barriers	some of the factors	
that may impede	you anticipate may	
success of the lesson	constitute challenges	
	that will impede the	
	success of the lesson	
Possible Barriers	Possible Barriers	
Example 1;	Example 1;	
Principles and rules of	Principles and rules of	
writing a Ghanaian	writing a Ghanaian	
language (EG)	language (EG)	

		Vowel Harmony	Vowel Harmony	
		Student teachers might	Student teachers might	
		not be aware of how the	not be aware of how the	
		selection of vowels is	selection of vowels is	
		made in a word	made in a word	
		5	5	
		Example 2:	Example 2:	
		Principles and rules of	Principles and rules of	
		writing a Ghanaian	writing a Ghanaian	
		language (UP)	language (UP)	
		Vowel Harmony	Vowel Harmony	
		Student teachers might	Student teachers might	
		not be aware of how	not be aware of how	
		selection of vowels is	selection of vowels is	
		made in a word	made in a word	
		Examples 3:	Examples 3:	
		Principles and rules	Principles and rules	
		writings a Ghanaian	writings a Ghanaian	
		language (JHS)	language (JHS)	
		language lesson plan	language lesson plan	
		preparation	preparation	
		Student teacher may not	Student teacher may not	
		be able to tell the steps	be able to tell the steps	
		and factors to consider	and factors to consider	
		when preparing a lesson	when preparing a lesson	
		Example 4:	Example 4:	
		Phonetics and phonology	Phonetics and phonology	
		of a Ghanaian language	of a Ghanaian language	
		(JHS)	(JHS)	
		(3113)	(3113)	
		Preparation of a sound	Preparation of a sound	
		system lesson plan	system lesson plan	
		Student teacher may not	Student teacher may not	
		have seen a lesson plan		
			have seen a lesson plan	
		before	before	
2.	Concort	2 1 Ack tutors to procent	2 1 Road and procent to	15 mins
<b>∠.</b>	Concept	2.1 Ask tutors to present oral summaries of the	2.1 Read and present to	
	Development		the whole group an	
	(New learning	major new content and	oral summary of the	
	likely to arise in	potential barriers of	major new content to	
	lesson/s):	the lessons:	be presented in your	
•	Identification and		lesson: concepts	
	discussion of new			
	learning, potential	<ul> <li>New concept</li> </ul>	<ul> <li>New concept</li> </ul>	

barriers to learning	Example 1:	Example 1:	
for student	Principles and rules of	Principles and rules of	
teachers or	writing of a Ghanaian	writing of a Ghanaian	
students, concepts	language –(EG):	language –(EG):	
or pedagogy being	vowel harmony	vowel harmony	
introduced in the			
lesson, which need	This lesson exposes	This lesson exposes	
to be explored	student teachers to vowel	student teachers to vowel	
with the SL/HoD	harmony and its	harmony and its	
NB The guidance for	constraints	constraints	
SL/HoD should set out			
what they need to do	Example 2:	Example 2:	
to introduce and	Principles and rules of	Principles and rules of	
explain the issues/s	writing of a Ghanaian	writing of a Ghanaian	
with tutors	language –(UP):	language –(UP):	
	Vowel harmony	Vowel harmony	
	The lesson teaches student	The lesson teaches student	
	teachers to vowel harmony	teachers to vowel	
	and its constraints	harmony and its	
		constraints	
	Example 3:	Example 3:	
	Principles and rules of	Principles and rules of	
	writing of a Ghanaian	writing of a Ghanaian	
	language – (JHS)	language – (JHS)	
	Language lesson plan	Language lesson plan	
	preparation	preparation	
	The lesson introduces	The lesson introduces	
	student teachers to factors	student teachers to factors	
	to consider when	to consider when	
	preparing a language	preparing a language	
	lesson plan	lesson plan	
	Example 4:	Example 4:	
	Phonetics and phonology	Phonetics and phonology	
	of a Ghanaian language –	of a Ghanaian language –	
	(JHS)	(JHS)	
	Preparation of a sound	Preparation of a sound	
	system lesson plan.	system lesson plan.	
	This lesson equips	• This lesson equips	
	student teachers with	student teachers with	
	the knowledge and	the knowledge and	
	skills to prepare a	skills to prepare a	
	lesson plan to teach	lesson plan to teach	

		the sound system in a Ghanaian language	the sound system in a Ghanaian language	
<ul><li>3.</li></ul>	Planning for teaching, learning and assessment activities for the lesson/s Reading and discussion of the	3.1 Ask tutors to read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion.	3.1 Read the teaching and learning activities proposed for the respective lessons and subject them to a critical discussion	40 mins
•	teaching and learning activities Noting and addressing areas	Examples of proposed teaching and learning activities	Examples of proposed teaching and learning activities	
•	where tutors may require clarification Noting	Principles and rules of writing a Ghanaian language (EG)	Principles and rules of writing a Ghanaian language (EG)	
•	opportunities for making links to the Basic School Curriculum Noting	Vowel harmony <ul> <li>Brainstorming</li> <li>Discussion</li> <li>Group work</li> </ul>	Vowel harmony <ul> <li>Brainstorming</li> <li>Discussion</li> </ul>	
	opportunities for integrating: GESI responsiveness and ICT and 21 <sup>st</sup> C skills	Example 2: Principles and rules of writing a Ghanaian language (UP)	Example 2: Principles and rules of writing a Ghanaian language (UP)	
•	Reading, discussion, and identification of continuous assessment	Vowel harmony <ul> <li>Brainstorming</li> <li>Group work</li> <li>Discussion</li> </ul>	<ul><li>Group work</li><li>Discussion</li></ul>	
	opportunities in the lesson. Each lesson should include at least two opportunities to use continuous assessment to support student teacher learning	Example 3: Principles and rules of writing a Ghanaian language (JHS) Class discussion Practical activities Questions and answer	Example 3: Principles and rules of writing a Ghanaian language (JHS) Class discussion Practical activities	
•	Resources: o links to the existing PD Themes, for example, action	Example 4: <i>Phonetics and phonology</i> <i>of a Ghanaian language</i> (JHS)	Example 4: Phonetics and phonology of a Ghanaian language (JHS)	

research,	Preparation of a sound	Preparation of a sound
questioning	system lesson plan	system lesson plan
and to other external	<ul> <li>Class discussion</li> <li>Individual exercise</li> </ul>	<ul> <li>Class discussion</li> <li>Individual exercise</li> </ul>
reference	<ul> <li>Group presentation</li> </ul>	
material:		
literature, on web, Utube, physical resources, power point; how they should be used. Consideration	3.2 Give each tutor an opportunity to ask the whole group for support or assistance in the clarification of, and/or other	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
needs to be	perspectives on or approaches to the	perspectives on or approaches to the
given to local availability o guidance on	concepts in a lesson	concepts in a lesson.
<ul> <li>guidance on any power point presentations, TLM or other resources which need to</li> </ul>	3.3 Ask tutors to identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to	3.3 Identify the areas or aspects of the basic school curriculum that the lesson will equip student-teachers to teach.
be developed to support	teach.	
<ul> <li>Tutors should be expected to have a plan for the next lesson for student teachers</li> </ul>	3.4 Ask tutors to indicate how they will use ICT in the lesson.	3.4 Consider the ICT tools suggested in the manual, particularly those available in your institution and indicate how you will deploy them.
	Examples 1:	Examples 1:
	Principles and rules of	Principles and rules of
	writing of a Ghanaian language-(EG):	writing of a Ghanaian language-(EG) :
	Vowel Harmony	Vowel Harmony
	Make PowerPoint	Make PowerPoint
	presentation on vowel	presentation on vowel
	harmony	harmony
	• Show a video of vowel	
	harmony on YouTube	
	Example 2:	Example 2:
	Principles and rules of	Principles and rules of
	writing of a Ghanaian	writing of a Ghanaian
	<b>language –(UP)</b> Vowel harmony	language –(UP) Vowel harmony
	vowernarnony	vowernannony

<ul> <li>Show a video from YouTube on vowel harmony</li> <li>Make PowerPoint presentation on vowel harmony</li> </ul>	<ul> <li>Show a video from YouTube on vowel harmony</li> </ul>
Example 3: Principles and rules of writing of a Ghanaian language –(JHS) Language lesson plan preparation • Project samples lesson plan to students.	<ul> <li>Example 3: Principles and rules of writing of a Ghanaian language –(JHS) Language lesson plan preparation</li> <li>Project samples of lesson plan to students</li> </ul>
<b>Example 4:</b> Phonetics and phonology of a Ghanaian language – <i>(JHS):</i> Component of a language lesson plan	Example 4: Phonetics and phonology of a Ghanaian language – (JHS): Component of a language lesson plan
<ul> <li>Project some components of a language lesson plan</li> <li>Make PowerPoint presentation</li> </ul>	<ul> <li>Make PowerPoint presentation</li> </ul>
3.5 Let tutors suggest the various ways in which they will make the lesson GESI responsive	3.5 Suggest various ways in which the lesson can be GESI responsive
<ul> <li>Examples: Principles and rules of writing of a Ghanaian language – (EG): Vowel harmony</li> <li>Select a YouTube video that shows a male teacher teaching an EG class.</li> <li>Form mixed groups for group activities.</li> </ul>	Examples: Principles and rules of writing of a Ghanaian language – (EG): Vowel harmony Select a YouTube video that shows a male teacher teaching an EG class

Example 2 Principles and rules of writing of a Ghanaian language – (UP):	Example 2 Principles and rules of writing of a Ghanaian language – (UP):
Vowel harmony	Vowel harmony
<ul> <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>	<ul> <li>Form mixed groups for group activities.</li> </ul>
Example3 Principles and rules of writing of a Ghanaian language –(JHS)	Example3 Principles and rules of writing of a Ghanaian language –(JHS)
Component of a language lesson plan	Component of a language lesson plan
<ul> <li>Form mixed groups for group activities.</li> </ul>	<ul> <li>Form mixed groups for group activities.</li> </ul>
Example 4 Phonetics and phonology of a Ghanaian language – (JHS)	Example 4 Phonetics and phonology of a Ghanaian language – (JHS)
Factors to consider when designing a sound system plan	Factors to consider when designing a sound system plan
<ul> <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>	<ul> <li>Form mixed groups for group activities.</li> </ul>
3.6 Put tutors in mixed pairs to deliberate on how the contents of	3.6 In mixed pairs (male- female, able-disable), deliberate on how the

topics and the delivery	contents and the	
of their lessons will	delivery of your	
develop the core	lessons will develop	
competences.	the core competences	
	and share it with the	
	larger group.	
Examples 1	Examples 1	
Principle and rules of	Principle and rules of	
writing a Ghanaian	writing a Ghanaian	
language- (EG)	language- (EG)	
Vowel Harmony	Vowel Harmony	
Group work:	Group work:	
(communication and	(communication and	
collaboration, critical	collaboration, critical	
thinking and problem	thinking and problem	
solving, cultural identity	solving, cultural identity	
and global citizenship)	and global citizenship)	
YouTube video: (digital	YouTube video: (digital	
literacy)	literacy)	
interacy	incracy	
Example 2	Example 2	
Principles and rules of	Principles and rules of	
writing a Ghanaian	writing a Ghanaian	
language (UP)	language (UP)	
Vowel harmony	Vowel harmony	
Discussions:	Discussions:	
(communication, critical	(communication, critical	
thinking and problem	thinking and problem	
solving, cultural identity	solving, cultural identity	
and global citizenship)	and global citizenship)	
YouTube video: (digital	YouTube video: (digital	
literacy)	literacy)	
	E a mala a	
Example 3	Example 3	
Principles and rules of	Principles and rules of	
writing a Ghanaian	writing a Ghanaian	
language (JHS)	language (JHS)	
Component of a language	Component of a language	
lesson plan	lesson plan	
Group work:	Group work:	
-		
(communication and collaboration, critical	(communication and collaboration, critical	

thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital literacy) Example:4 Preparation of a sound system lesson plan (JHS): Group work: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital literacy)	thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital literacy) Example:4 Preparation of a sound system lesson plan (JHS): Group work: (communication and collaboration, critical thinking and problem solving, cultural identity and global citizenship) YouTube video: (digital literacy	
3.7 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</i> 1.7 of Session One (1) for examples of subject projects and subject portfolios)	3.7 Use lesson content to design subject projects, and/or assessment instruments for subject portfolio. (one content may also be tied in with other contents into a bigger project)	
3.8 Ask tutors to consider the resources in the respective manuals and suggest which and how they may be deployed. ( <i>These</i> should include ICT tools, inclusive materials, required and additional texts).	3.8 Consider the resources in the respective manuals and suggest which and how they may be deployed. ( <i>These</i> should include ICT tools, inclusive materials, required and additional texts).	
3.9 Provide tutors with assistance on how	3.9 Ask for assistance regarding how	

		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.)	
4. •	<b>Evaluation and</b> <b>review of session:</b> Tutors should Identifying critical friends to observe	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	4.1 Identify a critical friend to sit in one of their lessons to report in the in the subsequent PD session.	15 mins
•	lessons and report at next session. Identifying and addressing any outstanding issues relating to the	4.2 Ask tutors to indicate any outstanding issues relating to each lesson for discussion	4.2 Indicate any outstanding issues relating to each lesson for discussion.	
	lesson/s for clarification	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.	

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

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

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

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

#### ACKNOWLEDGEMENTS

Many thanks to Robin Todd and all other members of the T-TEL team for contributing to the success of

the writing of the manual in diverse ways. The writing team was made up of the following contributors:

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