Tutor Professional Development Handbook: B.Ed. in Initial Teacher Education – Language & Literacy Year 3 Semester 1

HANDBOOK FOR **COORDINATORS**

Wisdom, Knowledge and Prudence

The Government of Ghana

mastercard
foundation

T-TEL
Transforming Teaching, Education & Learning

Foreword

In Ghana we have made great strides in transforming our teacher education system over the past few years. With each passing year the changes brought about through these reforms are maturing, embedding, and sustaining. Once the first B.Ed. graduates from Colleges of Education enter basic school classrooms from 2022 onwards, I am sure that as a nation, we will truly start to see the benefits of these reforms.

The success of national reforms depends on individual tutors and individual teachers working in classrooms across the country every day. The progress that we want to see will only be brought about through the consistent and regular application of the professional knowledge, professional practice and professional values and attitudes set out in the National Teachers' Standards.

This is where the Tutor Professional Development Handbooks have such an important role to play, and it is very pleasing to see the continued development and use of these handbooks as we enter the 3rd Year of the B.Ed. in Initial Teacher Education.

These 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. Assessment is one of the areas where we need to pay particular attention as the teacher education reforms matures and is sustained. The National Teacher Education Assessment Policy sets out the range of formative and summative modes and methods of assessment required to ensure that the B.Ed. is both implemented and assessed as planned. Assessment is a key driver of learner behaviour, and we must all ensure that we are familiar with the National Teacher Education Assessment Policy and applying it consistently to ensure that we eliminate the 'chew, pour, pass and forget' syndrome which has infected our education system. These Handbooks pay particular attention to assessment and are an important tool in ensuring that we are all following national policy guidelines correctly and consistently.

This latest set of Professional Development Handbooks, developed by four mentoring universities (University for Development Studies, University of Education, Winneba, University of Ghana and Kwame Nkrumah University of Science and Technology) and tutors from their affiliated Colleges of Education, are the second set of Professional Development Handbooks to be developed since Transforming Teaching, Education & Learning (T-TEL) became a Ghanaian not-for-profit organisation. I would like to take this opportunity to thank both the Ghana Tertiary Education Commission and Mastercard Foundation for making all this possible.

Robin Todd
Executive Director, T-TEL
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Year Three Semester One
Writing the weekly PD sessions
Guidance for the Subject Writing Leads (SWL).

- The PD sessions provide opportunities for tutors to work and plan together to make sure the new B.Ed. courses are taught well
- They are an important way to ensure effective implementation of the B.Ed. and the NTEAP, this may require PD writers to add more detail to what is in the course manuals. Specifically, this means a focus on the integration of:
    - GESI to ensure the needs of females, males and students with special education needs are well catered for (also a stand-alone PD session)
    - ICT and 21c skills to ensure students learn to use technology effectively to support their own and pupils' learning (also a stand-alone PD session)
    - NTEAP and the use of continuous assessment to support learning (also a stand-alone PD session)
- The PD session template provides guidance notes for the Subject Leads (SL)/HoD on how to lead the weekly PD sessions in the CoE
- To ensure appropriate subject and age phase focus for the PD sessions, in line with the B.Ed. requirements
    - where subjects are grouped, direct reference needs to be made to the course manuals for each subject
    - Where there are different age phases, direct reference needs to be made to the course manuals for each age phase
- SL/HoD need to have details of the resources needed for all the activities including guidance on how to create any TLMs and references to literature, previous PD themes etc.
- The PD writing checklist covers the key issues to be addressed in each session. PD writers should use it to support the writing and review of the PD sessions.

1. GHANAIAN LANGUAGE AND ENGLISH

Name of Course: Ghanaian Language and English
This PD Session document consists of the following courses:

1. **English**
   a. *Stylistics*
   b. *Sociolinguistics*
   c. *Basic School English Language Curriculum (JHS)*
   d. *English Language Curriculum for Upper Primary*
   e. *English Language Curriculum for Early Grade*
2. **Ghanaian Language (GL)**
   a. *JHS Advanced Grammar of a Ghanaian Language*
   b. *Comprehension and Summary of a Ghanaian Language*
   c. *Written Literature of a Ghanaian Language (for Upper Primary)*
   d. *Written Literature of a Ghanaian Language (for Early Grade)*

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

Tutor PD Session

Age Phase/s:
English and Ghanaian Language
1. Junior High School
2. Upper Primary
3. Early Grade

Name of Subject/s:
1. English
   a) *Teaching English*
   b) *Stylistics*
   c) *Sociolinguistics*
   d) *Basic School English Language Curriculum (JHS)*
   e) *English Language Curriculum for Upper Primary*
   f) *English Language Curriculum for Early Grade*
2. Ghanaian Language (GL)
   a) *JHS Advanced Grammar of a Ghanaian Language*
   b) *Comprehension and Summary of a Ghanaian Language*
   c) *Written Literature of a Ghanaian Language (for Upper Primary)*
   d) *Written Literature of a Ghanaian Language (for Early Grade)*

Tutor PD Session for Lesson 1 in the Course Manual

Lesson Title:

English:

Teaching English:

Approaches to the teaching of Grammar; Grammar-Translation method: meaning of phrases, the meaning of sentences, grammar rules, explanation of grammar rules.

Stylistics:

Introduction to stylistics, what is stylistics, nature of stylistics, styles versus stylistics.

Sociolinguistics:

Introduction to Sociolinguistics, what is sociolinguistics? Approaches to the study of sociolinguistics.

Curriculum(JHS, Upper Primary and Early Grade):

What is curriculum, what is the syllabus, the difference between curriculum and syllabus, a brief history of curriculum development, models of curriculum development.

Ghanaian Language:

JHS Advanced Grammar:

The concept of advanced composition: definition of advanced composition, the scope of advanced composition

Comprehension and summary

What is comprehension? The elements of comprehension:

Written Literature (UP):

Literature (concepts, scope, types and characteristics);

Written Literature (EG):

What is literature: definition of literature, types of literature, the scope of literature.

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs, and each one must be addressed	Guidance notes on Leading the session. *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 state of the session)	Time in session
1. **Introduction/lesson overview** • Overview of subject/s age phase/s to be covered in this PD session and how it will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s.	1.1 Use leading and probing questions to recap the main issues raised in the previous PD session in English and Ghanaian language. Examples of issues raised in the previous PD session: Managing time, considering details of topics and subtopics of lesson and using	1.1 Discuss the main issues raised in the previous PD session in English and the Ghanaian language.	**20 mins**

• Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes	appropriate teaching and learning activities. 1.2 Discuss with tutors how the phases of this lesson are organised and how they will be covered. Make tutors understand that the English and the Ghanaian language have been grouped for the PD sessions and that from time to time, they will be asked to refer directly to specific activities in their respective course manuals. Let them know that even though there are generic issues to be discussed, there are specific issues relevant to the subject course manuals and each phase course manual for EG, UP and JHS. The purpose of the PD is to ensure tutors understand the lessons and are fully prepared to teach them. 1.3 Ask tutors to examine the course manuals for Year 3 Semester 1 for English and Ghanaian language and discuss the structure and content of the course manuals. 1.4 Ask tutors to write their expectations on a post-it note and paste it on the board for discussion. 1.5 Select some of the expectations and discuss them with tutors.	1.2 Discuss how the phases of this lesson are organised and how they will be covered. For example, the phases are organised into Early Grade, Upper Primary and Junior High School specialism. Each level has its own topics and subtopics to be covered so the topics and subtopics should relate to the age phases. 1.3 Examine the structure of the course manual and briefly discuss its content. 1.4 In pairs, write your expectations of the course manual and share with the larger group. 1.5 Discuss your expectations of this session and your understanding of the	

		concepts to be treated in the lesson.	
	1.6 Put tutors in pairs (while being gender-sensitive), ask them to discuss the primary purpose of the current PD Session and that of the current lesson and ask them to share their views.	1.6 In pairs, discuss the primary purpose of the PD Session and that of the current lesson of the course manual and share your views.	
	1.7 In their course group, discuss with tutors the main Learning Outcomes (LOs) and the Learning Indicators (LIs) raised in the lesson. Address issues that may arise. *(Refer to the learning outcomes and indicators sections of the lessons).* *Examples:* *Advanced Grammar of a Ghanaian Language:* Demonstrate advanced knowledge in compositions of a Ghanaian language. (NTS 2c:13), (NTS 3i:14),(NTECF 3: 20), (NTS 1f:12), (NTS 2e, f: 13), (NTS 3c: 14). Comprehension of a Ghanaian Language: Demonstrate knowledge and skills in comprehending and summarizing materials in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20). Written Literature of a Ghanaian Language: Demonstrate knowledge and understanding of written	1.7 Discuss the main Learning Outcomes (LOs), and the Learning Indicators (LIs) raised in the lesson. Ask questions for clarification. *(Refer to the learning outcomes and indicators section of the lesson, e.g. How will the indicators help achieve the learning outcomes?)* Examples: Advanced Grammar of a Ghanaian Language: Demonstrate advanced knowledge in compositions of a Ghanaian language. (NTS 2c:13), (NTS 3i:14),(NTECF 3: 20), (NTS 1f:12), (NTS 2e, f: 13), (NTS 3c: 14). Comprehension of a Ghanaian Language: Demonstrate knowledge and skills in comprehending and summarizing materials in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20). Written Literature of a Ghanaian Language: demonstrate knowledge and understanding of written	

| | | literature of a Ghanaian language, and teach them effectively and promote literature appreciation among learners. (NTS 2c, e: 13), (NTS 2e: 13), (NTS 3a, c: 14), (NTECF 3: 20).

English Language Curriculum (EG, UP and JHS):
At the end of this course student teachers should be able to demonstrate their understanding of curriculum theory, its foundation and models. **(NTS 2b: 13)**

Sociolinguistics:
Demonstrate a basic understanding of how language intersects with society (NTS2c, p.13).

Stylistics:
At the end of this course student teachers should be able to demonstrate knowledge of the basic concepts in stylistics **(NTS 2c: 13)**

Examples of issues that may arise.

E.g. How will the indicators help achieve the learning outcomes?

1.8 Refer tutors to the lesson description of lesson 1 and identify the distinctive features of the lesson, e.g. the models of curriculum development | literature of a Ghanaian language, and teach them effectively and promote literature appreciation among learners. (NTS 2c, e: 13), (NTS 2e: 13), (NTS 3a, c: 14), (NTECF 3: 20).

English Language Curriculum (EG, UP and JHS):
At the end of this course student teachers should be able to demonstrate their understanding of curriculum theory, its foundation and models. **(NTS 2b: 13)**

Sociolinguistics:
Demonstrate a basic understanding of how language intersects with society (NTS2c, p.13)

Stylistics:
At the end of this course student teachers should be able to demonstrate knowledge of the basic concepts in stylistics **(NTS 2c: 13)**

1.8 In pairs, identify the distinctive features of the lesson (refer to the lesson description section). | |

	1.9 Ask tutors to brainstorm the controversial questions that are likely to arise from the introduction to the lesson. (*An example of a question that might arise: What is the curriculum?: What is advanced composition?*). As you go through the session, make specific references to activities in the relevant course manuals. Raise subject-specific or phase-related points, exploring similarities or differences.	1.9 Brainstorm some of the controversial questions that are likely to arise from the introduction to the lesson.	
The guidance notes for SL/HoD need to • *Provide a short overview of the lesson* • *Identify important or distinctive features of the lesson* • *Identify assessment aligned to NTEAP* • *Anticipate questions that might arise from the introduction to the lesson and provide responses for SL/HoD.* • *Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD*			
	1.9 Ask tutors to brainstorm the controversial questions that are likely to arise from the introduction to the lesson.	1.9 Brainstorm some of the controversial questions that are likely to arise from the introduction to the lesson.	

2. **Concept Development (New learning likely to arise in this lesson):** • Identification and discussion of concepts • Identification of possible challenging areas in the teaching of the concept. • Identification of needed resources for the teaching and learning of the concept.	2.1 Using the *think-pair-share* strategy, ask tutors to come out with the main content in lesson 1 and clarify issues that may arise from the discussion. *(Refer to lesson 1 and its topics and subtopics in the respective course manuals).* 2.2 Put tutors in course groups to discuss the barriers and challenges they might encounter when presenting the lessons. Examples: on style and stylistics, concepts and theories of curriculum development, advanced composition, the definition of sociolinguistics, characteristics of written literature, etc). For example, what challenges do you envisage in teaching these topics (e.g. the distinction between curriculum and syllabus)? Examples of barriers: Sociolinguistics: Student teachers may not have been relating appropriately between and among themselves considering the plurality of the language situation in Ghana. Teaching English: Student teachers may have challenges in teaching some of the concept in English language.	2.1 Through *the think-pair-share*, state the main content in lesson 1 and clarify issues that may arise from the discussion. *(Refer to lesson 1 and its subtopics in the respective course manuals).* 2.2 In groups, discuss any challenges you anticipate in presenting the topics of various lessons. Examples of barriers: Sociolinguistics: Student teachers may not have been relating appropriately between and among themselves considering the plurality of the language situation in Ghana. Teaching English: Student teachers may have challenges in teaching some of the concept in English language.	**25 mins**

| | Advanced Grammar of a Ghanaian Language: Student teachers might likely not know the scope of advanced compositions of a Ghanaian language.

Comprehension and Summary of a Ghanaian Language: Student teachers might not likely to identify all techniques and types of comprehension.

Stylistics: Student teachers may not have been interpreting texts taking into consideration the linguistic and literary implications.

Written Literature of a Ghanaian Language: Student teachers might likely to identify all the characteristics and scope of literature.

English Language Curriculum (EG, UP, JHS): Student teachers may not have been previewed to the theory of curriculum development.

Challenges: Sociolinguistics: Student teachers might not be able to distinguish between and among the variations in languages and dialects.

This can be avoided when they have an in-depth knowledge in how language is used in different Contexts.. | Advanced Grammar of a Ghanaian Language: Student teachers might likely not know the scope of advanced compositions of a Ghanaian language.

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This can be avoided when they have an in-depth knowledge in how language is used in different Contexts.. | |

| | | Teaching English: There is a tendency that the tutor/lecturer might focus on examples from one language s/he is familiar with excluding languages of other student teachers.

This can be addressed by making effort to diversify by including examples from other languages.

Advanced Grammar of a Ghanaian Language: The tutor/lecturer might not be an expert in advanced compositions of a Ghanaian language.

This can be addressed by making effort learn more for advanced composition of a Ghanaian language.

Comprehension and Summary of a Ghanaian Language: The tutor/lecturer might not be an expert in comprehension and summary or the three genres. This can be addressed by making effort learn more for comprehension and summary of a Ghanaian language.

Stylistics: It is likely that student teachers may not recognize writers' concept of foregrounding and deviation so they might misinterpret given texts. | Teaching English: There is a tendency that the tutor/lecturer might focus on examples from one language s/he is familiar with excluding languages of other student teachers.

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Comprehension and Summary of a Ghanaian Language: The tutor/lecturer might not be an expert in comprehension and summary or the three genres. This can be addressed by making effort learn more for comprehension and summary of a Ghanaian language.

Stylistics: It is likely that student teachers may not recognize writers' concept of foregrounding and deviation so they might misinterpret given texts. | |

	This can be avoided when they have an in depth knowledge in writers' style of writing. Written Literature of a Ghanaian Language: The tutor/lecturer might not be an expert in literature or the three genres. This can be addressed by making effort learn more for written literature. English Language Curriculum (EG, UP, JHS): The student teachers may be confused with curriculum as a discipline of its own. This may be avoided when the historical perspectives of curriculum is looked at into details. Check with groups to gauge their understanding and share ideas of good practice. 2.3 Let tutors consider the suggested teaching and learning resources in the manual and choose the most appropriate ones for teaching the topics. For example, ICT tools (smartphones, projectors, video), inclusive materials (*in the selection, bear in mind the diversity, sociocultural background*) and how they will be used in the lessons to promote learning, for instance,	This can be avoided when they have an in depth knowledge in writers' style of writing. Written Literature of a Ghanaian Language: The tutor/lecturer might not be an expert in literature or the three genres. This can be addressed by making effort learn more for written literature. English Language Curriculum (EG, UP, JHS): The student teachers may be confused with curriculum as a discipline of its own. This may be avoided when the historical perspectives of curriculum is looked at into details. 2.3 Choose the most appropriate learning resources, e.g. ICT tools (smartphones, projectors, video) and inclusive materials for teaching the topics in this current lesson.	

	English, at both the New 4-Year B.Ed. and Basic levels. (*refer tutors to the resources section of their manuals*)		
	2.4 Let tutors consider the respective required texts and how they will be used in the lessons to promote learning among all manner of learners (GESI).	2.4 Consider the required texts and show how they will be used in the lesson to promote learning among all manner of learners (GESI)	
	2.5 Ask tutors to identify the additional reading materials needed and how they will be used in the lessons to promote GESI and 21ST-century skills. (E.g groupwork to promote communication and collaboration) Make specific reference to activities in the relevant course manuals. Raise subject-specific or phase-related points, exploring similarities or differences	2.5 Identify the additional reading materials needed and how you will use them to promote GESI and 21st-century skills. (E.g groupwork to promote communication and collaboration)	
Guidance notes for SL/HoD should • *Identify any aspect of the lesson that might be challenging for tutors in terms of new learning and which needs to be considered before taking tutors through the lesson activities " walk through".* • *The resources needed must be identified: literature*			

– page referenced etc., on the web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability *This section can build on the PD needs identified from the course manuals*			
3. Teaching, learning and assessment activities for the lesson • Reading of teaching and learning activities and identification of areas that require clarification • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) • Working through one or two activities,	3.1 Lead discussion through questions and answers on the various suggested teaching and learning activities to be used in the lesson delivery (e.g., teaching the grammar-translation method and characteristics of literature) and how they will promote the delivery of English and Ghanaian Language lessons in both the B.Ed. and Basic School Curricula, as well as GESI and 21st-century skills, (e.g. think-pair-share, brainstorming, group work). *(refer tutors to the teaching and learning activities sections of the course manuals).* *Examples GESI* Making reasonable adjustments for physically challenged learners. Both male and female learners playing leading roles in a group task	3.1 Contribute to discussion by answering and asking questions on the various teaching and learning activities suggested in the lesson delivery and how they will promote the content delivery of Ghanaian Language and English of the New 4-year B.Ed., Basic School Curricula and GESI. *(refer to the teaching and learning activities section of your course manuals)* *Examples of GESI:* Making reasonable adjustments for physically challenged learners. Both male and female learners playing leading roles in a group task. *Examples of 21st century sills:* Critical thinking, communication, collaboration, observation and enquiry skills, digital literacy	**40 mins**

	Examples of 21st century sills: Critical thinking, communication, collaboration, observation and enquiry skills, digital literacy	
	3.2 Ask tutors to tutors discuss the appropriateness of the activities and strategies and how they will be used to enhance the core and transferable skills (e.g. Using debate to promote critical thinking, communication, collaboration) and GESI (e.g. Emphasizing inclusive learning) in the lessons in both the College of Education (B.ED) and Basic School Curricula.	3.2 Discuss the appropriateness of the activities and strategies and how you will use them to enhance the core and transferable skills (e.g. Using debate to promote critical thinking, communication, collaboration) and GESI (e.g. Emphasizing inclusive learning in the lesson in the College of Education (B.ED) and Basic School Curricula.
	3.3 Ask one tutor to model a selected activity in a teaching situation. Provide a small amount of time for tutors to rehearse what they will do.	3.3 Demonstrate a selected activity and use it in an actual classroom teaching situation.
	3.4 Ask tutors to discuss the mode of assessment outlined in the various manuals and find out how they are aligned with the NTEAP in terms of the subject project, subject portfolio, including those gathered from School Visit (STS) and end of semester examination. Ask tutors to provide examples of activities for subject project and subject portfolio	3.4 Discuss the mode of assessment outlined in the various manuals and find out how they are aligned with the NTEAP in terms of the subject project, subject portfolio, including those gathered from School Visit (STS) and end of semester examination. Provide examples of activities for subject project and subject portfolio

	E.g. Student teachers to present their assignment using a poster to aid their presentation (subject portfolio) E.g. Student teachers to prepare a poster showing how their lessons are linked to the Basic School curriculum (Subject project) *Note: Remind tutors to be mindful of GESI issues such as braille, the use of audio machines for orals, in both subject project and subject portfolio.* *Examples of special tools:* text magnifier, head wands, keyboard for cerebral Palsy, braille, typing aids, large prints, audio books. 3.5 Discuss with tutors the continuous assessment methods in the respective manuals and how they are used in assessing student teachers. Examples are: presentation, project, debate, quizzes, assignment and tests.	E.g. Student teachers to present their assignment using a poster to aid their presentation (subject portfolio) E.g. Student teachers to prepare a poster showing how their lessons are linked to the Basic School curriculum (Subject project) *Examples of special tools:* text magnifier, head wands, keyboard for cerebral Palsy, braille, typing aids, large prints, audio books. 3.5 Discuss the assessment continuous instruments in the respective manuals and how they are used in assessing student teachers.	
Guidance notes for SL/HoD should • *Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, e.g. from section 2, or approaches to teaching, learning and assessment,*			

incl. gender-responsive and inclusive approaches • *Identify how any assessments relate to course assessment components* • *The selected activities should be done with tutors in natural or close to real-time* • *Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these* • *Identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied* • *Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material* • *Identify where power point presentations or other resources need to be developed to*			

support learning and provide guidance • *Identify resources required for any TLMs and provide guidance on development of these*			
4. Evaluation and review of session: • identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues	4.1 Ask tutors to recap the main issues in the individual lessons in the PD session and discuss any outstanding issues that relate to it for clarification. 4.2 Ask Tutors to identify a critical friend who took part in the PD session to sit in their class during the lesson and report on observation during the next PD session for discussion.	4.1 Recap the main issues in the lesson and discuss any outstanding issues that relate to the current lesson for clarification. 4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on observation during the next PD session for discussion.	**5 mins**
	4.3 Encourage tutors to read the topics to be treated in the next PD session	4.3 Read the topics to be treated in advance to enable you to prepare adequately for the session	

Tutor PD Session for Lesson 2 in the Course Manual

Lesson Title:

English:

 Teaching English:

 Approaches to the teaching of Grammar: Direct/Natural/Reformed Meth, inductive teaching,

 meanings through contexts, structural/new approach, sentence pattern and phrase, barriers to learning.

 Stylistics:

 Key concepts in stylistics, principles of stylistic analysis, strands of modern stylistics, strands and stylistics.

 Sociolinguistics:

 Language and society: Language communities, intersecting communities

 Curriculum:

 Theory of curriculum development; theory and models of curriculum development importance of the theory of curriculum development (JHS, UP, EG),

Ghanaian Language:

 JHS Advanced Grammar:

 Planning composition writing, organising composition

 Comprehension and Summary:

 Types of reading: skimming, scanning, critical reading

 Written Literature:

 Literary devices: features of written literature, features of oral literature,

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs, and each one must be addressed	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 state of the session)	Time in session
1. **Introduction/lesson overview** • Overview of subject/s age phase/s to be covered in this PD session and how it will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s.	1.1 Use leading and probing questions to recap the main issues raised in the previous PD session in English and Ghanaian language. 1.2 Ask tutors to discuss how the phases of this lesson are organised and how they will be covered. For example, help tutors to understand that the English	1.1 Discuss the main issues raised in the previous PD session in English and the Ghanaian language. 1.2 Discuss how the phases of this lesson are organised and how they will be covered.	**20 mins**

• Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes	and Ghanaian language have been grouped for the PD sessions and that from time to time, they will be asked to refer to activities in their subject course manuals. Let them know that even though there are generic issues to be discussed, there are specific issues relevant to the subject course manuals and each phase course manual for EG, UP and JHS. 1.3 Ask the Critical Friend(s) who had the opportunity to observe the previous lesson to share their experiences with tutors. 1.4 Ask tutors to discuss their expectations for this second PD session and how they understand the concepts to be treated in the lesson. 1.5 Ask tutors, in their course groups, to discuss the primary purpose of the current PD Session and that of the current lesson and ask them to share their views. 1.6 Discuss the main Learning Outcomes (LOs), and the Learning Indicators (LIs) raised in the lesson. Address issues that may arise. *(Refer to the learning outcomes and indicators sections of the lessons).*	1.3 Share your observations and experiences that you had from the lesson observation with colleagues. 1.4 brainstorm the expectations of this session and your understanding of the concepts to be treated in the lesson. 1.5 Discuss the primary purpose of the PD Session and that of the current lesson of the course manual and share your views. 1.6 Discuss the main Learning Outcomes (LOs), and the Learning Indicators (LIs) raised in the lesson. Ask questions for clarification. *(Refer to the learning outcomes and indicators section of the lesson, e.g. How will the indicators help achieve the learning outcomes?)*	

	Examples: *Advanced Grammar of a* *Ghanaian Language:* Examples of issues raised in the previous PD session: Managing time, considering details of topics and subtopics of lesson and using appropriate teaching and learning activities. Comprehension of a Ghanaian Language: demonstrate knowledge and skills in teaching comprehension and summary of Ghanaian language. (NTS 1a, f: 12), (NTS 2c, d: 13), (NTS 3a, e, f, g, i, j: 14), (NTS 2e: 13), (NTS 3 c, d, h: 14), (NTECF 3: 20), (NTS 2f:13), (NTS 3f, g: 14), (NTECF 4: 42), (IEP 5: 11). *Written Literature of a* *Ghanaian Language:* demonstrate knowledge and understanding of written literature of a Ghanaian language, and teach them effectively and promote literature appreciation among learners. (NTS 2c, e: 13), (NTS 2e: 13), (NTS 3a, c: 14), (NTECF 3: 20). *English Language Curriculum:* Demonstrate knowledge of the characteristics of the English language curriculum from KG to JHS (**NTS 2d: 13)** *Sociolinguistics:* Explain multilingualism and some of its by-products such as code[1]	*Examples:* *Advanced Grammar of a* *Ghanaian Language* Examples of issues raised in the previous PD session: Managing time, considering details of topics and subtopics of lesson and using appropriate teaching and learning activities. Comprehension of a Ghanaian Language: demonstrate knowledge and skills in teaching comprehension and summary of Ghanaian language. (NTS 1a, f: 12), (NTS 2c, d: 13), (NTS 3a, e, f, g, i, j: 14), (NTS 2e: 13), (NTS 3 c, d, h: 14), (NTECF 3: 20), (NTS 2f:13), (NTS 3f, g: 14), (NTECF 4: 42), (IEP 5: 11). *Written Literature of a* *Ghanaian Language:* demonstrate knowledge and understanding of written literature of a Ghanaian language, and teach them effectively and promote literature appreciation among learners. (NTS 2c, e: 13), (NTS 2e: 13), (NTS 3a, c: 14), (NTECF 3: 20). *English Language Curriculum:* Demonstrate knowledge of the characteristics of the English language curriculum from KG to JHS (**NTS 2d: 13)** *Sociolinguistics:* Explain multilingualism and some of its by-products such as code[1] switching, pidgins	

	switching, pidgins and creoles. They should also be able to identify the process of language shift and language death/loss in their own communities (NTS2c, p.13). *Stylistics:* student teachers should be able to demonstrate the understanding of the major aspects or perspectives of stylistics (**NTS, 2c: 13**) 1.7 Refer tutors to the lesson description of lesson 2 and identify the distinctive features of the lesson. Example: English Curriculum: The models of curriculum development, the integrated nature of the teaching and learning activities Sociolinguistics: Specific role of language in society. Teaching English: The concept of grammar in English language. Advanced Grammar of a Ghanaian language: Skills in planning and organising onself 1.8 Ask tutors to brainstorm controversial questions that are likely to arise from the introduction to the lesson.	and creoles. They should also be able to identify the process of language shift and language death/loss in their own communities (NTS2c, p.13). *Stylistics:* student teachers should be able to demonstrate the understanding of the major aspects or perspectives of stylistics (**NTS, 2c: 13**) 1.7 Identify the distinctive features of the lesson (refer to the lesson description section). Example: English Curriculum: The models of curriculum development, the integrated nature of the teaching and learning activities Sociolinguistics: Specific role of language in society. Teaching English: The concept of grammar in English language. Advanced Grammar of a Ghanaian language: Skills in planning and organising onself 1.8 Brainstorm some of the controversial questions that are likely to arise from the introduction to the lesson.	

	Example: Misconception that curriculum is not a field of study but rather a discipline of its own.		
The guidance notes for SL/HoD need to • *Provide a short overview of the lesson* • *Identify important or distinctive features of the lesson* • *Identify assessment aligned to NTEAP* • *Anticipate questions that might arise from the introduction to the lesson and provide responses for SL/HoD.* • *Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD*			
2. Concept Development (New learning likely to arise in this lesson): • Identification and discussion of concepts • Identification of possible challenging areas in the teaching of the concept. • Identification of needed resources for the teaching and	2.1 Using the *think-pair-share* strategy, ask tutors to come out with the main content covered in lesson 2 and clarify issues that may arise from the discussion. *(Refer to lesson 2 and its subtopics in the respective course manuals)* 2.2 Put tutors in groups to discuss the challenges they might encounter when presenting lesson 2 (e.g. inductive teaching,	2.1 Through *the think-pair-share*, state the main content covered in the lesson and clarify issues that may arise from the discussion. *(Refer to lesson 2 and its subtopics in the respective course manuals).* 2.2 In groups, discuss any challenges you anticipate in presenting the topics of lesson 2.	**25 mins**

learning of the concept.	strands and stylistics, intersecting communities, literary devices and types of reading in language lesson).		
	2.3 Ask tutors to discuss the suggested teaching and learning resources in the manual and choose the most appropriate ones for teaching the topics. E.g. ICT tools (smartphones, projectors, video), inclusive materials (*in the selection of these resources, bear in mind the diversity, sociocultural background*) and how they will be used in the lessons to promote learning in colleges of Education and in the basic school classroom. Note:*In the selection of the resources, tutors must be mindful of the requirements of the Basic School Curricula, e.g. the use of an integrated approach to teaching English (*refer tutors to the resources section of their manuals*)*	2.3 Discuss the suggested teaching and learning resources and choose the most appropriate learning resources, e.g. ICT tools (smartphones, projectors, video) and inclusive materials for teaching the topics in this current lesson.	
	2.4 Discuss the respective required texts (*refer to the required textbook section*) and how they will be used in the lessons to promote learning among all manner of learners (GESI).	2.4 Discuss the required texts and show how they will be used in the lesson to promote learning among all manner of learners (GESI)	

	2.5 Ask tutors to identify the respective additional reading materials (*refer to the additional reading materials list in the manual*) needed and how they will be used in the lessons to promote GESI and 21ST-century skills (e.g. diversity, inclusivity, critical thinking).	2.5 Identify the additional reading materials needed and how you will use them to promote GESI and 21st-century skills (e.g. diversity, inclusivity, critical thinking).	
Guidance notes for SL/HoD should • *Identify any aspect of the lesson that might be challenging for tutors in terms of new learning and which needs to be considered prior to taking tutors through the lesson activities " walk through".* • *The resources needed must be identified: literature – page referenced etc, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability* *This section can build on the PD needs identified from the course manuals*			
3. Teaching, learning and assessment activities for the lesson • Reading of teaching and learning	3.1 Discuss with tutors the various suggested teaching and learning activities used in the lesson delivery.	3.1 Actively participate in the discussion by answering and asking questions on the various teaching and learning activities suggested to be used in	**40 mins**

activities and identification of areas that require clarification • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) • Working through one or two activities,	(e.g. in the teaching of critical reading, skimming, scanning; planning and organising composition; language and society, intersecting communities) and how they will promote the delivery of English and Ghanaian Language lessons in both the B.Ed. and Basic School Curricula, as well as GESI and 21st-century skills, (e.g. *this can be done using think-pair-share, brainstorming and group work*) *(refer tutors to the teaching and learning activities sections of the course manuals)* *Other 21st century skills include:* Critical thinking, communication, collaboration, observation and enquiry skills, digital literacy 3.2 Ask tutors to discuss the appropriateness of the suggested activities and strategies and how they will enhance the core and transferable skills as discussed in lesson 1. (e.g. critical thinking, communication, collaboration) and GESI (e.g. diversity issues) in the lessons in the College of Education (B.ED) and Basic School Curricula. Other examples of GESI include: Making reasonable adjustments for physically challenged learners.	the lesson delivery and how they will promote the content delivery of Ghanaian Language and English of the New 4-year B.Ed., Basic School Curricula and GESI. *(refer to the teaching and learning activities section of your course manuals)* *Other 21st century skills include:* Critical thinking, communication, collaboration, observation and enquiry skills, digital literacy 3.2 Discuss the appropriateness of the activities and strategies and how you will use them to enhance the core and transferable skills as discussed in lesson1 (e.g. critical thinking, communication, collaboration) and GESI in the lesson in the College of Education (B.ED) and Basic School Curricula. Other examples of GESI include: Making reasonable adjustments for physically challenged learners.	

		Both male and female learners playing leading roles in a group task	Both male and female learners playing leading roles in a group task	
		3.3 Ask one tutor to model a selected activity in a teaching situation (*for example, how to teach the concept of critical thinking, inductive teaching, literary devices*)	3.3 Demonstrate a selected activity showing how it is used in an actual classroom teaching situation.	
		3.4 Ask tutors to discuss the mode of assessment outlined in the various manuals and find out how they are aligned with the NTEAP in terms of the subject project, subject portfolio, including those gathered from School Visit (STS) and end of semester examination. Ask tutors to provide examples of activities for subject project and subject portfolio	3.4 Discuss the mode of assessment outlined in the various manuals and find out how they are aligned with the NTEAP in terms of the subject project, subject portfolio, including those gathered from School Visit (STS) and end of semester examination. Provide examples of activities for subject project and subject portfolio.	
		E.g. Student teachers to present their assignment using a poster to aid their presentation (subject portfolio)		
		E.g. Student teachers to prepare a poster showing how their lessons are linked to the Basic School curriculum (Subject project)		
		Note: Remind tutors to be mindful of GESI issues such as braille, the use of audio machines for orals, text magnifier, head wands, keyboard for	*Note: Remind tutors to be mindful of GESI issues such as braille, the use of audio machines for orals,* text magnifier, head wands, keyboard for cerebral Palsy,	

	cerebral Palsy, typing aids, large prints, audio books. 3.5 Discuss the assessment instruments in the manuals with tutors and how they can effectively assess student teachers using the concepts (examples include presentation, project, debate, quizzes, assignment and tests). The following assessment instruments can be used: Using grading rubrics, Canvas Assignments, plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. Quiz bot	typing aids, large prints, audio books 3.5 Discuss the assessment instruments in the respective manuals and procedures in assessing student teachers. The following assessment instruments can be used: Using grading rubrics, Canvas Assignments, plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. Quiz bot	
Guidance notes for SL/HoD should • *Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience . These could involve applying new content, e.g. from section 2, or approaches to teaching, learning and assessment, incl. gender-responsive and inclusive approaches* • *Identify how any assessments relate to course*			

assessment components			
• *The selected activities should be done with tutors in natural or close to real time*			
• *Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these*			
• *Identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied*			
• *Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material*			
• *Identify where power point presentations or other resources need to be developed to support learning and provide guidance*			
• *Identify resources required for any TLMs and provide*			

guidance on development of these			
5. Evaluation and review of session: • identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues	4.1 Ask tutors to recap the main issues in the individual lessons in the PD session and discuss any outstanding issues that relate to it for clarification. 4.2 Ask Tutors to identify a critical friend who took part in the PD session to sit in their class during a lesson and report on observation during the next PD session for discussion. 4.3 Encourage tutors to read the topics to be treated in the next PD session	4.1 Recap the main issues in the lesson and discuss any outstanding issues that relate to the current lesson for clarification. 4.2 Identify a critical friend who took part in the PD session to sit in your class during a lesson and report on observation for discussion during the next PD session. 4.3 Read the topics to be treated in advance to enable them to prepare adequately for the session.	**5 mins**
Course assessment in accordance with the NTEAP: SWL needs to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means that subject projects, portfolio preparation, and development are explicitly addressed in the PD sessions.			

Tutor PD Session for Lesson 3 in the Course Manual

Lesson Title:

Teaching English:

Approaches to the teaching of Grammar: Communicative Approach: dialogue role play and field trips, other extensions with games, stories, songs, drawings, Audiolingual method: repetition, inflexion, replacement, restatement

Stylistics:

Key concepts in stylistics: foregrounding, deviation, parallelism, cohesion and coherence

Sociolinguistics:

Language and society 2: Language and dialect/ Mutual intelligibility/Standardization and variations Regional dialects, registers and style

Curriculum(JHS, Upper Primary and Early Grade):

Stages of English language curriculum development: stages of curriculum development, curriculum designing/planning/development, curriculum implementation, curriculum evaluation (JHS, Upper Primary and Early Grade

Ghanaian Language:

JHS Advanced Grammar:

Writing advanced compositions: stages in writing composition, writing on different topics, writing for different audiences;

Comprehension and summary

Identification of key ideas in comprehension; ways to identify key concepts, topic sentences, supporting sentence.

Written Literature (UP):

Prose(scope, characteristics and literary devices); scope of prose, some literary devices

Written Literature (EG):

Types or genres of written literature

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs, and each one must be addressed	Guidance notes on Leading the session. *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 state of the session)	Time in session
1. **Introduction/lesson overview** • Overview of subject/s age phase/s to be covered in this PD session and how it will be organised. Including guidance	*Start with a song or a puzzle as an icebreaker.* 1.1 Use leading and probing questions to recap the main issues raised in the previous PD session in English and Ghanaian language. (Revise some	1.1 Discuss the main issues raised in the previous PD session in English and Ghanaian language.	20 mins

on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson • Reading and discussion of the introductory sections up to learning outcomes	key issues identified in the last session) For example the use of ICT tools in assessment and the use of GESI responsive activities 1.2 Remind tutors about how the topics for this week's lesson are organised and how they will be covered. (e.g. ask a tutor to remind the larger group that the English and Ghanaian language have been grouped for the PD sessions and that from time to time, they will be asked to refer to activities in their subject course manuals. 1.3 Let a critical friend share his views or report from a lesson observed, highlighting how crosscutting issues such as ICT and GESI matters were handled in the lesson. Examples of GESI: Both male and female learners playing leading roles in a group task. Examples of ICT: Desktop and laptops computers ,Projector, Digital cameras, Printer, Photocopier 1.4 Discuss with tutors their expectations for this lesson and how they understand the concepts such as topic sentence, foregrounding, etc., to be treated in this lesson.	For example the use of ICT tools in assessment and the use of GESI responsive activities 1.2 Discuss how the age phases (EG, UP JHS) of this lesson is organised and how they will be covered. 1.3 Let tutors discuss issues raised from the critical friend report highlighting the crosscutting issues such as ICT and GESI matters. Examples of GESI: Both male and female learners playing leading roles in a group task. Examples of ICT: Desktop and laptops computers ,Projector, Digital cameras, Printer, Photocopier 1.4 Discuss your expectations of this lesson and your understanding of the concepts to be treated in the lesson.	

1.5 Tutors in pairs (opposite sex, if possible), ask them to discuss the primary purpose of the current PD Session and that of the current lesson and ask them to share their views.	1.5 In pairs, discuss the primary purpose of the PD Session and that of the current lesson of the course manual and share your views.	
1.6 with their course groups, ask tutors to discuss the main Learning Outcomes (LOs) and the Learning Indicators (LIs) raised in the lesson. Address issues that may arise. *(Refer to the learning outcomes and indicators sections of the lessons).* *Examples:* *Sociolinguistics:* Demonstrate an understanding of how social factors such as sex, education, race, vocation or profession influence linguistic choices and create linguistic variation, and be able to apply this knowledge in their classrooms (NTS2c, p.13). Teaching English: demonstrate knowledge of English Language as a medium of instruction and as a subject of study at the JHS **(NTECF, p.10) (NTS, 2c, p.13)** **Stylistics:** At the end of this course, students should be able to explore linguistic features from texts to aid the understanding of such texts (NTS 2c, 3e: 13 & 14)	1.6 Discuss the main Learning Outcomes (LOs), and the Learning Indicators (LIs) raised in the lesson. Ask questions for clarification. *(Refer to the learning outcomes and indicators section of the lesson, e.g. How will the indicators help achieve the learning outcomes?)* *Examples:* *Sociolinguistics:* Demonstrate an understanding of how social factors such as sex, education, race, vocation or profession influence linguistic choices and create linguistic variation, and be able to apply this knowledge in their classrooms (NTS2c, p.13). Teaching English: demonstrate knowledge of English Language as a medium of instruction and as a subject of study at the JHS **(NTECF, p.10) (NTS, 2c, p.13)** **Stylistics:** At the end of this course, students should be able to explore linguistic features from texts to aid the understanding of such texts (NTS 2c, 3e: 13 & 14)	

	Written Literature of a Ghanaian Language: demonstrate knowledge and skill in assessing the various genres of written literature of a Ghanaian language. (NTS 1d, g: 12), (NTS 3b: 14), (NTS 1a, b: 12), (NTS 3k-p: 14), (NTECF 4: 39), (NTS 3n, p: 14).

English Language Curriculum: Organize the content into teachable units for a scheme of work **(NTS 3a: 14)**and work in collaboration with other professionals to write individualised plans of action, including differentiated instruction/assessment

1.7 Refer tutors to the lesson description of lesson 3 and identify the distinctive features of the lesson, e.g. the varieties of language, approaches for teaching English, the genres of written literature, etc

1.8 Ask tutors about the controversial questions that are likely to arise from the introduction to the lesson being mindful of all manner of learners such as visually impaired etc. (*An example of a question which might arise: What is curriculum?: What is advanced composition? What is the deviation?*) | Written Literature of a Ghanaian Language: demonstrate knowledge and skill in assessing the various genres of written literature of a Ghanaian language. (NTS 1d, g: 12), (NTS 3b: 14), (NTS 1a, b: 12), (NTS 3k-p: 14), (NTECF 4: 39), (NTS 3n, p: 14).

English Language Curriculum: Organize the content into teachable units for a scheme of work **(NTS 3a: 14)**and work in collaboration with other professionals to write individualised plans of action, including differentiated instruction/assessment

1.7 In pairs, identify the distinctive features of the lesson (refer to the lesson description section).

1.8 Brainstorm some of the controversial questions that are likely to arise from the introduction to the lesson. | |

The guidance notes for SL/HoD need to • *Provide a short overview of the lesson* • *Identify important or distinctive features of the lesson* • *Identify assessment aligned to NTEAP* • *Anticipate questions that might arise from the introduction to the lesson and provide responses for SL/HoD.* • *Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD*			
2. Concept Development (New learning likely to arise in this lesson): • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept.	2.1 Using the *think-pair-share* strategy, ask tutors to come out with the main content covered in lesson 3, highlighting learners' diversity, background and clarifying issues that may arise from the discussion. *(Refer to lesson 3 and its subtopics in the respective course manuals)* *Examples:* *Sociolinguistics:* *Language and dialect, mutual intelligibility,* standardization and variations regional dialects, social dialects idiolects, registers, styles genres.	2.1 Through *the think-pair-share*, state the main content to be covered in the lesson, highlighting the learners' diversity background and clarifying issues that may arise from the discussion. *(Refer to lesson 3 and its subtopics in the respective course manuals).* *Examples:* *Sociolinguistics:* *Language and dialect, mutual intelligibility,* standardization and variations regional dialects, social dialects idiolects, registers, styles genres.	**25 mins**

		Stylistics: Concepts of stylistics, foregrounding, deviation, parallelism. Advanced Grammar of a Ghanaian Language: Processess or stages in writing composition, writing on different topics, writing for different audience. 2.2 Ask tutors to anticipate some relevant previous knowledge related to the topic in lesson 3 2.3 Put tutors in groups to discuss the challenges they might encounter when presenting the lessons on various communicative approaches of teaching grammar, stages of curriculum development, advanced composition, definitions of dialect, the genre of written literature, etc., in a language lesson. What challenges do you envisage in teaching these topics (e.g. the distinction between dialect and language. Misconceptions that girls do better than boys when they learn a language.) Examples of challenges: Sociolinguistics: It is likely that student teachers may not be able to distinguish between and among language, varieties and dialect.	Stylistics: Concepts of stylistics, foregrounding, deviation, parallelism. Advanced Grammar of a Ghanaian Language: Processess or stages in writing composition, writing on different topics, writing for different audience. 2.2 Tutors discuss some relevant previous knowledge related to the topics in Lesson 3. 2.3 In groups, discuss any challenges you anticipate in presenting the topics of various lessons. Examples of challenges: Sociolinguistics: It is likely that student teachers may not be able to distinguish between and among language, varieties and dialect.	

	This can be avoided when they have an in depth knowledge on the three concepts. Teaching English: There is a tendency that the tutor/lecturer might focus on examples from one language s/he is familiar with excluding languages of other student teachers. This can be addressed by making effort to diversify by including examples from other languages English Language Curriculum: It is likely that student teachers may not be able to identify and differentiate between and among the three stages of curriculum. This can be avoided when they have an in depth knowledge in curriculum theory and its design. Advanced Grammar of a Ghanaian Language: There is a tendency that the tutor/lecturer might not be able to ensure each student teacher is practically involved in learning the skills in the process of writing compositions. This can be addressed by grouping the student teachers to	This can be avoided when they have an in depth knowledge on the three concepts. Teaching English: There is a tendency that the tutor/lecturer might focus on examples from one language s/he is familiar with excluding languages of other student teachers. This can be addressed by making effort to diversify by including examples from other languages English Language Curriculum: It is likely that student teachers may not be able to identify and differentiate between and among the three stages of curriculum. This can be avoided when they have an in depth knowledge in curriculum theory and its design. Advanced Grammar of a Ghanaian Language: There is a tendency that the tutor/lecturer might not be able to ensure each student teacher is practically involved in learning the skills in the process of writing compositions. This can be addressed by grouping the student teachers to	

	collaborate in carrying out class activities. Comprehension and Summary of a Ghanaian Language: There is a tendency that the tutor/lecturer might not be able to ensure each student teacher is practically involved in learning the skills in identifying main ideas in reading comprehension. This can be addressed by tasking the student teachers search online for more information themselves before the lesson. Stylistics: It is likely that student teachers may not recognize writers' concept of foregrounding and deviation so they might misinterpret given texts. This can be avoided when they have an in depth knowledge in writers' style of writing. 2.4 Ask tutors to consider the suggested teaching and learning resources in the manual and choose the most appropriate ones for teaching the topics. Examples include ICT tools (smartphones, projectors, video), inclusive materials (in selection, bear in mind the diversity and sociocultural background of learners), and how	collaborate in carrying out class activities. Comprehension and Summary of a Ghanaian Language: There is a tendency that the tutor/lecturer might not be able to ensure each student teacher is practically involved in learning the skills in identifying main ideas in reading comprehension. This can be addressed by tasking the student teachers search online for more information themselves before the lesson. Stylistics: It is likely that student teachers may not recognize writers' concept of foregrounding and deviation so they might misinterpret given texts. This can be avoided when they have an in depth knowledge in writers' style of writing 2.4 Choose the most appropriate learning resources, e.g. ICT tools (smartphones, projectors, video) and inclusive materials for teaching the topics in this current lesson.	

	they will be used in the lessons to promote learning, for instance, English, at both the New 4-Year B.Ed. and Basic levels. (*refer tutors to the resources section of their manuals*)		
	2.5 Ask tutors to read the section in the manual on the respective required texts and how they will be used in the lessons to promote learning among all manner of learners (GESI) and aid in teaching the Basic Level Curriculum.	2.5 Tutors read the required texts session in the manual and show how they will be used in the lesson to promote learning among all manner of learners (GESI)as well as aid in teaching the Basic Level Curriculum	
	2.6 Ask tutors to identify the additional reading materials needed in the course manual and how they will be used in the lessons to promote GESI and 21ST-century skills.	2.6 Identify the additional reading materials needed and how you will use them to promote GESI and 21st-century skills.	
	2.7 Tell tutors to suggest any other reading material relevant for the topic either from online or the library.	2.7 Tutors suggest some online materials that can aid in teaching the topic.	
Guidance notes for SL/HoD should • *Identify any aspect of the lesson that might be challenging for tutors in terms of new learning and which needs to be considered prior to taking tutors through the lesson activities " walk through".*			

• *The resources needed must be identified: literature – page referenced etc, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability* *This section can build on the PD needs identified from the course manuals*			
3. Teaching, learning and assessment activities for the lesson • Reading of teaching and learning activities and identification of areas that require clarification • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) • Working through one or two activities,	3.1 Lead a discussion on the various suggested teaching and learning activities. (e.g. of these activities are: think-pair-share, brainstorming, group work). Ask a tutor from one of the course groups to choose any activities for enacting a lesson. (e.g. in the teaching of standardization, stages of language curriculum development and types of literature) and how they will promote the delivery of English and Ghanaian Language lessons in both the B.Ed. and Basic School Curricula, as well as GESI and 21st-century skills. *(refer tutors to the teaching and learning activities sections of the course manuals)* 3.2 Ask tutors to discuss the appropriateness of the activities such as group work, think- pair- share, class presentation, etc.	3.1 Contribute to discussion by answering and asking questions on the various teaching and learning activities suggested in the lesson delivery and how they will promote the content delivery of Ghanaian Language and English of the New 4-year B.Ed., Basic School Curricula and GESI. *(refer to the teaching and learning activities section of your course manuals)* 3.2 Discuss the appropriateness of the activities such as group work, class presentation, etc.	**40 mins**

	Ask them to state how they will be used to enhance the core and transferable skills (e.g. critical thinking, communication, collaboration) and GESI (e.g. diversity issues) in the lessons in both the College of Education (B.ED) and Basic School Curricula.	Show how you will use them to enhance the core and transferable skills (e.g. critical thinking, communication, collaboration) and GESI in the lesson in both the College of Education (B.ED) and Basic School Curricula.	
	3.3 Ask one tutor to exemplify a selected activity in a teaching situation. E.g. use of think-pair square in teaching the topic 3.	3.3 Demonstrate a selected activity and use it in an actual classroom teaching situation.	
	3.4 Ask them to discuss the mode of assessment outlined in the various manuals. Allow them to find out how the assessment modes (class exercises, in-class tests, oral presentation peer assessment etc.) are aligned with the NTEAP. E.g. subject project and subject portfolio Lead tutors to show how the assessment is in line with the NTS. *Note: Remind tutors to be mindful of GESI issues such as braille, the use of audio machines for orals, etc.*	3.4 Discuss the assessment instruments and procedures outlined in the manuals and their alignment with NTEAP and NTS.	
	3.5 Discuss with tutors the assessment instruments in the respective manuals and procedures used in assessing student teachers using the concepts, for example, presentation, project,	3.5 Discuss the assessment instruments in the respective manuals and procedures in assessing student teachers.	

	debate, quizzes, assignment and tests. Examples of assessment instruments: Using grading rubrics, Canvas Assignments, plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. Quiz bot 3.6 Prompt tutors to suggest ways of integrating cross-cutting issues (GESI and ICT) in the form of assessment used, e.g. large font prints for visually impaired, use of online test e.t.c	Examples of assessment instruments: Using grading rubrics, Canvas Assignments, plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. Quiz bot 3.6 Tutors suggest ways of integrating crosscutting issues (GESI and ICT) in this lesson assessment.	
Guidance notes for SL/HoD should • *Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience . These could involve applying new content, e.g. from section 2, or approaches to teaching, learning and assessment, incl. gender-responsive and inclusive approaches* • *Identify how any assessments relate to course assessment components* • *The selected activities should be done with tutors in natural or close to real time*			

• *Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these* • *Identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied* • *Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material* • *Identify where power point presentations or other resources need to be developed to support learning and provide guidance* • *Identify resources required for any TLMs and provide guidance on development of these*			
4. Evaluation and review of session: • Identification of any outstanding issues relating to this lesson for clarification	4.1 In summary, ask tutors to recap the main issues in the individual lessons in the PD session and discuss any outstanding issues that relate to it for clarification.	4.1 Summarize the main issues in the lesson and discuss any outstanding issues that relate to the current lesson for clarification.	**5 mins**

• Advance preparation • In the case of unresolved issues	4.2 Let Tutors identify a critical friend who took part in the PD session to sit in their class during a lesson and report on observation during the next PD session for discussion.	4.2 Identify a critical friend who took part in the PD session to sit in your class during a lesson and report on observation for discussion during the next PD session.	
	4.3 Encourage tutors to read the topics in lesson 2 to be treated in the next PD	4.3 Discuss the topics to be treated in advance to enable them to prepare adequately for those topics.	
Course assessment in accordance with the NTEAP: SWL needs to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means that subject projects, portfolio preparation, and development are explicitly addressed in the PD sessions.			

Tutor PD Session for Lesson 4 in the Course Manual

Lesson Title:

1. **English**:
   Teaching English:
   Methods and strategies in teaching aspects of the English language- Methods of teaching English as a second language; deductive method, inductive method, deductive- inductive method,

   Stylistics:
   Exploring various language aspects in stylistics: style ad meaning 1; style and meaning; lexical category rule/deviation; changing the position of a lexical item; creating non-existing words; merging two words and adding affixes to words deviating from the norm
   Sociolinguistics:
   Multilingual speech communities: multilingualism as a societal phenomenon; language/speech practices in multilingual communities; types of language/speech practices: diglossia, code-switching, code-mixing
   Curriculum (JHS)
   Stages of English Language Curriculum Development: curriculum design/planning/development; curriculum implementation; curriculum evaluation
   Curriculum (UP)
   The concept and theory of curriculum development: what is curriculum; what is syllabus; the difference between curriculum and syllabus; the history of curriculum development; models of curriculum development
   Curriculum (EG)
   Characteristics of English language curriculum: contextual issues; general aims; general outcomes; specific objectives

2. **Ghanaian Language:**
   JHS Advanced Grammar:
   Evaluation of advanced writing: processes in evaluating composition I; processes in evaluating composition II;
   Comprehension and summary of a Ghanaian language;
   Reading texts of different genres: reading of prose texts; reading of drama texts;
   Written Literature (UP):
   Literature (concepts, scope, types and characteristics): scope, characteristics and elements of drama; types of drama and identification of literary devices
   Written Literature (EG):
   Literary devices: what is literature?; the importance of literary devices; what is a figure of speech

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs, and each one must be addressed	Guidance notes on Leading the session. *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 state of the session)	Time in session
1. Introduction/lesson overview • Overview of subject/s age phase/s to be covered in this PD session and how it will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes	1.1 Use leading and probing questions to recap the main issues raised in the previous semester's PD session in English and Ghanaian language. 1.2 Remind tutors on how the phases of this lesson are organised and how they will be covered. (e.g. ask a tutor to tell the larger group that the English and Ghanaian language have been grouped for the PD sessions and that from time to time, they will be asked to refer to activities in their subject course manuals. Draw their attention to the fact that even though there are generic issues to be discussed, there are specific issues relevant to the subject course manuals and each phase course manual for EG, UP and JHS. 1.3 Invite a critical friend to report the lesson they observed the previous week. 1.4 Discuss with tutors their expectations for the current session and how they understand the concepts to be treated in this lesson.	1.1 Discuss the main issues raised in the previous semester's PD session in English and Ghanaian language. 1.2 Discuss how the age phases of this lesson are organised and how they will be covered. 1.3 Report on the lesson you observed. 1.4 Discuss your expectations of this session and your understanding of the concepts to be treated in the lesson.	**20 mins**

	1.5 Put tutors in pairs (while being gender-sensitive), let them discuss the primary purpose of the current PD Session and that of the current lesson and ask them to share their views.	1.5 In pairs, discuss the primary purpose of the PD Session and that of the current lesson of the course manual and share your views.	
	1.6 In their course groups, ask tutors to discuss the main Learning Outcomes (LOs), and the Learning Indicators (LIs) raised in the lesson. Address issues that may arise. *(Refer to the learning outcomes and indicators sections of the lessons).* *Examples:* *Sociolinguistics:* CLO1: Demonstrate a basic understanding of how language intersects with society (NTS2c, p.13). *Teaching English:* Teach learners using appropriate methods and strategies to develop English Language skills in learners **(NTECF, p.11) (NTS, 3a, e, i, p. 14)** **Advanced Grammar of a Ghanaian Language:** demonstrate knowledge and skills in writing advanced compositions of a Ghanaian language (NTS 2c: 13), (NTS 3i: 14)	1.6 Read and discuss the main Learning Outcomes (LOs) and the Learning Indicators (LIs). Ask questions for clarification. *(Refer to the lesson's learning outcomes and indicators section, e.g. How will the indicators help achieve the learning outcomes?)* *Examples:* *Sociolinguistics:* CLO1: Demonstrate a basic understanding of how language intersects with society (NTS2c, p.13). *Teaching English:* Teach learners using appropriate methods and strategies to develop English Language skills in learners **(NTECF, p.11) (NTS, 3a, e, i, p. 14)** **Advanced Grammar of a Ghanaian Language:** demonstrate knowledge and skills in writing advanced compositions of a Ghanaian language (NTS 2c: 13), (NTS 3i: 14)	

	Comprehension and Summary of a Ghanaian Language: demonstrate knowledge and skills in comprehending and summarizing materials in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20). **English Language Curriculum for Early Grade, Upper Primary and Junior High Specialism:** Demonstrate an in-depth knowledge of the Early Grade, Upper Primary and Junior High English language curricula **(NTS 2b; 2d: 13)** 1.7 Refer tutors to the lesson description of lesson 4 to identify the distinctive features of the lesson, e.g. Multilingualism as a societal phenomenon, characteristics of drama, etc. 1.8 Ask tutors about the controversial questions that are likely to arise from the introduction to the lesson. (*Example of a question that might arise: Is there a difference between teaching English as a first language and as a second language? Is there a difference in the reading of prose, drama and poetry?*) Examples: Sociolinguistics: It is likely that student teachers may not recognize the multiplicity of speeches	**Comprehension and Summary of a Ghanaian Language:** demonstrate knowledge and skills in comprehending and summarizing materials in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20). **English Language Curriculum for Early Grade, Upper Primary and Junior High Specialism:** Demonstrate an in-depth knowledge of the Early Grade, Upper Primary and Junior High English language curricula **(NTS 2b; 2d: 13)** 1.7 In pairs, identify the distinctive features of the lesson, e.g. Multilingualism as a societal phenomenon, characteristics of drama (refer to the lesson description section of lesson 4). 1.8 Brainstorm some of the controversial questions that are likely to arise from the introduction to the lesson. Examples: Sociolinguistics: It is likely that student teachers may not recognize the multiplicity of speeches in a multicultural community.	

	in a multicultural community. This can be avoided when they have an in depth knowledge in the concept of multicultural speech in communities. Teaching English: There is a tendency that the tutor/lecturer might focus on examples from one language s/he is familiar with excluding languages of other student teachers. This can be addressed by making effort to diversify by including examples from other languages. Advanced Grammar of a Ghanaian Language: It is likely the teacher may not be familiar with the steps in evaluating written compositions. This can be addressed by making them do online research before the lesson and interacting with their colleague student teachers before the lesson. Comprehension and Summary of a Ghanaian Language: It is likely the teacher may not be familiar with comprehension and summary hence, may focus on teaching reading of only one.		

	This can be dealt with by doing some online research before the lesson and interacting with their colleague student teachers before the lesson. English Language Curriculum for Early Grade, Upper Primary and Junior High English Curriculum: It is likely that student teachers may not be well versed in the area of the features of the English language curriculum. This can be avoided when they have an in depth knowledge of the characteristics of the English language curriculum.	This can be dealt with by doing some online research before the lesson and interacting with their colleague student teachers before the lesson. English Language Curriculum for Early Grade, Upper Primary and Junior High English Curriculum: It is likely that student teachers may not be well versed in the area of the features of the English language curriculum. This can be avoided when they have an in depth knowledge of the characteristics of the English language curriculum	
The guidance notes for SL/HoD need to • *Provide a short overview of the lesson* • *Identify important or distinctive features of the lesson* • *Identify assessment aligned to NTEAP* • *Anticipate questions that might arise from the introduction to the lesson and provide responses for SL/HoD.* • *Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD*			

2. **Concept Development (New learning likely to arise in this lesson) :** • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. 　• Identification of needed resources for the teaching and learning of the concept.	2.1 Using the *think-pair-share* strategy, ask tutors to come out with the main content covered in lesson 4 and share their observations from the range of the topic. *Examples:* *Sociolinguistics:* Multilingual speech communities. Teaching English: Methods of teaching English as a second language. Advanced Grammar of a Ghanaian Language: Processes of evaluating compositions. Comprehension and Summary of a Ghanaian Language: Reading of prose texts. English Language Curriculum for Early Grade, Upper Primary and Junior High School: Characteristics of the English Language Curriculum *(Refer to lesson 4 and its subtopics in the respective course manuals)* 2.2 Ask tutors to anticipate any RPK of students that will facilitate the delivery of this content.	2.1 Through *the think-pair-share*, state the main content covered in the lesson and your general observations about the scope of the content and any issues that may arise from the topic's content. *(Refer to lesson 4 and its subtopics in the respective course manuals).* *Examples:* *Sociolinguistics:* Multilingual speech communities. Teaching English: Methods of teaching English as a second language. Advanced Grammar of a Ghanaian Language: Processes of evaluating compositions. Comprehension and Summary of a Ghanaian Language: Reading of prose texts. English Language Curriculum for Early Grade, Upper Primary and Junior High School: Characteristics of the English Language Curriculum 2.2 Individually examine the content and suggest any background knowledge of learners that will facilitate their appreciation of this content.	**25 mins**

	2.3 Put tutors in groups to discuss the challenges they might encounter when presenting the language lessons (e.g. style and meaning, creation of non-existing words, etc.).	2.3 In groups, discuss any challenges you anticipate in presenting the topics of various lessons. (e.g. creation of non-existing words by some authors)	
	2.4 Ask tutors to consider the suggested teaching and learning resources in the manual and choose the most appropriate ones for teaching the topics. For example, ICT tools (smartphones, projectors, video), inclusive materials (*in the selection, bear in mind the diversity, sociocultural background*) and how they will be used in the lessons to promote learning, for instance, English, at both the New 4-Year B.Ed. and Basic levels.	2.4 Choose the most appropriate learning resources, e.g. ICT tools (smartphones, projectors, video) and inclusive materials for teaching the topics in this current lesson.	
	Examples: The use of desktop and laptops computers ,projector, digital cameras, printer, photocopier, tablets, popplet, pen drive, Ipods , Ipads, Webboards, (*refer tutors to the resources section of their manuals*)	Examples: The use of desktop and laptops computers, projector, digital cameras, printer, photocopier, tablets, popplet, pen drive, Ipads, Webboards	
	2.5 Let tutors consider the respective required texts and how they will be used in the lessons to promote learning among all manner of learners (GESI).	2.5 Consider the required texts and show how they will be used in the lesson to promote learning among all manner of learners (GESI)	

	2.6 Ask tutors to identify the additional reading materials needed and how they will be used in the lessons to promote GESI and 21ST-century skills.	2.6 Identify the additional reading materials needed and how you will use them to promote GESI and 21st-century skills.	
Guidance notes for SL/HoD should • *Identify any aspect of the lesson that might be challenging for tutors in terms of new learning and which needs to be considered prior to taking tutors through the lesson activities " walk through".* • *The resources needed must be identified: literature – page referenced etc, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability* *This section can build on the PD needs identified from the course manuals*			
3. Teaching, learning and assessment activities for the lesson • Reading of teaching and learning activities and identification of areas that require clarification • Reading of assessment opportunities and ensuring they are aligned to the NTEAP	3.1 In their course groups, ask tutors to read and discuss the various suggested teaching and learning activities for lesson delivery in lesson 4. (e.g. in the teaching of the grammar-translation method and characteristics of literature) Use leading questions to ask them to show how they will promote the delivery of	3.1 In your language groups, read and discuss the various teaching and learning activities suggested to be used in the delivery of lesson 4 and how they will promote the content delivery of Ghanaian Language and English of the New 4-year B.Ed. and Basic School Curricula, as well as GESI and 21st Century skills *(refer to*	**40 mins**

and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) • Working through one or two activities,	English and Ghanaian Language lessons in both the B.Ed. and Basic School Curricula, as well as GESI and 21st-century skills, (e.g. think-pair-share, brainstorming, group work). *(refer tutors to the teaching and learning activities sections of the course manuals).* *Examples of GESI issues:* Making reasonable adjustments for physically challenged learners. Both male and female learners playing leading roles in a group task	*the teaching and learning activities section of your course manuals)* *Examples of GESI issues:* Making reasonable adjustments for physically challenged learners. Both male and female learners playing leading roles in a group task	
	3.2 Let tutors take turns to read and discuss the appropriateness of the activities and strategies and how they will be used to enhance the core and transferable skills (e.g. critical thinking, communication, collaboration) and GESI (e.g. diversity issues) in the lessons in both the College of Education (B.ED) and Basic School Curricula.	3.2 Discuss the appropriateness of the activities and strategies and how you will use them to enhance the core and transferable skills (e.g. critical thinking, communication, collaboration) and GESI in the lesson in the College of Education (B.ED) and Basic School Curricula.	
	3.3. Ask few tutors to model a selected activity in a teaching situation and say how they can help student teachers to support primary school learners to develop these skills through STS activities.	3.3 Select one of the activities and demonstrate how you will use it in actual classroom teaching situations. Say how you can help student teachers support basic school learners to develop these skills through STS activities.	

	3.4 Lead tutors to identify and discuss the mode of assessment outlined in the various manuals and find out 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. Examples: Using grading rubrics, canvas assignments, plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. quiz bot *Note: Remind tutors to be mindful of GESI issues such as braille, the use of audio machines for orals, etc.*	3.4 Discuss the assessment instruments and procedures outlined in the manuals and how they are aligned with NTEAP. Examples: Using grading rubrics, canvas assignments, plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. quiz bot	
	3.5 Discuss with tutors the assessment instruments in the respective manuals and procedures used in assessing student teachers using the concepts, example, presentation, project, debate, quizzes, assignment and tests.	3.5 Discuss the assessment instruments in the respective manuals and procedures used in assessing student teachers.	
4. Evaluation and review of session: • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues	4.1 Using the 'Give one get one' strategy, ask tutors to recap the main issues in the respective lessons in the PD session and discuss any outstanding issues related to it for clarification. NB: Ask tutors to walk around the room and give one participant one main issue in the lessons today.	4.1 Walk around the room and give one participant one main issue in the lessons today. Raise any outstanding issues that relate to the current lesson for clarification.	**5 mins**

	Ask them to raise any outstanding issues that relate to the current lesson for clarification		
	4.2 Let Tutors identify a critical friend who took part in the PD session to sit in their class during a lesson and report on observation during the next PD session for discussion.	4.2 Identify a critical friend who took part in the PD session to sit in your class during a lesson and report their observation for discussion during the next PD session.	
	4.3 Encourage tutors to read the topics to be treated in the next PD session	4.3 Read the topics for lesson 5 before the next lesson.	
Course assessment in accordance with the NTEAP: SWL needs to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means that subject projects, portfolio preparation, and development are explicitly addressed in the PD sessions.			

Tutor PD Session for Lesson 5 in the Course Manual

Lesson Title:

English:

Teaching English: Methods and strategies in teaching aspects of the English language; Deductive method, inductive method and inductive-deductive method

Stylistics: Style and meaning 2; meaning relation; Semantic deviation – using metaphor; Importance of metaphor in semantic deviation

Sociolinguistics: Multilingual speech communities 2; Language maintenance and language shift – (Case Studies from Ghana); Language death and language loss (case studies from Ghana), Introduction to Pidgins and Creoles; Ghanaian (Student) Pidgin

Curriculum(JHS Upper Primary and Early Grade): Characteristics of the English curriculum; scope of content; pre-requisite skills; Organization of the curriculum; time allocation

Ghanaian Language:

JHS Advanced Grammar: Editing techniques; Concept of editing; Stages of editing (I); Stages in editing (II)

Comprehension and summary of a Ghanaian language: Types of Summary; Concept of summary; Main point summary; key point summary; outline summary

Written Literature (UP): Poetry I (characteristics, types and element); Types of poetry; Features of poetry; School Visit

Written Literature (EG): What is prose and style; What are the features of prose; School visit

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs, and each one must be addressed	Guidance notes on Leading the session. *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 state of the session)	Time in session
1. Introduction/lesson overview • Overview of subject/s age phase/s to be covered in this PD session and how it will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s.	1.1 Ask tutors in their course groups to recap the main issues raised in the previous PD session in English and Ghanaian language. For example, the guidelines for reading and analysing a prose text. 1.2 Ask a tutor volunteer to recount how the phases	1.1 in your course groups, ddiscuss the main issues raised in the previous PD session in English and Ghanaian language. For example, the guidelines for reading and analysing a prose text. 1.2 A volunteer to tell the group how the age	**20 mins**

• Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes	of this lesson are organised and how they will be covered (expect a response such as: 'the English and Ghanaian language have been grouped for the PD sessions. There are generic issues that cut across all the ten courses that Language teachers can discuss together. That notwithstanding, there are specific issues relevant to the subject course manuals and each phase course manual for EG, UP and JHS.' 1.3 Ask tutors to refer to the course manuals for Year 3 Semester 1 for English and Ghanaian language and discuss the structure and content of the course manuals in pairs in their course groups 1.4 Have each tutor write two expectations of their respective course lessons on post-it notes and paste them on a flip chart. Then, read a few of them for group discussion. 1.5 In pairs(of the opposite sex if possible), ask tutors to discuss the primary purpose of the lesson in the course manuals and share their views with the larger group.	phases of this lesson are organised and how they will be covered. 1.3 Examine the structure of the course manual and briefly discuss its content in your groups. 1.4 Write two expectations of your respective course lessons on post-it notes and paste them on a flip chart. 1.5 In pairs, discuss the primary purpose of the PD Session and that of the current lesson of the course manual and share your views.	

	16 Ask tutors to read the learning outcomes and indicators of their lessons for a few minutes. Then, discuss the main Learning Outcomes (LOs) and the Learning Indicators (LIs) raised in the lesson. Then, let them find out the relationship between the LOs and the LIs and share it with the group.	1.6 Open to your lesson's learning outcomes and indicators sections and read the LOs and their Learning Indicators for two minutes. While you read, try to establish the relationship between the LOs and the LIs. Now, share what you have with the group.	
	Examples: *Sociolinguistics:* Explain multilingualism and some of its by-products such as code-switching, pidgins and creoles. They should also be able to identify the process of language shift and language death/loss in their own communities (NTS2c, p.13).	*Examples:* *Sociolinguistics:* Explain multilingualism and some of its by-products such as code-switching, pidgins and creoles. They should also be able to identify the process of language shift and language death/loss in their own communities (NTS2c, p.13).	
	Teaching English: teach learners using appropriate approaches to teaching and. learning of the principles of vocabulary. Exhibit appropriate use of English among learners (**NTECF, p.11) (NTS, 3a, e, i, p. 14)**	*Teaching English:* teach learners using appropriate approaches to teaching and learning of the principles of vocabulary. Exhibit appropriate use of English among learners (**NTECF, p.11) (NTS, 3a, e, i, p. 14)**	
	Advanced Grammar of a Ghanaian Language: demonstrate advanced knowledge in compositions of a Ghanaian language. (NTS 2c:13), (NTS 3i:14),(NTECF 3: 20), (NTS 1f:12), (NTS 2e, f: 13), (NTS 3c: 14).	**Advanced Grammar of a Ghanaian Language:** demonstrate advanced knowledge in compositions of a Ghanaian language. (NTS 2c:13), (NTS 3i:14),(NTECF 3: 20), (NTS 1f:12), (NTS 2e, f: 13), (NTS 3c: 14).	

		Comprehension and Summary of a Ghanaian Language: demonstrate knowledge and skills in teaching comprehension and summary of Ghanaian language. (NTS 1a, f: 12), (NTS 2c, d: 13), (NTS 3a, e, f, g, i, j: 14), (NTS 2e: 13), (NTS 3 c, d, h: 14), (NTECF 3: 20), (NTS 2f:13), (NTS 3f, g: 14), (NTECF 4: 42), (IEP 5: 11).	**Comprehension and Summary of a Ghanaian Language:** demonstrate knowledge and skills in teaching comprehension and summary of Ghanaian language. (NTS 1a, f: 12), (NTS 2c, d: 13), (NTS 3a, e, f, g, i, j: 14), (NTS 2e: 13), (NTS 3 c, d, h: 14), (NTECF 3: 20), (NTS 2f:13), (NTS 3f, g: 14), (NTECF 4: 42), (IEP 5: 11).	
		English Language Curriculum: Demonstrate knowledge of the characteristics of the English language curriculum from KG to JHS (**NTS 2d: 13**) Demonstrate an in-depth knowledge of the Upper Primary English language curriculum **(NTS 2b; 2d: 13**	English Language Curriculum: Demonstrate knowledge of the characteristics of the English language curriculum from KG to JHS (**NTS 2d: 13**) Demonstrate an in-depth knowledge of the Upper Primary English language curriculum **(NTS 2b; 2d: 13**	
		1.8 Ask tutors to read the lesson description of lesson 5 in their respective manuals and identify the distinctive features of the lesson. Now, using 'find someone who…', tease out the distinctive features of each lesson.	1.8 Open to lesson 5 of your respective manuals and read the lesson description for 2 minutes. As you read, try to identify the distinctive features of the lesson. Now, get up. Move around the table and find someone who can tell you the distinctive features of their lesson (a male should find a female and vice versa, if possible.)	
		1.9 Ask tutors about the controversial questions that are likely to arise from the introduction to the lesson. (*An*	1.9 Brainstorm some of the controversial questions that are likely to arise from the introduction to the lesson.	

	example of a question that might arise: How can a language die?) *NB: In <u>linguistics</u>, **language death** occurs when a <u>language</u> loses its <u>last native speaker</u>. By extension, **language extinction** is when the language is no longer known, including by <u>second-language</u> speakers. Other similar terms include **<u>linguicide</u>**, the death of a language from natural or political causes, and rarely **<u>glottophagy</u>**, the absorption or replacement of a minor language by a major language*	*(In sociolinguistics, a<u>n</u> example of a question might be: How can a language die?)* *Answer: a language can die if its speakers abandon it for a more prestigious language.*	
The guidance notes for SL/HoD need to • *Provide a short overview of the lesson* • *Identify important or distinctive features of the lesson* • *Identify assessment aligned to NTEAP* • *Anticipate questions that might arise from the introduction to the lesson and provide responses for SL/HoD.* • *Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD*			

2. **Concept Development (New learning likely to arise in this lesson):** • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept.	2.1 Using the *think-pair-share* strategy, ask tutors to come out with the main content covered in lesson 5 and clarify issues that may arise from the discussion. *(Refer to lesson 5 and its subtopics in the respective course manuals)* 2.2 Put tutors in their course groups to discuss the challenges they might encounter when presenting some specific topics of their lessons. Tease out the challenges they are likely to encounter in teaching these topics. 2.3 In their subject or course groups, ask tutors to brainstorm the suggested teaching and learning resources in the manual and choose the most appropriate ones for teaching the topics in their respective manuals. *Examples of the resources are: ICT tools (smartphones, projectors, video), inclusive materials (in selecting, bear in mind the diversity, the sociocultural background of learners.)* Still in their groups, ask them to use 'the radio presenter strategy' to show	2.1 look through lesson 5 and its subtopics in your respective course manuals and write out the main content to be covered. Now, turn to your elbow friend and discuss what you have. Share with the larger group. 2.2 In your course groups, discuss any challenges you anticipate in presenting the topics of various lessons. 2.3 In your groups, select and discuss the appropriateness of the learning resources to your lessons, e.g. *ICT tools (smartphones, projectors, video) and inclusive materials for teaching the topics in this current lesson.* Now, use the ''radio presenter' strategy; to show how the selected resources will be used in the lessons to promote learning, for instance, at the New 4-Year B.Ed. and Basic levels.	**25 mins**

	how the selected resources will be used in the lessons to promote learning at the New 4-Year B.Ed. and Basic levels. (*refer tutors to the resources section of their manuals*)		
	2.4 Ask tutors to observe their respective required texts and show how they will be used in the lessons to promote learning among all manner of learners (GESI).	2.4 in your groups, observe and discuss the appropriateness of required texts and show how they will be used in the lesson to promote learning among all manner of learners (GESI)	
	2.5 Ask tutors to identify the additional reading materials needed and show how they will use them in the lessons to promote GESI and 21ST-century skills.	2.5 Identify and discuss the additional reading materials needed and how you will use them to promote GESI and 21st-century skills.	
Guidance notes for SL/HoD should • *Identify any aspect of the lesson that might be challenging for tutors in terms of new learning and which needs to be considered prior to taking tutors through the lesson activities " walk through".* • *The resources needed must be identified: literature – page referenced etc, on web, Utube, physical resources, power point; how they should be used. Consideration*			

needs to be given to local availability *This section can build on the PD needs identified from the course manuals*			
3. Teaching, learning and assessment activities for the lesson • Reading of teaching and learning activities and identification of areas that require clarification • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) • Working through one or two activities,	3.1 Ask tutors In their courses and subject groups to open to the course manuals' teaching and learning activities sections, observe and systematically discuss the various suggested teaching and learning activities used in the lesson delivery in their respective manuals. Examples of such activities are face-to-face, seminars, e-learning opportunities, Work-based, practicum, practical, and activities such as think-pair-share, think-pair squared, pyramid grouping, KWL, brainstorming, group work, and snowballing.) NB: these examples apply to all courses. 3.2 Ask tutors to brainstorm the activities and show how they can promote the following: Learning outcome in the B.Ed. programme Learning outcome in the Basic School Curricula 3.3 Ask tutors, in their subjects or course groups, to examine the activities and match them against the following GESI and 21st-century skills:	3.1 Open to the course manuals' teaching and learning activities sections and observe and discuss the various suggested teaching and learning activities used in the lesson delivery in your respective manuals. (e.g. face-to-face, seminars, e-learning opportunities, Work-based, practicum, practical activities and activities such as think-pair-share, think- pair-squared, pyramid grouping, KWL, and snowballing.) 3.2 Now, use the 'radio reporter' strategy to show how the activities can promote learning in B.Ed. and Basic School Curricula, as well as GESI and 21st-century skills, 3.3, in your subjects or course groups, examine the activities a little more carefully and match them against the following GESI and 21st-century skills:	**40 mins**

	digital literacy – Inclusivity/gender – collaboration – enquiry skills – critical thinking – communication – personal development – suggested responses: digital literacy – e-learning opportunities Inclusivity/gender – Mixed ability grouping collaboration – group work, pair work enquiry skills – project/subject project critical thinking Task-base/authentic task communication – Discussion/ presentation personal development – face-to-face/individual study Discuss the answers with tutors. 3.4 the following assessment modes outlined in the various manuals have been matched with some assessment types: Homework – AfL, AoL Oral Presentations - AfL AaL Conferencing - AfL Learning Tasks/Activities - AfL, AoL Shared Writing and Process Writing - Aal, AfL Projects – AfL, AoL Portfolios – AfL, AoL Self-Assessment – AaL Peer-Assessment – AaL Using hand signal activity, ask tutors to show "thumbs	digital literacy – Inclusivity/gender – collaboration – enquiry skills – critical thinking – communication, personal development – 3.4 Show "thumbs up/down" signal to show your agreement or otherwise of the statement	

	up/down" to determine their matching knowledge. Say: *I will read the following assessment modes and their corresponding assessment types. show "thumbs up/down" signal to show your agreement or otherwise of the statement* Note: *Hand signals range from learners raising their hands to respond to a question posed by the teacher to a group to "thumbs up/down" signal to determine learners "acknowledged" understanding of a concept or process.* 3.5 In their subjects and course groups, ask tutors to open to the lesson assessments – evaluation of learning section of lesson 5 in their respective manuals and sift through the assessment component, determine which type of assessment ('for', 'of', or 'as'), how it links to learning outcomes, and how it aligns with the NTEAP in terms of the subject project, subject portfolio and school visit (STS)	3.5 open to the lesson assessments – evaluation of learning section of lesson 5 in your respective manuals and sift through the assessment component, determine which type of assessment ('for', 'of', or 'as'), how it links to learning outcomes, and how it aligns with the NTEAP in terms of the subject project, subject portfolio and school visit (STS)	
4. Evaluation and review of session: • identification of any outstanding issues	4.1 Ask tutors to recap the main issues in the individual lessons in the PD session and discuss any outstanding issues	4.1 Summarize the main issues in the lesson and discuss any outstanding issues that relate to the	**5 mins**

| relating to this lesson for clarification
• Advance preparation
• In the case of unresolved issues | that relate to it for clarification.

4.2 Ask Tutors to identify a critical friend who took part in the PD session to sit in their class during a lesson and report on observation during the next PD session for discussion.

4.3 Encourage tutors to read the topics to be treated in the next PD session | current lesson for clarification.

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

4.3 Discuss the topics to be treated in advance to enable them to prepare adequately for those topics. | |
| **Course assessment in accordance with the NTEAP: SWL needs to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means that subject projects, portfolio preparation, and development are explicitly addressed in the PD sessions.** | | |

Tutor PD Session for Lesson 6 in the Course Manual

Lesson Title:

English:

Teaching English:

Teaching comprehension and summary, Comprehension skills (skimming, scanning, close reading etc.), Steps of teaching comprehension (before- reading, while reading and post-reading), Stage 3 Planning comprehensive lesson, Aspects and types of summary, Stage 5 Summary-writing skills, Questioning in the summary and other aspects of summary.

Stylistics:

Style of grammar, Word order inside the noun phrase, Word order against the normal subject-verb-object adverbial order, Repetition or elimination of coordinating conjunction 'and.

Sociolinguistics:

Language variation, Regional variation, Linguistic variables – social class membership and social network, Linguistic variables – social class membership and social network,

Curriculum(JHS Upper Primary and Early Grade):

Characteristics of the Upper Primary English curriculum Suggestions for teaching the English curriculum, profile dimension, Form of assessment.

Ghanaian Language:

JHS Advanced Grammar:

Concept of proofreading, Processes of proofreading compositions (I), Processes of proofreading compositions (II)

Comprehension and summary :

Techniques in summary writing, Paragraph writing, Longer passages

Written Literature (UP):

Identifying themes in poetry, Style and aesthetic appreciation,

Written Literature (EG):

Prose II; Prose appreciation, Early grade prose and its features and style school visit.

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs, and each one must be addressed	Guidance notes on Leading the session. *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/lesson overview** • Overview of subject/s age phase/s to be covered in this PD session and how it will be organised.	1.1 Ask tutors in their course groups to recap the main issues raised in the previous PD session in English and Ghanaian language.	1.1 In your course groups, discuss the main issues raised in the previous PD session in English and Ghanaian language.	**20 mins**

Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s Reading and discussion of the introductory sections up to learning outcomes	1.2 Ask tutors, in their course groups and in pairs, to open to lesson 6 in their respective course manuals for English and Ghanaian language and discuss the structure and content of the course manuals 1.3 Ask each tutor to write two expectations of their respective course lessons on post-it notes and paste them on a flip chart. Then, read a few of them for group discussion. 1.4 Put tutors in pairs (while being gender-sensitive), and let them discuss the primary purpose of the lesson in the course manuals and ask them to share their views with the larger group. 1.5 Ask tutors to read the learning outcomes and indicators of their lessons for a few minutes. Then, discuss the main Learning Outcomes (LOs) and the Learning Indicators (LIs) raised in the lesson. Then, let them find out the relationship between the LOs and the LIs and share it with the group. 1.6 Ask tutors to read the lesson description of lesson 6 in their	1.2 In your groups, examine the structure of the course manual and briefly discuss its content 1.3 Write two expectations of your respective course lessons on post-it notes and paste them on a flip chart. 1.4 In pairs, discuss the primary purpose of the PD Session and that of the current lesson of the course manual and share your views. 1.5 Open to your lesson's learning outcomes and indicators sections and read the LOs and their Learning Indicators for two minutes. While you read, try to establish the relationship between the LOs and the LIs. Now, share what you have with the group. 1.6 Open to lesson 6 of your respective manuals and read the	

	respective manuals and identify the distinctive features of the lesson. Now, using 'find someone who…', tease out the distinctive feature of each lesson. Note: In 'find someone who…', *you ask tutors to move around the table and find someone who can recount the distinctive features of their lesson (a male should find a female and vice versa, if possible.). Then ask individuals to tell the group what they have discovered from their friends.*	lesson description for 2 minutes. As you read, try to identify the distinctive features of the lesson. Now, get up. Move around the table and find someone who can tell you the distinctive features of their lesson (a male should find a female and vice versa, if possible.)	
	1.7 Ask tutors about the controversial questions that are likely to arise from the introduction to the lesson. (*An example of a question that might arise is:* In Ghanaian Language, student teachers may want to know the techniques in proofreading a written composition.) NB: *techniques in proofreading a written composition are; Read your paper aloud. Sometimes writing sounds different in your head than it sounds on paper. Make a list of errors that you commonly make and keep an eye out for them. Read **the** text backwards. **Proofread** for only one type of error at a time. Double-check everything:*	1.7 Brainstorm some of the controversial questions that are likely to arise from the introduction to the lesson. (*An example of a question that might arise is:* In Ghanaian Language, student teachers may want to know the techniques in proofreading a written composition.)	

	Read slowly and carefully Read out these techniques to tutors and discuss any other likely questions from other courses.		
The guidance notes for SL/HoD need to • *Provide a short overview of the lesson* • *Identify important or distinctive features of the lesson* • *Identify assessment aligned to NTEAP* • *Anticipate questions that might arise from the introduction to the lesson and provide responses for SL/HoD.* • *Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD*			
2. Concept Development (New learning likely to arise in this lesson): • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. Identification of needed resources for the teaching and learning of the concept.	2.1 Using the *think-pair-share* strategy, ask tutors to come out with the main content covered in lesson 6 and clarify issues that may arise from the discussion. Then, ask a tutor to open to *lesson 6 and its subtopics in the respective course manuals and examine the aspects that link to student-teachers previous knowledge.* 2.2 Put tutors in their course groups to discuss the challenges they might encounter when presenting some	2.1 Look through lesson 6 and its subtopics in your respective course manuals and write out the main content to be covered. Now, turn to your elbow friend and discuss what you have. Share with the larger group. Now, observe the subtopic again and show how they are linked with the Students; PPK 2.2 In your course groups, discuss any challenges you anticipate in presenting the topics of various lessons.	**25 mins**

		specific topics of their lessons. Tease out the challenges they are likely to encounter in teaching these topics.		
		2.3 Ask tutors in their subject or course groups, consider the suggested teaching and learning resources in the manual and choose the most appropriate ones for teaching the topics in their respective manuals. For example, ICT tools (smartphones, projectors, video) and inclusive materials (in selecting, bear in mind learners' diversity and socio-cultural background.) Still, in their groups, ask them to use 'the radio presenter strategy' to show how the selected resources will be used in the lessons to promote learning at the New 4-Year B.Ed. and Basic levels. (*refer tutors to the resources section of their manuals*)	2.3 In your groups, select and discuss the appropriateness of the learning resources to your lessons, e.g. ICT tools (smartphones, projectors, video) and inclusive materials for teaching the topics in this current lesson. Now, use the 'radio presenter strategy; to show how the selected resources will be used in the lessons to promote learning, for instance, at the New 4-Year B.Ed. and Basic levels.	
		2.4 Ask tutors to observe their respective required texts and show how they will be used in the lessons to promote learning among all manner of learners (GESI).	2.4 In your groups, observe and discuss the appropriateness of required texts and show how they will be used in the lesson to promote learning among all manner of learners (GESI)	

	2.5 Ask tutors to identify the additional reading materials needed and show how they will use them in the lessons to promote GESI and 21ST-century skills.	2.5 Identify and discuss the additional reading materials needed and how you will use them to promote GESI and 21st-century skills.	
3. **Teaching, learning and assessment activities for the lesson** • Reading of teaching and learning activities and identification of areas that require clarification • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) 3. Working through one or two activities,	3.1 Ask tutors In their courses and subject groups to open to the course manuals' teaching and learning activities sections, observe and systematically discuss the various suggested teaching and learning activities used in the lesson delivery in their respective manuals. (e.g. face-to-face, seminars, e-learning opportunities, Work-based, practicum, practical activities and activities such as think-pair-share, think-pair pair squared, pyramid grouping, KWL, brainstorming, group work, and snowballing.) Note: these examples apply to all courses. 3.2 Ask tutors to use the 'radio reporter' strategy to show how the activities can promote the following: Learning outcome in the B.Ed. programme Learning outcome in the Basic School Curricula 3.3 Using snowballing, ask tutors to show how the activities discussed can	3.1 Open to the course manuals' teaching and learning activities sections and observe and discuss the various suggested teaching and learning activities used in the lesson delivery in your respective manuals. (e.g. face-to-face, seminars, e-learning opportunities, Work-based, practicum, practical activities and activities such as think-pair-share, think- pair-squared, pyramid grouping, KWL, and snowballing.) 3.2 Now, use the 'radio reporter' strategy to show how the activities can promote learning in B.Ed. and Basic School Curricula, as well as GESI and 21st-century skills, 3.3 One tutor tells the group how any of the activities discussed can	**40 mins**

	help enhance GESI and 21st-century skills (E.g. digital literacy, Inclusivity/gender, collaboration, enquiry skills, critical thinking, communication, personal development, and global citizenship). Note: In snowballing, you invite one tutor to tell the group what s/he knows about the topic, then turn to invite a friend who also contributes and invite another who also invites yet another. The chain of invitations continues till everybody takes a turn to talk.	help enhance GESI and 21st-century skills; after that, you invite a friend who will also contribute and invite another who also requests another in that order. Ready!	
	3.4 Using hand signal activity, ask tutors to show "thumbs up/down" to determine their matching knowledge. Say: *I will read the following assessment modes and their corresponding assessment types. show "thumbs up/down" signal to show your agreement or otherwise of the statement* Note: *Hand signals range from learners raising their hands to respond to a question posed by the teacher to a group to "thumbs up/down" signal to determine learners "acknowledged" understanding of a concept or process.*	3.4 Show "thumbs up/down" signal to show your agreement or otherwise of the statement	

	3.5 In their subjects and course groups, ask tutors to open to the lesson assessments – evaluation of learning section of lesson 5 in their respective manuals and sift through the assessment component, determine which type of assessment ('for', 'of', or 'as'), how it links to learning outcomes, and how it aligns with the NTEAP in terms of the subject project, subject portfolio and school visit (STS)	3.5 Open to the lesson assessments – evaluation of learning section of lesson 5 in your respective manuals and sift through the assessment component, determine which type of assessment ('for', 'of', or 'as'), how it links to learning outcomes, and how it aligns with the NTEAP in terms of the subject project, subject portfolio and school visit (STS)	
4. Evaluation and review of session: • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues	4.1 Ask tutors to recap the main issues in the individual lessons in the PD session and discuss any outstanding issues that relate to it for clarification. 4.2 Let Tutors identify a critical friend who took part in the PD session to sit in their class during a lesson and report on observation during the next PD session for discussion. 4.3 Encourage tutors to read the topics to be treated in the next PD session	4.1 Summarize the main issues in the lesson and discuss any outstanding issues that relate to the current lesson for clarification. 4.2 Identify a critical friend who took part in the PD session to sit in your class during a lesson and report on observation for discussion during the next PD session. 4.3 Discuss the topics to be treated in advance to enable them to prepare adequately for those topics.	**5 mins**
Course assessment in accordance with the NTEAP: SWL needs to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester			

| **examination. This means that subject projects, portfolio preparation, and development are explicitly addressed in the PD sessions.** | |

Tutor PD Session for Lesson 7 in the Course Manual

Lesson Title:

English:

Teaching English:

Teaching English: Teaching spoken English conversation between and among students and storytelling, dramatization and imitation, Practicing spoken English, Planning a spoken English Lesson.

Stylistics:

Stylistics: Style: Phonology and graphology phonological features, graphological features, deviations from rules of capitalisation, spelling, punctuation;

Sociolinguistics:

Language and identity-social relations: introducing language and social identity/social relations, language ad social relations, positive and negative politeness, the notion of face.

Curriculum(JHS, Upper Primary and Early Grade):

Content of the Junior High School English Language Curriculum: Speech work, Grammar, Writing, Listening, reading, and speaking;

Ghanaian Language:

JHS Advanced Grammar:

Assessing the advanced composition of a Ghanaian Language: The concept of test development for advanced composition, writing a test for advanced composition, assessing advanced composition.

Comprehension and summary

Assessing comprehension and summary of a Ghanaian language, the concept of test development for comprehension and summary, writing a test for comprehension and summary, assessing comprehension and summary of Ghanaian language test.

Written Literature (UP):

Assessing written literature of a Ghanaian Language: the concept of test development for written literature, writing a test for written literature, assessing a Ghanaian language written literature test;

Written Literature (EG):

What is drama? -: discuss what drama is, the scope of drama, features of the drama.

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs, and each one must be addressed	Guidance notes on Leading the session. *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/lesson overview** • Overview of subject/s age phase/s to be covered in this PD session and how it will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes	*Begin with a throw a ball game as an ice breaker.* 1.1 Ask tutors to write a recap of the main issues raised in the previous PD session in English and Ghanaian language on a flip chart. (*Call tutors to the flip chart to write their summary noting equal representation for all courses*) 1.2 Remind them that even though there are generic issues to be discussed, there are specific topics for each course manual and each phase course manual for EG, UP and JHS. 1.3 Call a critical friend to report on an observation of a lesson and reveal how social inclusion and gender were dealt with in the lesson observed. E.g. were both females and males given equal attention during the lesson? 1.4 Ask tutors to write on a sticky note their expectations for this session and how they understand the concepts	1.1 Write the main issues raised in the previous PD session in English and Ghanaian language on the flip chart. 1.2 Discuss how each lesson's topics are organised and how they will be covered. 1.3 Listen to the report by a critical friend and discuss and note the gender and social inclusion issues. 1.4 Write your expectations on a sticky note and stick them on a board for the whole group discussion.	20 mins

	(*e.g. graphological features, practising spoken English, writing test for advanced composition, the scope of drama*) to be treated in this lesson.		
	1.5 In pairs (male and female if possible), ask tutors to discuss the primary purpose of the current PD Session and that of the current lesson and ask them to share their views.	1.5 In pairs, discuss the primary purpose of the PD Session and that of the current lesson of the course manual and share your views.	
	1.6 Guide tutors to list and discuss the main Learning Outcomes (LOs) and the Learning Indicators (LIs) for lesson 7. Address issues that may arise. *(Refer to the learning outcomes and indicators sections of the lessons).*	1.6 List and discuss the main Learning Outcomes (LOs) and the Learning Indicators (LIs) for lesson 7. Ask questions for clarification. *(Refer to the learning outcomes and indicators section of the lesson, e.g. How will the indicators help achieve the learning outcomes?)*	
	1.7 Refer tutors to the lesson description of lesson 7 and identify the distinctive features of the lesson, e.g. language and identity, practising spoken English, the concept of test development, drama etc.	1.7 In pairs, identify the distinctive features of the lesson, e.g. language and identity, practising spoken English, the concept of test development, drama etc.(refer to the lesson description section).	
	1.8 Request tutors to write down the controversial questions/misconceptions that are likely to arise from the introduction to the lesson. (*An example of a question that might arise: What is spoken*	1.8 Tutors write some of the controversial questions that are likely to arise from the introduction to the lesson.	

	English?: What is writing test items ?).		
2. Concept Development (New learning likely to arise in this lesson): • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept.	2.1 Using the *think-pair-share* strategy, ask tutors to come out with the main content covered in lesson 7 such as content of upper primary curriculum , assessing Ghanaian language written literature and clarifying issues that may arise from the discussion. *(Refer to lesson 7 and its subtopics in the respective course manuals)*	2.1 Through *the think-pair-share*, state the main content covered in the lesson and clarify issues that may arise from the discussion. *(Refer to lesson 7 and its subtopics in the respective course manuals).*	**25 mins**
	2.2 In mixed groups (male/female), ask tutors to discuss the challenges they might encounter when presenting the lessons on style: phonology and graphology, teaching spoken English conversation, identifying key ideas in comprehension, grammar writing, the scope of drama, etc. in a language lesson. What challenges do you envisage in teaching these topics? E.g. different socio-cultural backgrounds of learners(GESI) and explaining the notion of face, planning spoke English lesson.	2.2 In mixed groups, discuss any challenges you anticipate in presenting the topics of various lessons.	
	2.3 Ask tutors to discuss the suggested teaching and learning resources in the manual and choose the most appropriate ones for teaching the topics. For	2.3 Choose the most appropriate learning resources, e.g. ICT tools (smartphones, projectors, video) and inclusive materials for	

	example, ICT tools (smartphones, projectors, video), inclusive materials (*in the selection, bear in mind the diversity, sociocultural background*) and how they will be used in the lessons to promote learning, for instance, English, at both the New 4-Year B.Ed. and Basic levels. (*refer tutors to the resources section of their manuals*)	teaching the topics in this current lesson.	
	2.4 In pairs, ask tutors to share views on the respective required texts and how they will be used in the lessons to promote learning among all manner of learners (names uses as examples, pictures in the text, etc. (GESI).	2.4 In pairs, share your views on the required texts and show how they will be used in the lesson to promote learning among all manner of learners (GESI)	
	2.5 Ask tutors to identify the additional reading materials needed and how they will be used in the lessons to promote GESI(equality, gender, inclusivity) and 21ST-century skills (digital literacy, critical thinking etc.).	2.5 Identify the additional reading materials needed and how you will use them to promote GESI and 21st-century skills.	
	2.6 Allow Tutors to suggest other materials/online resources that are not in the manual to teach lesson 7.	2.6 Tutors suggest other materials /online resources that caid aid in the delivery of the lesson	

Guidance notes for SL/HoD should • *Identify any aspect of the lesson that might be challenging for tutors in terms of new learning and which needs to be considered prior to taking tutors through the lesson activities " walk through".* • *The resources needed must be identified: literature – page referenced etc, on web, Utube, physical resources, PowerPoint; how they should be used. Consideration needs to be given to local availability* *This section can build on the PD needs identified from the course manuals*			
3. Teaching, learning and assessment activities for the lesson • Reading of teaching and learning activities and identification of areas that require clarification • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of	3.1 Using debate, ask tutors to talk briefly on the following suggested teaching and learning activities: role play, think-pair-share, brainstorming, group work used in the lesson delivery (e.g. in the teaching of dramatization and imitation and assessing comprehension and summary) and how they will promote the delivery of English and Ghanaian Language lessons in both the B.Ed. and Basic School Curricula, as well as GESI and 21st-century skills).	3.1 Contribute to the debate by answering and asking questions on the various teaching and learning activities suggested to be used in the lesson delivery and how they will promote the content delivery of Ghanaian Language and English of the New 4-year B.Ed., Basic School Curricula and GESI. *(refer to the teaching and learning activities section of your course manuals)*	**40 mins**

semester examination (40%) • Working through one or two activities,	*(refer tutors to the teaching and learning activities sections of the course manuals)* 3.2 Ask tutors to share their views with an elbow friend on the appropriateness of the activities and strategies. E.g., how they could be used to enhance the core and transferable skills (e.g. critical thinking, communication, collaboration) and GESI (e.g. diversity issues and underlying backgrounds) in the lessons in both the College of Education (B.ED) and Basic School Curricula. *Remind tutors to notify student teachers to observe the activities used in teaching-related topics during school visits and write their reports.* 3.3 Ask one tutor to stimulate a selected activity in a teaching situation, considering social inclusion and equality. 3.4 Ask tutors to discuss the mode of assessment outlined in the various manuals. Then, ask them whether those activities are aligned with the NTEAP. Ask them to discuss what goes into a subject project (e.g. homework, class test, class assignment, class participation etc.) and a subject portfolio.	3.2 Share your views to an elbow friend on the appropriateness of the activities and strategies and how you will use them to enhance the core and transferable skills (e.g. critical thinking,communication, collaboration) and GESI in the lesson in both the College of Education (B.ED) and Basic School Curricula. 3.3 Demonstrate a selected activity and use it in actual classroom teaching situations, not forgetting social inclusion and equality. 3.4 Discuss the suggested mode of assessment and procedures outlined in the manuals and how they are aligned with NTS and NTEAP.	

	Note: *Remind tutors to be mindful of GESI issues such as braille, the use of audio machines for orals, etc.* 3.5 In mixed groups(males and females if possible), share your views with tutors on the assessment instruments in the respective manuals and procedures used to assess student teachers using the concepts, such as presentation, project, quizzes, and tests.	3.5 Share your views on the assessment instruments in the respective manuals and procedures in assessing student teachers.	
4. Evaluation and review of session: • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues	4.1 Ask tutors to recap the main issues in the individual lessons in the PD session and discuss any outstanding issues(such as methods, concept explanation, TLM selection, evaluation, etc.) related to lesson 7 for clarification. 4.2 Ask tutors to reflect on one benefit from this PD session, write it down, and share it with a colleague. 4.3 Let Tutors choose a critical friend who took part in the PD session to sit in their class during lesson 7 and report on observation during the next PD session for discussion. 4.4 Remind tutors to read the topics to be treated in the next PD session	4.1 Tutors recap the main issues in the lesson and discuss any outstanding issues that relate to the current lesson for clarification. 4.2 Reflect on the benefit of this Lesson 7 PD session and write down and share with a colleague. 4.3 Choose a critical friend who took part in the PD session to sit in your class during a lesson and report on observation during the next PD session for discussion. 4.4 Discuss the topics to be treated in advance to enable them to prepare adequately for those topics.	**5 mins**

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

Tutor PD Session for Lesson 8 in the Course Manual

Lesson Title:

English:

Teaching English:

Methods and strategies in teaching the aspects of the English language: Methods of teaching composition; meaning and types of composition; control composition writing;

Stylistics:

Introduction to stylistics: Style and discourse; forms of discourse; norms of discourse; deviations in discourse

Sociolinguistics:

Language and identity – social relations: language and social identity/social relations; positive and negative politeness; the notion of face

Curriculum: (JHS)

Sentence Stress: weak forms of sentence stress; strong forms of sentence stress; emphatic stress and contrastive stress

Curriculum: (UP)

 Interpreting progression of the Upper Primary English Language curriculum: Organising principle of continuity; Organising principle of sequence; Organising principle of integration

Curriculum: (EG)

Interpreting progression of the Early Grade English Language curriculum: Organising principle of continuity; Organising principle of sequence; Organising principle of integration

Ghanaian Language:

JHS Advanced Grammar

Selecting, designing and using TLMs for the teaching and learning the advanced composition of a Ghanaian language: Selecting TLMs for the teaching and learning the advanced composition of a Ghanaian language; designing TLMs for the teaching and learning the advanced composition of a Ghanaian language; using TLMs for the teaching and learning the advanced composition of a Ghanaian language

Comprehension and summary of a Ghanaian language:

Assessing comprehension and summary of a Ghanaian language: the concept of test development for comprehension and summary of a Ghanaian language; writing a test for comprehension and summary of a Ghanaian language; assessing comprehension and summary of a Ghanaian language text

Written Literature (UP):

Preparing TLMs for teaching written literature of a Ghanaian Language: selecting TLMs for teaching and learning of written literature of a Ghanaian language; designing TLMs for teaching and learning of the types of genre of written literature of a Ghanaian language; using TLMs for teaching and learning of written genre of literature of a Ghanaian language; selection and use of TLMs for teaching and learning of written literature of a Ghanaian language

Written Literature (EG):

Drama II: Types of drama; features and themes of each type of drama; teaching drama in Early Grade;

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs, and each one must be addressed	Guidance notes on Leading the session. *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/lesson overview** • Overview of subject/s age phase/s to be covered in this PD session and how it will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes	1.1 Introduce the lesson with an icebreaker. 1.2 Using the 'Tell a Friend' strategy', have tutors recap the main issues raised in the previous PD session in English and Ghanaian. 1.3 Remind tutors on how the phases of this lesson are organised and how they will be covered (i.e. remind tutors that the English and Ghanaian language have been grouped for the PD sessions and that from time to time, they will be asked to refer to activities in their subject course manuals. Let them know that even though there are generic issues to be discussed, there are specific issues relevant to the subject course manuals and each phase course manual for EG, UP and JHS. 1.4 Invite a critical friend to report the lesson they observed the previous week. 1.5 Discuss with tutors their expectations for the current session and how	1.1 One of you should give us an icebreaker. 1.2 Tell your friend the main issues raised in the previous PD session in English and Ghanaian language. 1.3 Discuss how the age phases of this lesson are organised and how they will be covered. 1.4 Report on the lesson you observed. 1.5 Discuss your expectations of this session and your	**20 mins**

	they understand the concepts to be treated in this lesson.	understanding of the concepts to be treated in the lesson.	
	1.6 Ask tutors to individually read through the primary purpose of the current PD Session and that of the current lesson and ask them to share their views.	1.6 Individually read through the primary purpose of the PD Session and that of the current lesson of the course manual and share your views.	
	1.7 Have tutors read and discuss the main Learning Outcomes (LOs) and the Learning Indicators (LIs) for the lesson. Address issues that may arise. *(Refer to the learning outcomes and indicators sections of the lessons).*	1.7 Read and discuss the main Learning Outcomes (LOs) and the Learning Indicators (LIs) for the lesson. Ask questions for clarification. *(Refer to the learning outcomes and indicators section of the lesson, e.g. How will the indicators help achieve the learning outcomes?)*	
	1.8 Refer tutors to the lesson description of lesson 8 to identify the distinctive features of the lesson, e.g. Interpreting progression of the Early Grade English Language curriculum Weak forms of sentence stress, Selecting TLMs for the teaching and learning compositions of a Ghanaian language, etc.	1.8 In pairs, identify the distinctive features of the lesson, e.g. Interpreting progression of the Early Grade English Language curriculum Weak forms of sentence stress, Selecting TLMs for the teaching and learning compositions of a Ghanaian language, etc. (refer to the lesson description section of lesson 8).	
	1.9 Ask tutors about the controversial questions that are likely to arise	1.9 Brainstorm some of the controversial questions that are likely to arise	

	from the introduction to the lesson. (*An example of a question that might arise: Is it necessary to design a TLM for teaching a Ghanaian language composition?* *Why is progression important? Is there a difference in the Early Grade English Curriculum?*)	from the introduction to the lesson.	
The guidance notes for SL/HoD need to • *Provide a short overview of the lesson* • *Identify important or distinctive features of the lesson* • *Identify assessment aligned to NTEAP* • *Anticipate questions that might arise from the introduction to the lesson and provide responses for SL/HoD.* • *Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD*			
2. Concept Development (New learning likely to arise in this lesson): • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept.	2.1 Using the *think-pair-share* strategy, ask tutors to come out with the main content covered in lesson 8 and share their observations from the content of the topic. *(Refer to lesson 8 and its subtopics in the respective course manuals)*	2.1 State the main content to be covered in the lesson and state your general observations about the scope of the content and any issues that may arise from the content of the topic. *(Refer to lesson 8 and its subtopics in the respective course manuals).*	**25 mins**

• Identification of needed resources for the teaching and learning of the concept.	2.2 Ask tutors to anticipate any RPK of students that will facilitate the delivery of this content.	2.2 Individually examine the content and suggest any background knowledge of learners that will facilitate their appreciation of this content.	
	2.3 Put tutors in groups to discuss the challenges they might encounter when presenting the language lessons (e.g. Features and themes of each type of drama, The concept of test development for comprehension and summary of a Ghanaian language, Weak forms of sentence stress, etc.).	2.3 In groups, discuss any challenges you anticipate in presenting the topics of various lessons. (e.g. creation of non-existing words by some authors)	
	2.4 Ask tutors to examine the suggested resources in the course manuals and determine which are available and suitable for the delivery of the topic. For example, ICT tools (smartphones, projectors, video), inclusive materials (*in the selection, bear in mind the diversity, sociocultural background*) and how they will be used in the lessons to promote learning, for instance, English, at both the New 4-Year B.Ed. and Basic levels. (*refer tutors to the resources section of their manuals*)	2.4 Examine the suggested resources and determine which are most suitable for the delivery of the current lesson (at both the B.Ed. and Basic School levels) and explain why, bearing in mind availability and GESI concerns (e.g. ICT tools – smartphones, projectors, video – and inclusive materials).	
	2.5 Ask tutors to consider the respective required texts and how they will be used in the lessons to promote	2.5 Consider the required texts and show how they will be used in the lesson to promote	

	learning among all manner of learners (GESI). 2.6 Ask tutors to identify the additional reading materials needed and how they will be used in the lessons to promote GESI and 21ST-century skills.	learning among all manner of learners (GESI) 2.6 Identify the additional reading materials needed and how you will use them to promote GESI and 21st-century skills.	
Guidance notes for SL/HoD should • *Identify any aspect of the lesson that might be challenging for tutors in terms of new learning and which needs to be considered prior to taking tutors through the lesson activities " walk through".* • *The resources needed must be identified: literature – page referenced etc, on web, Utube, physical resources, PowerPoint; how they should be used. Consideration needs to be given to local availability* *This section can build on the PD needs identified from the course manuals*			
3. **Teaching, learning and assessment activities for the lesson** • Reading of teaching and learning activities and identification of	3.1 Using the Think-Pair-Squared strategy, ask mixed pairs(females and male if possible), ask tutors to discuss the teaching and learning activities of lesson 8.	3.1 In pairs, discuss the suggested teaching and learning activities and share with another pair how they will be used in lesson 8 to promote the learning of English and Ghanaian Language in	**40 mins**

areas that require clarification • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) • Working through one or two activities,	E.g. Strong forms of sentence stress and Assessing comprehension and summary of a Ghanaian language) Ask each pair to talk to another pair about how they can use the activities to teach English and Ghanaian Language lessons in both the B.Ed. and Basic School Curricula, as well as GESI and 21st-century skills, (e.g. think-pair-share, brainstorming, group work). *(refer tutors to the teaching and learning activities sections of the course manuals)*	the B.Ed. and Basic School Curricula, as well as GESI and 21st Century skills *(refer to the teaching and learning activities section of your course manuals)*	
	3.2 Ask tutors to take turns to explain how the activities can be used to enhance the core and transferable skills (e.g. critical thinking, communication, collaboration) and GESI (e.g. diversity issues and underlying backgrounds)	3.3 Discuss the appropriateness of the activities and strategies and how they will enhance the core and transferable skills (e.g. critical thinking, communication, collaboration) and GESI in the lesson in both the College of Education (B.ED) and Basic School Curricula.	
	3.3 Call one or two tutors to select and model any of the activities in a teaching situation and say how they can help student teachers to support primary school learners to develop these skills through STS activities.	3.3 Select one of the activities and demonstrate how you will use it in actual classroom teaching situationss. Say how you can help student teachers support basic school learners to develop these skills through STS activities.	
	3.4 Lead tutors to identify and discuss the mode of assessment outlined in	3.4 Discuss the assessment instruments and procedures outlined in	

	the various manuals and find out 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. *Note: Remind tutors to be mindful of GESI concerns in forming groups, selecting reading texts, etc.* 3.5 Discuss with tutors the appropriateness of the assessment instruments and procedures outlined in the respective manuals for assessing student teachers (e.g. presentation, project, debate, quizzes, assignment and tests).	the manuals and state how they are aligned with NTEAP. 3.5 Discuss the assessment instruments and procedures in the respective manuals for assessing student teachers.	
4. Evaluation and review of session: • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues	4.1 Using the 'Give one get one' strategy, ask tutors to recap the main issues in the respective lessons in the PD session and discuss any outstanding issues related to it for clarification. 4.2 Let Tutors identify a critical friend who took part in the PD session to sit in their class during a lesson and report on observation during the next PD session for discussion.	4.1 Walk around the room, give one participant one main issue in the lessons today and ask them to give one main issue. Raise any outstanding issues that relate to the current lesson for clarification. 4.2 Identify a critical friend who took part in the PD session to sit in your class during a lesson and report their observation for discussion during the next PD session.	**5 mins**

	4.3 Encourage tutors to read the topics to be treated in the next PD session	4.3 Read the topics for lesson 9 before the next lesson.	
Course assessment in accordance with the NTEAP: SWL needs to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means that subject projects, portfolio preparation, and development are explicitly addressed in the PD sessions.			

Tutor PD Session for Lesson 9 in the Course Manual

Lesson Title:

English:

Teaching English:

Teaching English: Teaching spoken English: methods of teaching composition, guided composition writing, freewriting, planning a composition lesson.

Stylistics:

Style and Syntax: effects of the use of various sentences, types of sentences, expression of the mood in sentences.

Sociolinguistics:

Language and identity-gender: language and gender, sex category and sexuality-deficit dominance and difference, sexist language and women's language.

Curriculum(JHS, Upper Primary and Early Grade):

Designing scheme of work for English language course: Scheme of work, the structure of a scheme of work, the importance of scheme of work;

Ghanaian Language:

JHS Advanced Grammar:

Interpreting the composition of a Ghanaian Language component of the Ghanaian language curriculum: critical features of the composition of Ghanaian language component of the Ghanaian language curriculum, what to consider in interpreting the composition of a Ghanaian language curriculum.

Comprehension and summary

Interpreting the comprehension and summary of a Ghanaian Language component of the Ghanaian language curriculum: key features of the comprehension and summary of Ghanaian language component of the Ghanaian language curriculum, what to consider in interpreting the comprehension and summary of a Ghanaian language curriculum.

Written Literature (UP):

Selecting appropriate textbooks as TLMs for teaching written Literature of a Ghanaian Language: factors to consider when selecting textbooks for the teaching and learning of written literature of a Ghanaian language, selecting textbooks as TLMs for teaching and learning the types of written literature of a Ghanaian language, using textbooks as TLMs for teaching and learning the genres of written literature of a Ghanaian Language.

Written Literature (EG):

Poetry I (scope and elements of poetry): what is poetry? Types of poetry, factors to consider in selecting poetry to teach early grade, and poetry teaching.

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs, and each one must be addressed	Guidance notes on Leading the session. *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/lesson overview • Overview of subject/s age phase/s to be covered in this PD session and how it will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes	1.1 Ask tutors in pairs (male and female) to recap the main issues raised in the previous PD session in English and Ghanaian language. *Note: Remind tutors on how the topics for the subjects and each phase are organised. (refer them to the manual)* 1.2 Ask the Critical Friend who had the opportunity to observe the previous lesson to share their experiences with tutors and discuss how social inclusion and gender were dealt with during the lesson. For example, were the TLMs gender-friendly and the choice of words used in the lesson? 1.3 Guide tutors to write on a flip chart their expectations for this session and how they understand the concepts to be treated in this lesson. 1.4 Lead tutors to discuss the primary purpose of the current PD Session and lesson 9 and ask them to share their views anticipating crosscutting	1.1 A male tutor and a female tutor recap the main issues raised in the previous PD session in English and Ghanaian language. 1.2 Share your observations and experiences from the lesson observation with colleagues and note the gender and social inclusion matters. 1.3 Write your expectations on a flip chart for whole group discussion 1.4 Discuss the primary purpose of the PD Session and that of lesson 9.	**20 mins**

	issues such as GESI and ICT.		
	1.5 Ask tutors to list and discuss the main Learning Outcomes (LOs) and the Learning Indicators (LIs) for lesson 9. Address issues that may arise. *(Refer to the learning outcomes and indicators sections of the lessons).*	1.5 List and discuss the main Learning Outcomes (LOs) and the Learning Indicators (LIs) for lesson 9. Ask questions for clarification. *(Refer to the lesson's learning outcomes and indicators section, e.g. How will the indicators help achieve the learning outcomes?)*	
	1.7 Refer tutors to the lesson description of lesson 9 and identify the distinctive features of the lesson, e.g. language and gender, freewriting, structure of scheme of work, the interpreting component of Ghanaian Language curriculum etc.	1.7 In pairs, identify the distinctive features of the lesson (refer to the lesson description section).	
	1.8 Ask tutors in pairs to write down the controversial questions from the introduction to the lesson. (*An example of a question that might arise: What are the appropriate methods in teaching composition?, How do I select textbooks as TLMs ?*)	1.8 Tutors write some of the controversial questions that are likely to arise from the introduction to the lesson.	
The guidance notes for SL/HoD need to • *Provide a short overview of the lesson*			

• *Identify important or distinctive features of the lesson* • *Identify assessment aligned to NTEAP* • *Anticipate questions that might arise from the introduction to the lesson and provide responses for SL/HoD.* • *Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD*			
3. Concept Development (New learning likely to arise in this lesson): • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept.	2.1 Using *semantic mapping*, ask tutors to come out with the main content to be covered in a lesson (such as the content of the upper primary curriculum, assessing Ghanaian language written literature) and clarify issues that may arise from the discussion. *(Refer to lesson 9 and its subtopics in the respective course manuals)* 2.2 In their course groups, ask tutors to determine the relevant previous knowledge of student teachers for the topics in Lesson 9 and share with the whole group. 2.3 In mixed groups (males/females where necessary), lead tutors to discuss the challenges	2.1 Through semantic mapping, state the main content to be covered in the lesson and clarify issues from the discussion. *(Refer to the lesson and its subtopics in the respective course manuals).* 2.2 Determines some RPK of student teachers for Lesson 9 and shares with the whole group. 2.3 In mixed groups, discuss any challenges you anticipate in presenting various lessons on	**25 mins**

		they might encounter when presenting the following lessons: planning a composition lesson, sex category and sexuality, designing scheme of work, interpreting the component of a Ghanaian language curriculum, poetry, etc. ask them the challenges they envisage in teaching these topics For example, the ethnic background of learners(GESI) (e.g. sexist language and women's language, selecting textbooks as TLMs, selecting poetry to teach in early grade)	planning a composition lesson, sex category and sexuality, designing scheme of work, interpreting the component of a Ghanaian language curriculum, poetry, etc.	
		2.4 Ask tutors to discuss the suggested teaching and learning resources in the manual and choose the most appropriate ones for teaching the topics. Example, ICT tools (Youtube videos, PowerPoint, online materials), inclusive materials (*in the selection, bear in mind the diversity, differently-abled persons,*) and how they will be used in the lessons to promote learning, for instance, English, at both the New 4-Year B.Ed. and Basic levels. (*refer tutors to the resources section of their manuals*)	2.4 Choose the most appropriate learning resources, e.g. ICT tools (smartphones, projectors, video) and inclusive materials for teaching the topics in this current lesson.	
		2.5 In pairs, ask tutors to share views on the respective required texts	2.5 In pairs, share your views on the required texts and show how	

	and how they will be used in the lessons to promote learning among all manner of learners (names uses as examples, pictures in the text, choice of words etc. (GESI). 2.6 Ask tutors to identify the respective additional reading materials needed from the course manuals and how they will be used in the lessons to promote GESI and SEN and 21ST-century skills. *Note: Tutors can suggest other reading materials, not in the manuals, which can also help teach the topic.*	they will be used in the lesson to promote learning among all manner of learners (GESI) (e.g. names uses as examples, pictures in the text, choice of words etc 2.6 Identify the additional reading materials needed and how you will use them to promote GESI and 21st-century skills. *Note: Tutors can suggest other reading materials not in the manuals, which can be helpful in the teaching of the topic as well*	
Guidance notes for SL/HoD should • *Identify any aspect of the lesson that might be challenging for tutors in terms of new learning and which needs to be considered prior to taking tutors through the lesson activities " walk through".* • *The resources needed must be identified: literature – page referenced etc, on web, Utube, physical resources, PowerPoint; how they should be used. Consideration needs to be given to local availability*			

This section can build on the PD needs identified from the course manuals			
3. Teaching, learning and assessment activities for the lesson • Reading of teaching and learning activities and identification of areas that require clarification • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) • Working through one or two activities,	3.1 Using the think-pair-share strategy, ask tutors to discuss the teaching and learning activities in the lesson. *Then, refer tutors to the teaching and learning activities section.* 3.2 Ask tutors to discuss how the activities can be used to deliver English and Ghanaian Language lessons in both the B.Ed. and Basic School Curricula, as well as GESI and 21st-century skills. Examples of the activities are *think-pair-share, presentation, group work, brainstorming).* 3.3 Ask one tutor to model a selected activity, e.g. role play in a teaching situation, considering social inclusion and equality. 3.4 in their course group, ask tutors to discuss the mode of assessment outlined in the various manuals and find out how they are aligned with the NTS and the NTEAP. An example of the subject project: quizzes, class presentation, group work etc. Subject portfolio include those gathered from School Visit (STS) and mid-semester quiz	3.1 Discuss the various teaching and learning activities suggested in the lessons. *Refer to the teaching and learning activities section in your manuals.* 3.2 discuss how the activities can be used to deliver English and Ghanaian Language lessons in both the B.Ed. and Basic School Curricula, as well as GESI and 21st-century skills. Examples of the activities are *think-pair-share, presentation, group work, brainstorming).* 3.3 Demonstrate a selected activity and use it in actual classroom teaching situations, not forgetting social inclusion and equality. 3.4 Discuss the suggested mode of assessment and procedures outlined in the manuals and how they are aligned with NTS and NTEAP.	**40 mins**

	Note: Remind tutors to be mindful of GESI issues such as braille, audio machines for orals, time allocated for slow writers and differently abled persons, etc.		
	3.5 In mixed groups (males/females), ask tutors to share their views on the assessment instruments and the procedures used in assessing student teachers Examples of the instruments are presentation, project, quizzes, debate (e.g. male students argue for sexist language for women and female students argue vice versa) and tests.	3.5 Share your views on the assessment instruments in the respective manuals and procedures in assessing student teachers.	
Guidance notes for SL/HoD should • *Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience . These could involve applying new content, e.g. from section 2, or approaches to teaching, learning and assessment, incl. gender-responsive and inclusive approaches* • *Identify how any assessments relate to course assessment components*			

• *The selected activities should be done with tutors in natural or close to real time*			
• *Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these*			
• *Identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied*			
• *Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material*			
• *Identify where PowerPoint presentations or other resources need to be developed to support learning and provide guidance*			
• *Identify resources required for any TLMs and provide guidance on development of these*			
4. Evaluation and review of session: • Identification of any outstanding issues relating to this lesson for clarification	4.1 Ask tutors to summarise the main issues in the individual lessons in the PD session and discuss any outstanding issues (such as methods, concept	4.1 Tutors summarise the main issues in the lesson and discuss any outstanding issues that relate to the current lesson for clarification.	**5 mins**

• Advance preparation • In the case of unresolved issues	explanation, interpreting key features of curriculum, evaluation etc.) that relate to lesson 9 for clarification. 4.2 Tell Tutors to choose a critical friend who took part in the PD session to sit in their class during lesson 9 and report on observation during the next PD session for discussion. 4.3 Remind tutors to read the topics to be treated in the next PD session	4.2 Choose a critical friend who took part in the PD session to sit in your class during a lesson and report on observation during the next PD session for discussion. 4.3 Read the topics to be treated in advance to enable them to prepare adequately for those topics.	
Course assessment in accordance with the NTEAP: SWL needs to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means that subject projects, portfolio preparation, and development are explicitly addressed in the PD sessions.			

Tutor PD Session for Lesson 10 in the Course Manual

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs, and each one must be addressed	Guidance notes on Leading the session. *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/lesson overview** • Overview of subject/s age phase/s to be covered in this PD session and how it will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes	1.1 Invite a tutor to give an icebreaker to start the day's session. 1.2 Using the 'Show and Tell' strategy' have tutors recap the main issues raised in the previous PD session in English and Ghanaian Language. (Bear in mind that some tutors may not want to write. Allow them to say their answers) 1.3 Remind tutors about the organization of the phases of the lesson. N/B: The English and Ghanaian Languages have been grouped for the PD sessions, and so, from time to time, ask tutors to refer to sections in their subject course manuals. Remind them that even though there are generic issues to be discussed, there are specific issues relevant to the course manuals and each phase course manual for EG, UP and JHS.	1.1 Give us an icebreaker. 1.2 Write and show to the group one of the main issues raised in the previous PD session in English and Ghanaian language. 1.3 Discuss how the phases of this lesson are organised and how they will be covered.	**20 mins**

	1.4 Invite 1 or 2 critical friends to report the lesson they observed the previous week.	1.4 Report on the lesson you observed.
	1.5 Discuss with tutors their expectations for the current session and how they understand the concepts to be treated in this lesson.	1.5 Discuss your expectations of this session and your understanding of the concepts to be treated in the lesson.
	1.6 Ask tutors to read the lesson description and the purpose of lesson 10 in the course manual and indicate how they are related to student teachers' relevant previous knowledge. (For example, Designing a Lesson for Upper Primary is to introduce student-teachers to the design of a lesson and what goes into it; Methods of teaching compositions of a Ghanaian language is designed to equip the student teachers with the knowledge and the skills in the applications of the methods of teaching the compositions of a Ghanaian language. The purpose of each topic is related to the student teachers' RPK.) Ask tutors to individually read through the primary purpose of the current PD Session and that of the current lesson and ask them to share their views.	1.6 Read the lesson description and the purpose of lesson 10 in the course manual and indicate how they are related to student teachers' relevant previous knowledge. Individually read through the primary purpose of the PD Session and that of the current lesson of the course manual and share your views.
	1.7 Have tutors read and discuss the main Learning Outcomes (LOs) and the lesson's learning	1.7 Read and discuss the main Learning Outcomes (LOs) and the Learning Indicators (LIs)

	indicators (LIs). Address issues that may arise. *(Refer to the learning outcomes and indicators sections of the lessons).*	for the lesson. Ask questions for clarification. *(Refer to the learning outcomes and indicators section of the lesson, e.g. How will the indicators help achieve the learning outcomes?)*	
	1.8 Refer tutors to the lesson description of lesson 8 to identify the distinctive features of the lesson, e.g. Interpreting progression of the Early Grade English Language curriculum Weak forms of sentence stress, Selecting TLMs for the teaching and learning compositions of a Ghanaian language, etc.	1.8 In pairs, identify the distinctive features of the lesson, e.g. Interpreting progression of the Early Grade English Language curriculum Weak forms of sentence stress, Selecting TLMs for the teaching and learning compositions of a Ghanaian language, etc. *(refer to the lesson description section of lesson 10).*	
	1.9 in pairs, ask tutors to brainstorm the controversial questions that are likely to arise from the introduction to the lesson. (E*xample of questions that might arise:* What is the appropriate method for teaching composition? *How different is the design of the lesson for Early Grade from that of the Upper Primary)*	1.9 Brainstorm some of the controversial questions that are likely to arise from the introduction to the lesson.	
The guidance notes for SL/HoD need to • *Provide a short overview of the lesson*			

- *Identify important or distinctive features of the lesson* - *Identify assessment aligned to NTEAP* - *Anticipate questions that might arise from the introduction to the lesson and provide responses for SL/HoD.* - *Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD*			
2. Concept Development (New learning likely to arise in this lesson): - Identification and discussion of concepts - Identification of possible challenging areas in teaching of the concept. - Identification of needed resources for the teaching and learning of the concept.	2.1 In their language groups, ask tutors to list the main content to be covered in lesson 10 and share their observations from the topic's content. *(Refer to lesson 10 and its subtopics in the respective course manuals)* 2.2 Ask tutors to anticipate any RPK of students that will facilitate the delivery of this content. 2.3 Put tutors in pairs to discuss the challenges they might encounter when presenting the language lessons (e.g. Language planning in multilingual societies: *Student teachers might*	2.1 In your language, list the main content to be covered in the lesson and share your general observations about the scope of the content and any issues that may arise from the topic's content. *(Refer to lesson 10 and its subtopics in the respective course manuals).* 2.2 Individually examine the content and suggest any background knowledge of learners that will facilitate their appreciation of this content. 2.3 In pairs, discuss any challenges you anticipate in presenting the topics of various lessons. (e.g. creation of non-existing words by some authors)	**25 mins**

	not have been introduced to language planning in multilingual communities and the processes and types involved; Methods of teaching the comprehension and summary of a Ghanaian language: *Student-teacher may not be aware of the factors to consider to select the appropriate method for teaching)*		
	2.4 Ask each pair of tutors to discuss how these challenges could be overcome and share them with the larger group.	2.4 Discuss how these challenges could be overcome and share your views with the larger group.	
	2.5 Ask tutors to examine the suggested resources in the course manuals and determine which are available and suitable for delivering the lesson 10 topics. For example, ICT tools (smartphones, projectors, video), inclusive materials (*in the selection, bear in mind the diversity, sociocultural background*) and how they will be used in the lessons to promote learning, for instance, English and Ghanaian Language, at both the New 4-Year B.Ed. and Basic levels. (*refer tutors to the resources section of their manuals*)	2.5 Examine the suggested resources and determine which are most suitable for the delivery of the current lesson (at both the B.Ed. and Basic School levels) and explain why, bearing in mind availability and GESI concerns (e.g. ICT tools – smartphones, projectors, video – and inclusive materials).	
	2.6 Ask tutors to consider the respective required texts	2.6 Consider the required texts and show how	

	and how they will be used in the lessons to promote learning among all manner of learners (GESI). 2.7 Ask tutors to identify the additional reading materials needed and how they will be used in the lessons to promote GESI and 21ST-century skills.	they will be used in the lesson to promote learning among all manner of learners (GESI) 2.7 Identify the additional reading materials needed and how you will use them to promote GESI and 21st-century skills.	
3. **Teaching, learning and assessment activities for the lesson** • Reading of teaching and learning activities and identification of areas that require clarification • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) • Working through one or two activities,	3.1 Put tutors in pairs, ask them to read the suggested teaching/learning activities of lesson 10 and select the two most appropriate activities that can be used to lesson 10 topics. Ask them to demonstrate how the selected activities can promote learning of the English Language and Ghanaian Language in both the B.Ed. and Basic School Curricula and also how well they can help develop 21st-century skills. Examples of the activities are think-pair-share, brainstorming, think-pair squared and group work. 3.1.1 Still, in their pairs, ask tutors to suggest one activity not found in the manual but is considered appropriate. Then, allow each team to share their views with the larger group. *(Refer them to the teaching and learning*	3.1 In pairs, read through the suggested teaching and learning activities and select the two most appropriate ones that will be used in the delivery of lesson 10 to promote the learning of English and Ghanaian Language in the B.Ed. and Basic School Curricula, as well as 21st Century skills. 3.1.1 Suggest one activity that is not found in the manual but is considered appropriate. Share your views with the larger group. *(Refer to the teaching and learning activities*	**40 mins**

	activities sections of the course manuals).	*section of your course manuals).*	
	3.2 Call on tutors to select and model any activities in a teaching situation and say how they can help student- teachers support basic school learners to develop these skills through STS activities.	3.2 Select one of the activities and demonstrate how you will use it in actual classroom teaching situationss. Say how you can help student teachers support basic school learners to develop these skills through STS activities.	
	3.4 Lead tutors to identify and discuss the mode of assessment outlined in the various manuals and find out how they are aligned with the NTEAP in terms of which of them will be appropriate for subject project, subject portfolio (including those gathered from School Visit -STS) and end of semester examination.	3.3 Discuss the assessment instruments and procedures outlined in the manuals to identify how they are aligned with NTEAP. Classify them under quizzes, class exercises, projects, portfolio and end of semester examinations.	
	Note: Remind tutors to be mindful of GESI concerns in forming groups, assessments, selection of reading texts, etc.		
	3.4 Ask tutors to identify which core and transferable skills can be developed in the lesson and how they can help student teachers support basic school learners in developing these skills through STS activities.	3.4 Identify which core and transferable skills can be developed in the lesson and how you can help student teachers support basic school learners in developing these skills through STS activities.	
	3.5 Ask tutors to read the assessment activities in the manual(s) and	3.5 Read the assessment activities in the manual(s) and identify	

	identify areas that require clarification (especially on NTEAP related activities) for discussion.	areas that require clarification.	
4. Evaluation and review of session: • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues	4.1 Using 'post-it cards', ask tutors to write their answers to the following questions on the session and discuss any outstanding issues related to it for clarification. i. What have you learnt? ii. What have you found easy? iii. What have you found challenging? 4.2 Ask tutors to identify a critical friend who took part in the PD session to sit in their class during a lesson and report on observation during the next PD session for discussion. 4.3 Encourage tutors to read session 11 of the PD manuals and lesson 11 of the course manuals before the next PD session	4.1 in pairs, use 'post-it ' cards to answer the following questions: i. What have I learnt? ii. What have I found easy? iii. What have I found difficult? Raise any outstanding issues that relate to the current lesson for clarification. 4.2 Identify a critical friend who took part in the PD session to sit in your class during a lesson and report their observation for discussion during the next PD session. 4.3 Read session 11 of the PD manual and lesson 11 of the course manual before the next lesson.	**5 mins**
Course assessment in accordance with the NTEAP: SWL needs to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means that subject projects, portfolio preparation, and development are explicitly addressed in the PD sessions.			

Tutor PD Session for Lesson 11 in the Course Manual

Lesson Title:

English:

Teaching English:

Teaching literature - poetry, prose and prose, illustrating the effectiveness of literary devices on meaning of texts, planning literature lesson

Stylistics:

Sample stylistics analysis of a poem, sample stylistic analysis of prose, sample stylistic analysis of a drama.

Sociolinguistics:

Introducing language policy in multilingual societies, language policy in multilingual societies, formal and informal language policies.

Curriculum:

Assessment of Early Grade/Upper Primary/Junior High School curricula, assessment tools in the English language curriculum, Effective use of assessment tools, the importance of the assessment tools(JHS, UP, EG),

Ghanaian Language:

Advanced Grammar (JHS), Comprehension and Summary (JHS), Writtern Literature (JHS) Concept of the lesson plan, factors to consider when designing a composition plan, component of a composition lesson plan

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs, and each one must be addressed	Guidance notes on Leading the session. *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/lesson overview** • Overview of subject/s age phase/s to be covered in this PD session and how it will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session	1.1 Use a very interesting and captivating icebreaker to start the lesson. 1.2 Ask tutors through probing questions to recap the main issues raised in the previous PD session. 1.3 Ask tutors to discuss how the subject phases of this lesson are organised and how they will be covered.	1.1 Start the lesson with an icebreaker 1.2 Discuss the main issues raised in the previous PD session in English and Ghanaian language. 1.3 Discuss how the subject phases of this lesson are organised and how they will be covered.	**20 mins**

(Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes	E.g. JHS courses - Teaching English, Stylistics, Sociolinguistics, Curriculum and Advanced Grammar; UP courses - Curriculum, comprehension and summary, written literature; EG - Comprehension and written literature). Discuss the generic issues with the tutors and the specific issues relevant to the course manuals and each phase course manual for EG, UP and JHS. 1.4 Ask the Critical Friend who had the opportunity to observe the previous lesson to share their experiences with tutors. 1.5 Ask tutors what their expectations of this eleventh PD session are and how they understand the concepts to be treated. 1.6 in their course groups, ask tutors to discuss the primary purpose of the current PD Session and that of the current lesson and ask them to share their views. 1.7 Ask tutors to discuss the main Learning Outcomes (LOs) and the Learning Indicators (LIs) raised in the lesson. Address issues that may arise. *(Refer tutors to the lessons' learning outcomes and indicators sections and find out the*	1.4 Share the experiences that you had from the lesson observation with colleagues. 1.5 Discuss the expectations of this session and your understanding of the concepts to be treated in the lesson. 1.6 Discuss the primary purpose of the PD Session and that of the current lesson of the course manual and share your views. 1.7 Discuss the main Learning Outcomes (LOs), and the Learning Indicators (LIs) raised in the lesson. Ask questions for clarification. *(Refer to the learning outcomes and indicators section of the lesson, e.g. How will the*	

	relationship between the learning outcomes and the learning indicators).	*indicators help achieve the learning outcomes?)*	
	1.8 Ask tutors to read the lesson description of lesson 11 and identify the distinctive features of the lesson, e.g. designing assessment tools at the JHS, UP and EG levels and explaining the concept of a lesson plan (refer to lesson description).	1.8 Discuss the distinctive features of the lesson (refer to the lesson description section).	
	1.9 Ask tutors about the controversial questions that are likely to arise from the introduction to the lesson. E.g. Misconception that language policy in Ghana is a matter of government directives. Language policy goes through a process.	1.9 Discuss some of the controversial questions that are likely to arise from the introduction to the lesson.	
The guidance notes for SL/HoD need to • *Provide a short overview of the lesson* • *Identify important or distinctive features of the lesson* • *Identify assessment aligned to NTEAP* • *Anticipate questions that might arise from the introduction to the lesson and provide responses for SL/HoD.* • *Issues that prompted questions*			

or discussion during curriculum and course writing may well also be issues for SL/HoD			
2. Concept Development (New learning likely to arise in this lesson): • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept.	2.1 Ask tutors to use appropriate strategies (e.g. *think-pair-share, brainstorming, discussion*) to come out with the main content covered in lesson 11 and clarify issues that may arise from the discussion. *(Refer to lesson 1 and its subtopics in the respective course manuals)* 2.2 Ask tutors to discuss the challenges they might encounter when presenting the lessons on assessment of JHS, UP and EG curricula, language policy in multilingual societies, designing a composition lesson plan, illustrating the effectiveness of literary devices on the meaning of texts. What challenges do you envisage in teaching these topics (e.g. Stylistic analysis of a poem, prose and drama). 2.3 Discuss with tutors the suggested teaching and learning resources in the manual and choose the most appropriate ones for teaching the topics. Discuss ICT tools (e.g. smartphones, projectors, video), and indicate how	2.1 State the main content to be covered in the lesson and clarify issues that may arise from the discussion. *(Refer to lesson 11 and its subtopics in the respective course manuals).* 2.2 In groups, discuss any challenges you anticipate in presenting the topics of various lessons. 2.3 Discuss the most appropriate learning resources to use, e.g. ICT tools (smartphones, projectors, video), and inclusive materials, in teaching the topics in this current lesson.	**25 mins**

	they can be used to enhance the delivery of the lesson to promote learning. In selecting these resources, bear in mind the diversity and socio-cultural background of the target groups at both the B.Ed. and Basic levels. (*refer tutors to the resources section of their manuals*)		
	2.4 Discuss the required texts and consider how the topics in lesson 11 of the manuals align with the required texts to effectively promote learning among all manner of learners (GESI). (refer to the required textbook section.)	2.4 Discuss the required texts and show how they will be used in the lesson to promote learning among all manner of learners (GESI)	
	2.5 Ask tutors to identify the respective additional reading materials (*refer to the additional reading materials list in the manual*) needed and how they will be used in the lessons to promote GESI and 21ST-century skills (e.g. diversity, inclusivity, critical thinking).	2.5 Identify the additional reading materials needed and how you will use them to promote GESI and 21st-century skills (e.g. diversity, inclusivity, critical thinking).	
Guidance notes for SL/HoD should • *Identify any aspect of the lesson that might be challenging for tutors in terms of new learning and which needs to be considered prior to taking tutors*			

through the lesson activities " walk through". • *The resources needed must be identified: literature – page referenced etc, on web, Utube, physical resources, powerpoint; how they should be used. Consideration needs to be given to local availability* *This section can build on the PD needs identified from the course manuals*			
3. Teaching, learning and assessment activities for the lesson • Reading of teaching and learning activities and identification of areas that require clarification • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) • Working through one or two activities,	3.1 In their course group, ask tutors to discuss the appropriateness of the various teaching and learning activities in the course manuals. Ask any of the tutors to model a selected activity in a teaching situation (f*or example, how to teach stylistic analysis of poems, prose and drama; effective use of literary devices on meaning of texts; language policy in multilingual societies).* In enacting, ask them to show how those activities can promote lesson delivery in the B.Ed. and Basic School Curricula, GESI and 21st-century skills. *(Refer tutors to the teaching and learning activities sections of the course manuals)*	3.1 Discuss the discuss the appropriateness of the various teaching and learning activities in the course manuals. Demonstrate with a selected activity and use it in real classroom teaching situation. *(refer to the teaching and learning activities section of your course manuals)* In enacting, show how those activities can promote lesson delivery in the B.Ed. and Basic School Curricula, GESI and 21st-century skills.	**40 mins**

	3.2 In their course groups, ask tutors to discuss the mode of assessment outlined in the various course manuals bearing in mind, their alignment with the NTEAP (*continuous assessment - subject project (class assignment, in-class presentation), subject portfolio including those gathered from School Visit (STS) and summative assessment - end of semester examination*). *Note: Remind tutors to be mindful of GESI issues such as braille, the use of audio machines for orals, etc.* 3.3 Ask tutors to show the assessment instruments in the manuals can effectively assess student teachers using the concepts (examples of the instruments include presentation, project, debate, quizzes, assignment and tests).	3.2 Discuss the assessment instruments and procedures outlined in the manuals and how they are aligned with NTEAP (continuous assessment and summative assessment). 3.3 Discuss the assessment instruments in the respective manuals and procedures in assessing student teachers.	
4. Evaluation and review of session: • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues	4.1 In summary, ask tutors to recap the main issues in the individual lessons in the PD session and discuss any outstanding issues that relate to it for clarification. 4.2 Ask Tutors to identify a critical friend who took part in the PD session to sit in their class during a lesson and report on	4.1 Summarize the main issues in the lesson and discuss any outstanding issues that relate to the current lesson for clarification. 4.2 Identify a critical friend who took part in the PD session to sit in your class during a lesson and report on observation	**5 mins**

	observation during the next PD session for discussion.	during the next PD session for discussion.	
	4.3 Encourage tutors to read the topics to be treated in the next PD session	4.3 Discuss the topics to be treated in advance to enable them to prepare adequately for those topics.	
Course assessment in accordance with the NTEAP: SWL needs to review the assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means that subject project, portfolio preparation, and development are explicitly addressed in the PD sessions.			

Tutor PD Session for Lesson 12 in the Course Manual

Lesson Title:

English:

    Teaching English:

    Teaching spoken English: methods of teaching composition, guided composition writing, free writing, planning a composition lesson.

    Stylistics:

    Summary of lessons on stylistics: key concepts of stylistics, style and meaning and grammar, phonology and graphology, style and discourse;

    Sociolinguistics:

    Summary of lesson on Sociolinguistics: multilingual speech communities, language variation, language and identity, language planning and policy

    Curriculum(JHS, Upper Primary and Early Grade):

    Summary of lessons on the English Curriculum: theory of curriculum development, the three stages of English of language curriculum, characteristics of language curriculum, content organization principles of the scheme of work and lesson plan;

Ghanaian Language:

    JHS Advanced Grammar:

    Interpreting the composition of a Ghanaian Language component of the Ghanaian language curriculum: key features of the composition of Ghanaian language component of the Ghanaian language curriculum, what to consider in interpreting the composition of a Ghanaian language curriculum.

    Comprehension and summary

    Interpreting the comprehension and summary of a Ghanaian Language component of the Ghanaian language curriculum: key features of the comprehension and summary of Ghanaian language component of the Ghanaian language curriculum, what to consider in interpreting the comprehension and summary of a Ghanaian language curriculum.

    Written Literature (UP):

    Preparation of a written literature lesson plan: the concept of lesson plan, factors to consider when designing a written literature plan, component of a literature plan

    Written Literature (EG):

    Teaching written literature: co-teaching.

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs, and each one must be addressed	Guidance notes on Leading the session. *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/lesson overview** • Overview of subject/s age	*Use a story as an icebreaker.* 1.1 Ask a male and a female tutor to recap the main issues raised in the	1.1 A male tutor and a female tutor recap the main issues raised in the	**20 mins**

phase/s to be covered in this PD session and how it will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes	previous PD session in English and Ghanaian language courses. 1.2 Ask the Critical Friend who had the opportunity to observe the previous lesson to share their experiences with tutors and bringing out how the activities used during the lesson aid in acquiring transferable skills. E.g. the use of mixed ability group helps in collaboration skills, oral presentation aid communicative competence etc 1.3 Ask tutors to write on a flip chart their expectations for this session and how they understand the concepts/the summary of the topic to be treated in this lesson. 1.4 Engage tutors to discuss the benefits of the current PD Session and purpose of lesson 12 and ask them to share their views anticipating crosscutting issues such as GESI and ICT. 1.5 In their course groups, ask tutors to list on paper and discuss the main Learning Outcomes (LOs) and their link to the Learning Indicators (LIs) for lesson 12. Address issues that may arise. *(Refer to the learning*	previous PD session in English and Ghanaian language. 1.2 Discuss reports from the lesson observation and note the activities that aid in acquiring transferable skills. 1.3 Write on a flip chart your expectations of this session and in one sentence write your understanding of the concepts treated in the lesson. 1.4 Discuss the primary purpose of lesson 12 of the course manual and share your views. 1.5 In mixed ability groups, Tutors list and discuss the main Learning Outcomes (CLOs) and their link to Learning Indicators (LIs) for lesson 12. Ask questions for clarification. *(Refer to the learning outcomes and*	

	outcomes and indicators sections of the lessons).	*indicators section of the lesson, e.g. How will the indicators help achieve the learning outcomes?)*	
	1.6 Refer tutors to the lesson description of lesson 12 and ask tutors to reflect on the distinctive features of the lesson, e.g. summary of all topics learnt, the concept of lesson plan etc.	1.6 In pairs, identify the distinctive features of the lesson (refer to the lesson description section).	
	1.7 Ask tutors in pairs to write down the controversial questions from the introduction to the lesson. (*An example of a question that might arise: What are the appropriate methods in co-teaching?, How do I summarise all the concepts taught ?*)	1.7 Tutors write some of the controversial questions that are likely to arise from the introduction to the lesson.	
2. **Concept Development (New learning likely to arise in this lesson):** • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept.	2.1 Using *semantic mapping*, ask tutors to come out with the main content to be covered in the lesson (such as content of the upper primary curriculum, assessing Ghanaian language written literature) and clarify issues that may arise from the discussion. *(Refer to lesson 9 and its subtopics in the respective course manuals)*	2.1 Through semantic mapping, state the main content to be covered in the lesson and clarify issues from the discussion. *(Refer to the lesson and its subtopics in the respective course manuals).*	**25 mins**
	2.2 In mixed groups, ask tutors discuss the challenges they might encounter when presenting the lessons	2.2 In mixed groups, discuss any challenges you anticipate in presenting the topics of various lessons.	

	on: summary of lessons on English language curriculum, preparation of a written literature plan, summary of lessons on sociolinguistics, co-teaching etc. in a language lesson. What challenges do you envisage in teaching these topics about the different ethnic backgrounds of learners(GESI) (e.g. avoiding stereotypes in illustrations used written literature lesson plans, selection of co-teachers)	
	2.3 Ask tutors to discuss the suggested teaching and learning resources in the manual and choose the most appropriate ones for teaching the topics. Examples, ICT tools (smartphones, projectors, video), inclusive materials (*in the selection, bear in mind the diversity, gender, ethnicity etc.*) and how they will be used in the lessons to promote learning, for instance, English, at both the New 4-Year B.Ed. and Basic levels. (*refer tutors to the resources section of their manuals*)	2.3 Choose the most appropriate learning resources, e.g. ICT tools (smartphones, projectors, video) and inclusive materials for teaching the topics in this current lesson.
	2.4 Use think -pair- square share strategy, tell tutors to share views on the respective required texts and how they will be used in the lessons to	2.4 In pairs, share your views on the required texts and show how they will be used in the lesson to promote learning among

	promote learning and teaching among all manner of learners at the basic levels (illustrations in the text, etc. (GESI).	all manner of learners (GESI)	
	2.5 Ask tutors to identify the respective additional reading materials needed and how they will be used in the lessons to promote GESI and the 21ST-century skills and teach in the basic schools.	2.5 Identify the additional reading materials needed and how you will use them to promote GESI and 21st-century skills.	
3. **Teaching, learning and assessment activities for the lesson** • Reading of teaching and learning activities and identification of areas that require clarification • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) • Working through one or two activities,	3.1 Using think-pair- share strategy,ask tutors to discuss the various suggested teaching and learning activities used in the lesson delivery (e.g. co-teaching, lesson plan, a summary of all topics in a course), and how they will promote English and Ghanaian Language delivery lessons in both the B.Ed. and Basic School Curricula, as well as GESI and 21st-century skills, (e.g. think-pair-share, presentation, group work, brainstorming). *(refer tutors to the teaching and learning activities sections of the course manuals)* 3.2 Ask tutors to share their views with an elbow friend on the appropriateness of the activities and strategies and how they will be used to enhance the core	3.1 Think pair share and discuss the various teaching and learning activities suggested to be used in the lesson delivery and how they will promote the content delivery of Ghanaian Language and English of the New 4-year B.Ed., Basic School Curricula and GESI. *(refer to the teaching and learning activities section of your course manuals)* 3.2 Share your views with an elbow friend on the appropriateness of the activities and strategies and how you will use them to enhance the core and transferable	**40 mins**

	and transferable skills (e.g. critical thinking, communication, collaboration) and GESI (e.g. distribution of questions equally among learners,) in the lessons in both the College of Education (B.ED) and Basic School Curricula.	skills (e.g. critical thinking, communication, collaboration) and GESI in the lesson in both the College of Education (B.ED) and Basic School Curricula.	
	3.3 Ask one tutor to demonstrate a selected activity(e.g. mixed ability grouping) in a teaching situation, taking into consideration gender and equality.	3.3 Demonstrate with a selected activity(eg mixed ability grouping) and use it in real classroom teaching situation not forgetting gender and equality.	
	3.4 Discuss the suggested mode of assessment outlined in the various manuals and find out how they are aligned with the NTS, NTEAP in terms of subject project(assignments, homework, class presentations, class participation). subject portfolio including those gathered from School Visit (STS) and end of semester examination .	3.4 Discuss the suggested mode of assessment and procedures outlined in the manuals and how they are aligned with NTS and NTEAP.	
	Note: Remind tutors to be mindful of GESI issues such as the use of braille, the use of audio machines for orals, time allocated for slow writers and differently abled persons etc.		
	3.5 In mixed groups, ask tutors to share their views on the assessment	3.5 Share your views on the assessment instruments in the respective manuals	

	instruments in the respective manuals and procedures used in assessing student teachers using the concepts, example, presentation, project, quizzes, debate (eg) and tests.	and procedures in assessing student teachers.	
4. Evaluation and review of session: • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues	4.1 Ask tutors to summarise the main issues in the respective lessons in the PD session and discuss any outstanding issues(such as school visit methodology, evaluation etc) that relate to lesson 12 for clarification. 4.2 Let Tutors discuss the benefits from the PD session and suggest ways to improve where necessary. 4.3 Encourage tutors to read the topics to be treated in the next semester PD session	4.1 Tutors summarise the main issues in the lesson and discuss any outstanding issues that relate to the current lesson for clarification. 4.2 Discuss the benefits form the PD session and suggest ways to better where necessary. 4.3 Discuss the topics to be treated in advance to enable them to prepare adequately for those topics.	**5 mins**
Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring : subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.			

The PD session check list: supporting B.Ed. implementation.
In some cases, to support implementation the PD sessions may need to add more detail to what is in the course manuals

What to Include in PD sessions: Check list	Checked and In Place.
Course introductions and conclusions • The first PD session of each semester introduces the course manual/s and course expectations to student teachers. • The final PD session provides the opportunity to review student teachers learning from the course	
Prior knowledge: Points for tutors on assessing or 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 the session to be introduced	
Lesson Learning outcomes and indicators. PD sessions provide opportunities for tutors to model interactive approaches to teaching and learning they will use to support student teachers	
Integration of subject specific content and subject specific pedagogy. This is modelled in PD sessions through activities for tutors. Any potentially new or challenging concepts are explored with tutors	
Subject Specific Training. Where subjects have been grouped together for the PD sessions, tutors are guided to activities in the subject course manuals to ensure the PD is not generic. 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 highlights 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 continuous assessment opportunities which will support tutors in developing student teacher's understanding of and ability to apply assessment for or as learning.	
Phase Specific Training. Tutors are guided to specific activities in the relevant phase course manuals for EG, UP and JHS. Tutors are advised to group student teachers according to the phase they are training for specific activities.	
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.	

Year Three Semester One
CHILDRENS LITERATURE
Weekly PD sessions

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

Name of Subject:
Children's Literature

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	1.1 **Introduction to the semester PD Session** 1.1.1 Welcome tutors and discuss with tutors the purpose of the specialisms. E.g. The purpose of the course is to train teachers to possess the various skills to teach children's literature and develop Early Grade and Upper Primary children's literature books to improve children's language acquisition and love for books. 1.1.2 Through question and answer technique, let tutors identify the subject/course and age levels to be covered in the PD Session and let them group themselves according to age levels. *E.g. What are the age*	1.1.1 Contribute to the discussion on the purpose of the course for all specialisms. 1.1.2 Answer and ask questions to come out with the age levels covered in the subject and group yourself according to the age level you are teaching, e.g. Early Grade and Upper Primary	20 mins

	levels covered in this PD Session? *Suggested Answer: The levels are Early Grade and Upper Primary. The content also looks at issues in teaching and learning children's literature, assessing children's literature skills, and preparing appropriate materials to address the diverse needs and interests of early graders in learning literature (refer to individual specialism in the course manual)*	*(refer to individual specialism in the course manual)*	
	1.1.3 Introduction to course manual 1.1.3.1 Let tutors put themselves into groups according to area of specialism and discuss the overview of the course. **Question**: What are the main elements of the course description? **Suggested answer**: *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 (refer to course description in your course manual for details)*	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.*	
	1.1.3.2 Through the use of probing questions, help tutors identify the two main continuous assessment components of the	1.1.3.2 Answer probing questions to identify the two main continuous assessment components of the course. Example are	

1b (1.2) Introduction to the Session	course. Example, Question: What are the two main continuous assessment components of the course? Suggested Answer: These are - Component 1 (Subject Portfolio Assessment - 30%) made up of selected Items of students work, midterm assessment, reflective journal, organisation of the subject portfolio	Component 1 (Subject Portfolio Assessment - 30%) made up of selected Items of students work, midterm assessment, reflective journal, organisation of the subject portfolio	
	- Component 2: Subject Project (30%) made up of introduction, methodology, main section and conclusion. (*refer to assessment section of your course manual for details*).	Component 2: Subject Project (30%) made up of introduction, methodology, main section and conclusion. (*refer to assessment section of the course manual for details*).	
	Answer tutors' questions to address issues raised.	Ask question for further clarifications.	
	1.2 Introduction to current PD Session		
	1.2.1 Give tutors post-it-note and ask them to write at least four things they learnt from the previous PD session (Teaching reading and writing). Example, **Question**: What four things do you remember in the previous PD Session? **Suggested answer**: *The concept and views of reading and writing, misconceptions about reading and writing, developing students reading*	1.2.1 Write at least four things you learnt from the previous PD session (teaching reading and writing) using the post-it-note. Example, *the concept and views of reading and writing, misconceptions about reading and writing, developing students reading and writing skills, developing reading and writing*	

	and writing skills, developing reading and writing teaching learning materials, etc.	*teaching learning materials,*	
	1.2.2. Put tutors in group based on specialism and let them discuss the introductory part of the lesson (Lesson 1 - (the concepts of children's literature, types, characteristics and scope of children's literature) 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 - (the concepts of children's literature, types, characteristics and scope of children's literature) for the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.	
	Expected answers	Example,	
	- Barriers – (large class size and misconception that speaking and listening does not contribute to language acquisition).	- Barriers – (large class size and misconception that speaking and listening does not contribute to language acquisition).	
	- Core and transferable skills (communication, critical thinking, collaboration, inclusivity, digital literacy)	- Core and transferable skills (communication, critical thinking, collaboration, inclusivity, digital literacy)	
	- Lesson delivery mode (face to face, individualised learning, seminar, etc)	- Lesson delivery mode (face to face, individualised learning, seminar, etc)	
	- LO (Demonstrate knowledge and understanding of the definition, characteristics, scope and values of children's literature and misconceptions (NTS 1a)	- LOs (Demonstrate knowledge and understanding of the definition, characteristics, scope and values of children's literature and misconceptions (NTS 1a)	
	- LIs (Define and explain children's literature, its	- LIs (Define and explain children's literature, its	

	characteristic and scope) *(refer to lesson manual for details).*	characteristic and scope.) *(refer to lesson manual for details)*	
	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: - Content: the concepts of children's literature, types characteristics and scope of children's literature.)	**Outcome of discussion** Content: the concepts of children's literature, types characteristics and scope of children's literature.)	
	Distinctive feature (for example) - content, setting and scope of EG literature may defer from UP children's literature – *For example in EG we can have wordless content but in UP children's literature books we can have simple compound and complex sentences.*	**Distinctive feature** - - content and scope of EG literature may defer from UP children's literature – *For example in EG we can have wordless content but in UP children's literature books we can have simple compound and complex sentences.*	
	Note: With colleagues, address issues that may arise from the discussion on the content for clarification in the lesson.	Ask questions on issues that need more clarification.	
Q 2 Concept Development (New learning likely to arise in lesson/s - children's literature (concept of children's literature, types and scope)	2.1 Using think-pair-share approach, ask tutors to identify key elements of the lesson description in the manual and address issues that may arise. *(Refer to the lesson description in the manual – e.g., what are the main issues to be covered in the lessons?*	2.1 Individually look at the lesson description in the course manual, share with s partner and later with colleagues in the class. Answer questions and ask questions for clarification to identify key elements of the lesson description in the course manual and	**15 mins**

	- Suggested answer: *The course manual and introduction to children's literature which includes the concept of children's literature, types characteristics and scope of children's literature. (Refer to the lesson description in the course manual).*	address issues that may arise. (*Refer to the lesson description in the course manual*).	
	2.2 Let tutors brainstorm on the concepts in the lesson to come up with creative ideas and clarify issues that may arise from the discussion. *(Refer to the section on topic and subtopics in your course manual) E.g., How can learners with learning problems be helped in the learning situation?* - **Suggested answer**: *E.g., Tutors can give individual attention through differentiated learning.*	2.2 Brainstorm (and come out with creative ideas) on the main content to be covered in the lesson and clarify issues that may arise from the discussion. *(Refer to the section on topic and subtopics in the course manuals).*	
	2.3 Discuss with tutors how the lesson contributes to language learning (e.g. In what ways can you use the lessons to help learners develop skills in learning the language? **Suggested answer**: *It will help them to develop the skills in language learning and their love for literature.*	2.3 Discuss how the lessons contributes to language learning and love for literature. *E.g. good speaking, writing, reading skills development and critical analysis of literature materials.*	
3. **Planning for teaching, learning and assessment activities for the lesson/s**	3.1 Use discussion technique on the various teaching and learning activities (problem-solving, class discussion, group	3.1 Discuss the various teaching and learning activities used in the lesson delivery and how they will promote the	**40 mins**

	discussion and sematic mapping} used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula. Collaborate with tutor to address issue raised. *(refer to the teaching and learning activities section of the course manual)* 3.2 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 (*inclusivity, critical thinking, communication, etc.)* and GESI in the lessons in both the College of Education (B. ED) and Basic School Curricula. *Example, the use of problem solving and group discussion will enhance critical thinking, leadership skills, communication, collaborative skills, etc.* 3.3 Help tutors discuss as a class and identify the continuous assessments used for the lesson. - Continuous assessment 1- group oral presentation on definition, types, characteristics and scope of children's literature.	content delivery of the New 4-year B.Ed. and Basic School Curricula. Collaborate with tutors to address issue raised. (refer to the teaching and learning activities section of the course manual) 3.2 Discuss the appropriateness and effectiveness of the activities and strategies and how you will use them to enhance the core and transferable skills (*inclusivity, critical thinking, communication, etc.*) and GESI in the lessons in both the College of Education (B.ED) and Basic School Curricula. *Example, the use of problem solving and group discussion will enhance critical thinking, leadership skills, communication, collaborative skills, etc.* 3.3. Discuss as a class and identify the continuous assessments used for the lesson. - Continuous assessment 1 - group oral presentation on definition, types, characteristics and scope of children's literature	

	- Continuous assessment 2 – As part of your school visit, write a report of about 200 words on the children's literature used in the school and their types and submit for your subject portfolio. **Note:** Discuss with tutors the challenges you may anticipate using these assessment strategies. 3.4 Discuss with tutors: - 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. - the required text (*Teaching Children's Literature: It's Critical*) and how it will be used in the lesson to promote learning among all manner of learners. - the additional reading materials (*Teaching Children's Literature: Making Stories Work in the Classroom.)* needed and how they will be used in the lesson to enhance effective learning among all manner of learners. **Note**: Discuss with tutors the challenges they may encounter using the resources in delivering the lesson, e. g. no access	- Continuous assessment 2 - As part of your school visit, write a report of about 200 words on the children's literature used in the school and their types and submit for your subject portfolio 3.4 Discuss - the main teaching and learning resources and how you will use them to enhance learning of the topic at both the New 4-Year B. Ed and Basic levels - the required text (Teaching Children's Literature: It's Critical) and how it will be used in the lesson to promote learning. - the additional reading materials *(Teaching Children's Literature: Making Stories Work in the Classroom.*) needed and how you will use them to promote learning among all manner of learners. Discuss challenges likely to be encountered in using the resources, e.g. students' inability to read and understand the textbook.	

		to internet, unavailability of the textbook.		
		3.5 Ask a tutor to model a selected activity, e.g. problem-solving, in a teaching situation to come out with how it will promote GESI and the core and transferable skills.	3.4 Model a selected activity (e.g. problem-solving) in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills.	
		Note: Ask tutors to note key points in the PD Session to use in their teaching of the lesson in their class.	*Note key points in the PD Session to use in your teaching of the lesson in your class.*	
4.	**Evaluation and review of session:**	4.1 Use questions to recap the main issues in the PD session and discuss any outstanding issues that relate to it for clarification. Let tutors	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 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 (*Values and misconceptions of literature and addressing the misconceptions*) 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) and Upper Primary (UP)

Name of Subject/Course: Children's Literature

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**	1.1 Let tutors write down the main ideas raised in the previous PD Session on course manual*, (E.g. What were the main concepts you learnt in the previous PD sessions? How do they contribute to language learning?).* Expected Response – *the concept of children's literature, types, scope and importance. This helps to acquire language because it emphasises on reading*	1. 1. Write down the main concepts raised in the previous PD Session in the manual. The main issues raised in the previous documents, e.g. *the concept of children's literature, types, scope and importance. This helps to acquire language because it emphasises on reading.*	**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.	
	1.3 Put tutors in group based on specialism and let	1.2 In groups of specialisms, read individually and	

	them read individually and discuss the introductory part of the lesson (Lesson 2 - (Values and misconceptions of literature and addressing the misconceptions) for the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators. **Expected answers** *- Barriers – (Student teachers may not know that literature contributes to literacy development of children., students perceive literature as difficult.)* *- Core and transferable skills (communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender)* *- Lesson delivery mode (face to face, e-learning individualised learning, seminar, etc)* *- LO (Demonstrate knowledge and understanding of the definition, characteristics, scope and values of (children's) literature and misconceptions (NTS 1a) for EG and UP.* *- LIs (State and Discuss the values of children's literatures and Identify*	discuss the introductory part of the lesson (Lesson 2 - (Values and misconceptions of literature and addressing the misconceptions.) for the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators. Example, *- Barriers – (Student teachers may not know that literature contributes to literacy development of children., students perceive literature as difficult.).* *- Core and transferable skills (communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender)* *- Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc)* *- LO (Demonstrate knowledge and understanding of the definition, characteristics, scope and values of (children's) literature and misconceptions (NTS 1a) for EG and UP.* *- LIs (State and Discuss the values of children's literatures and Identify*	

	misconceptions of teaching literature at the EG and UP and address them)	*misconceptions of teaching literature at the EG and UP and address them) (refer to lesson manual for details)*
	Note: *Ask tutors to write down key notes as the PD Session progresses to help them teach the lesson effectively in your class.*	*Write down key notes 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 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: - overview of course is misconceptions about children's literature and values of children's literature for EG and UP.*	***Outcome of discussion*** *Content: The lesson deals with overview of course - misconceptions about children's literature and values of children's literature*
	1.5 **Distinctive feature** Lead discussion for tutors to identify distinctive features that may occur in the lesson at the various levels of specialism. E.g. The misconceptions and values about children's literature may differ from level to level, for example, children's literature does not improve EG children's language development but UP literature does.	1.5 Distinctive feature discussion: E.g. The misconceptions and values about children's literature may differ from level to level, for example, children's literature does not improve EG children's language development but UP literature does.
	Note: With colleagues, address issues that may arise from the discussion on the content for clarification in the lesson.	Ask questions on issues that need more clarification. e.g. *How are the indicators related to the learning outcomes?*

	Expected response; *The indicators help us to know we are achieving the LO.*		
2. Concept Development (New learning likely to arise in lesson/s):	2.1 Using problem-solving technique, let tutors come out with the main content to be covered in lesson 2 and clarify issues that may arise from the discussion. Question: *What are the main items in the content of the lesson?* **Expected Response:** *Main content - the misconceptions and values of children's literature.* 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. (*e.g. subtopics include values of children's literature, misconceptions of children's literature and how to address the misconceptions,* 2.2 Put tutors in mixed groups based on gender to discuss the challenges they might encounter when presenting some specific subtopics of the lesson, .E. g. *Unavailability of textbook.* 2.2 Use probing questions to help tutors come out with the challenges (potential barriers to learning for student	2.1 Answer and ask questions to come out with the main issue to be covered in lesson 2 and raise issues that may arise from the discussion. **Expected answer:** *Main content the misconceptions and values of children's literature.* 2.1.1 Read lesson 2 on subtopics in the course manual and discuss them and examine the aspects that link to student-teachers' previous knowledge. (*e.g. subtopics include values of children's literature, misconceptions of children's literature and how to address the misconceptions*) 2.2 Form mixed groups based on gender and discuss the challenges you might encounter when presenting some specific subtopics of the lesson. 2.2 Answer questions to come out with the challenges (potential barriers to learning for student teachers,	**15 mins**

	teachers, concepts or pedagogy) they are likely to encounter in teaching the topic from them. E.g. students' lack of interest in reading, poor reading skills, *etc.*	concepts or pedagogy) you are likely to encounter in teaching the topic. E.g. *students' poor reading skills*	
	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 think-pair-share, class discussion and group work.*	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 think-pair-share, class discussion and group work.*	
3. Planning for teaching, learning and assessment activities for the lesson	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. *For example, mixed gender group work will ensure gender inclusivity (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. For example, mixed gender group work will ensure gender inclusivity (refer to the teaching and learning activities section of the course manual) *(refer to the teaching and learning activities section of the course manual)*	**40 mins**
	3.2 Ask tutors to brainstorm on the appropriateness and effectiveness of the activities and strategies	3.2 Discuss 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. *For example, using, class discussion will ensure critical thinking, inclusivity, collaboration, and communication.* 3.3 Help tutors brainstorm as a class to discuss the continuous assessments used for the lesson. - Continuous assessment 1- *In class group oral presentation on values and misconceptions of literature and its effect on literacy development of learners.* - Continuous assessment 2 – Let students write a short quiz of 10 multiple choice questions on the *misconceptions, how to address the misconceptions and the values of children's literature.* **Note**: *Discuss the challenges you may anticipate using these assessment strategies.* e.g. *some students will not participate I the group presentation. To deal*	and how you will use them to enhance the core and transferable skills (*inclusivity, critical thinking, communication, etc.*) and GESI in the lessons in both the College of Education (B. ED) and Basic School Curricula and share with colleagues. *For example, using discussion will ensure critical thinking, inclusivity, collaboration and communication).* 3.3. Discuss as a class and identify the continuous assessments used for the lesson. - Continuous assessment 1 – In class group oral presentation on values and misconceptions of literature and its effect on literacy development of learners. - Continuous assessment 2 - student- write a short quiz of 10 multiple choice questions on the misconceptions, how to address the misconceptions and the values of children's literature.. *Discuss the challenges you may anticipate using these assessment strategies. e.g. some students will not participate I the group presentation. To deal with this challenge ask each group*	

	with this challenge ask each group to identify what each individual did in the group	*to identify what each individual did in the group*	
	3.4 Discuss with tutors: - 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. For example, *let students use their smartphones to search for information on the topic for their class presentation.*	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. *For example, students use their smartphones to search for information on the topic for their presentation*	
	- the required text (*Teaching Children's Literature: It's Critical)* and how it will be used in the lesson to promote learning among all manner of learners.	- the required text (*Teaching Children's Literature: It's Critical)*) and how it will be used in the lesson to promote learning.	
	- the additional reading materials (*Practical English language teaching: Speaking. [Chapter 2 and 3])* needed and how they will be used in the lesson to enhance effective learning among all manner of learners.	- 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.	
	Note: Discuss with tutors the challenges they may encounter when using the resources in delivering the lesson, *e. g. no access to internet,*	Discuss challenges likely to be encountered in using the resources, *e. g. no access to internet, unavailability of needed textbook*	

	unavailability of needed textbook,		
	3.5 Ask a tutor to model a selected activity, e.g. think-pair-share approach, in a teaching situation to come out with how it will promote GESI and the core and transferable skills. E.g. *Share findings with opposite sex*, etc.	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 topic to be covered in the next PD Session and encourage tutors to read on the topic. *Teaching children's literature* for next PD Session.	4.3 Listen to overview on the topic *Teaching children's literature* for the next PD Session and do advance reading.	

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

Name of Subject/Course:
Children's Literature

Tutor PD Session for Lesson 3 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. *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.**	1.1 Let tutors use semantic mapping to recap the main ideas deliberated on in the previous PD Session on misconceptions and values of children's Literature *(E.g. What are the values of children' literature?)* ***Expected Response:*** e.g. - *helps students develop emotional intelligence, encourages creativity, fosters personality and social development, etc.* 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. E.g. *methodology, student treatment, content, etc*.	1.1 Contribute to discussion to recap the main ideas deliberated on in the previous PD *misconceptions and values of children's Literature* (E.g. *What are the values of children' literature?)* Expected Response: e.g. - *learn about their own cultural heritage and the cultures of other people,* etc. 1.2 Share reflections on the lesson observed on the application of the previous PD session in the classroom and discuss with colleagues.	**20 mins**

	1.3 In groups based on specialism let tutors read individually and discuss the introductory part of the lesson (Lesson 3 - (*Teaching children's literature)* for the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators. **Expected answers** *- Barriers – (Student teachers may not know the role of parents and teachers in developing the skills of children in literature to promote literacy and Large class size)* *- Core and transferable skills (communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.)* *- Lesson delivery mode (face to face, e-learning individualised learning, seminar, etc)* *- LO (Exhibit knowledge, understanding and skills involved in their roles as teachers in teaching children's literature and the roles parents can play in developing children's interest in literature and misconceptions of*	1.3 In groups of specialisms, read individually and discuss the introductory part of the lesson (Lesson 3 - (*Teaching children's literature)* for the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators. Example, *- Barriers – (Student teachers may not know the role of parents and teachers in developing the skills of children in literature to promote literacy and Large class size).* *- Core and transferable skills (communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.)* *- Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc)* *- LO (Exhibit knowledge, understanding and skills involved in their roles as teachers in teaching children's literature and the roles parents can play in developing children's interest in literature and misconceptions of*	

	children's literature (NTS 1a, e). - *LIs (Indicate the role teachers can play in the development of children's literature at the EG and UP levels, discuss the role parents can play in the development of their children love and appreciation for literature and discuss misconceptions of children's literature and addressing the misconceptions) (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.* 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. ***Expected Response:*** *- Content: The lesson deals with the issues of teaching children's literature, which includes the roles of teachers and parents in developing children's literature skills.* 1.5 **Distinctive features** Let tutors discuss in specialism groups the distinctive features that may occur in the lesson at the various levels of	*children's literature (NTS 1a, e).* - *LIs (Indicate the role teachers can play in the development of children's literature at the EG and UP levels, discuss the role parents can play in the development of their children love and appreciation for literature and discuss misconceptions of children's literature and addressing the misconceptions). (refer to lesson manual for details)* *Note key ideas as the PD Session progresses to help you teach the lesson effectively in your class.* 1.4 Discuss the overview of the content of the lesson and identify any distinctive aspect of the lesson. ***Outcome of discussion*** *- Content: The lesson deals with the issues of teaching children's literature, which includes the roles of teachers and parents in developing children's literature skills* 1.5 **Distinctive features** Discuss based on specialism the distinctive features that may occur in the lesson at the various levels.	

	specialisms (EG and UP). E.g. - Both p*arents and teachers have roles to play in developing the literature skills of children but the roles are not the same for EG and UP; for example, teachers/parents at UP can prescribe books for children to read individually but the parent/teacher will have to select the book and read to the EG child.* 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.*	E.g. - *Both parents and teachers have roles to play in developing the literature skills of children but the roles are not the same for EG and UP; for example, teachers/parents at UP can prescribe books for children to read individually but the parent/teacher will have to select the book and read to the EG child.* 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 individualised strategy, let tutors read and come out with the main content to be covered in lesson 3 – *Issues in teaching children's literature*, share with class and clarify issues that may arise from the discussion. *Question*: *What are the main items in the content of the lesson?* **Expected Response:** *Main content of the lesson role of parents and teachers in developing literature skills of children.*	2.1 Read and come out with the main content to be covered in lesson 3, share with class and clarify issues that may arise from the discussion. **Question**: *What are the main items in the content of the lesson?* **Expected answer:** *Main content of the lesson role of parents and teachers in developing literature skills of children*	**15 mins**

	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. (*e.g. role of teachers and parents in developing children's literature skills and misconceptions of children's literature and addressing the misconceptions.* This is linked to the previous knowledge of learners on the values of children's literature.	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. role of teachers and parents in developing children's literature skills and misconceptions of children's literature and addressing the misconceptions.* This is linked to the previous knowledge of learners on the values of children's literature.	
	2.2 Put tutors in their specialism groups to brainstorm the challenges they might encounter when presenting some specific subtopics of the lesson. Collaborate with tutors to address the challenges.	2.2 Brainstorm in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson.	
	2.3 Use question and answer technique to help tutors come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) they are likely to encounter in teaching the topic from them. E.g. s*tudent teachers may not be aware of the challenges of teaching children's literature. large class size, etc.*	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. *student teachers may not be aware of the challenges of teaching children's literature. large class size, etc*	
	2.4 Ask tutors, in their specialism groups, to consider the suggested strategies in the manual	2.4 Discuss the suggested strategies in the manual and choose the most appropriate ones for	

		and choose the most appropriate ones for teaching the topic in your course manual. Examples: *Presentation/seminar, discussion, debate and school visit.*	teaching the topic in the course manual. Example: *Presentation/seminar, discussion, debate and school visit.*	
3. **Planning for teaching, learning and assessment activities for the lesson/s**	3.1 Lead group 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)* 3.2 Ask tutors to work in groups based on their specialism 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. *For example, using class debate will ensure critical thinking, leadership skills and communication skills, while school visit will promote enquiry skills.*	3.1 Discuss through answering and questioning on the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula. Collaborate with tutor to address issue raised. *(refer to the teaching and learning activities section of the course manual)* 3.2 Work in groups based on your specialism 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 debate will ensure critical thinking, leadership skills and communication skills, while school visit will promote enquiry skills.*	**40 mins**

	Note: *During school visits let student-teachers take note of the roles teachers play in developing the literature skills of learners.* 3.3 Help tutors discuss as a class and identify the continuous assessments used for the lesson. - Continuous assessment 1- A short quiz of about 10 multiple test items to test student teachers' understanding of the role of teachers and parents and the challenges and ways of addressing the challenges in teaching literature) - Continuous assessment 2 – Let students write a 200 words reflective journal of their school visit on challenges teachers face in playing their roles in teaching children's literature at the EG or UP and how they address the challenges) 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. *Use smartphone to look for information on challenges*	3.3. Discuss as a class and identify the continuous assessments used for the lesson. - Continuous assessment 1 - A short quiz of about 10 multiple test items to test student teachers' understanding of the role of teachers and parents and the challenges and ways of addressing the challenges in teaching literature) - Continuous assessment 2 - Students write a 200-word reflective journal on their school visit on challenges teachers face in playing their roles in teaching children's literature at the EG or UP and how they address the challenges). 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. E.g. *Use smartphone to look for information on challenges of teaching children's literature.*	

	of teaching children's literature.		
	- the required text (*Teaching Children's Literature: It's Critical).* and how it will be used in the lesson to promote learning among all manner of learners.	- the required text (*Teaching Children's Literature: It's Critical*.) and how it will be used in the lesson to promote learning.	
	- the additional reading materials (*Practical English language teaching: reading. [Chapter 2 and 3]]*) needed and how they will be used in the lesson to enhance effective learning among all manner of learners.	- the additional reading materials *(Practical English language teaching: reading. [Chapter 2 and 3])* needed and how you will use them to promote learning among all manner of learners.	
	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, unavailability of recommended books*	Discuss challenges likely to be encountered in using the resources, *e.g. students' inability to read and understand the textbook, lack of access to internet.*	
	3.5 Ask a tutor to model a selected activity, e.g. debate, 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. debate) 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 think-pair-share 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 Let tutors individually think and share what has been done with colleagues 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 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 (*Tools for Assessing Children's Literature*) to be covered in the next PD Session and encourage tutors to read on the topic.	4.3 Listen to overview on the topic (*Tools for Assessing Children's Literature)* for the next PD Session and do advance reading.	

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

Name of Subject/Course:
Children's Literature

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**	1.1 Let tutors use discussion to recap the main ideas deliberated on in the previous PD Session on the *role of parents and teachers in developing children's literature skills (E.g. What are the roles of parents and teachers in developing children's literature skills?* ***Expected Response*: e.g.** *- read to children* *- create a conducive atmosphere for reading* *- select appropriate children's literature books* 1.2 Ask tutors 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.	1.1 Contribute to discussion to recap the main ideas deliberated on the roles of parents and teachers in developing children's literature skills. E.g. *- read to children* *- create a conducive atmosphere for reading* *- select appropriate children's literature books* 1.2 Share reflections on the lesson observed on the application of the previous PD session in the classroom and discuss with colleagues.	**20 mins**

1.3 Put tutors in group based on specialism and let them read individually and discuss the introductory part of the lesson (Lesson 4 - (*the challenges of teaching children's literature and ways addressing the challenges.*) 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 4 (*the challenges of teaching children's literature and ways addressing the challenges*) 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 may not be aware of the challenges of teaching children's literature at the EG and UP levels)*	Example, - *Barriers – (large class size and Student teachers may not be aware of the challenges of teaching children's literature at the EG and UP levels)*
- 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, collaboration, observation and enquiry skills, and 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 *(Reflect on the need to develop children's love and appreciation for literature and how to address such challenges (NTS1a)*	- LO *(Reflect on the need to develop children's love and appreciation for literature and how to address such challenges (NTS1a))*
- LIs *(State and discuss ways of developing children's*	- LIs *(State and discuss ways of developing children's*

	literature at the EG and UP levels and Identify and address the challenges to developing children's love and appreciation for literature at the EG and UP levels.). (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.* 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. *Expected Response:* *- Content: The lesson deals with issues of teaching children's literature at the EG, UP levels in relation to the challenges teachers face.* 1.5 **Distinctive features** Let tutors brainstorm on the distinctive features that may occur in the lesson at the various levels of specialism. E.g. - *The challenges teachers face when teaching literature at the EG will be different from teaching at the UP For example, creating a physical and emotional environment in the EG will be different from the UP classroom.* With colleagues, address issues that may arise from	*literature at the EG and UP and Identify and address the challenges to developing children's love and appreciation for EG and UP. (refer to lesson manual for details)* *Note key ideas as the PD Session progresses to help you teach the lesson effectively in your class.* 1.4 Discuss the overview of the content of the lesson and identify any distinctive aspect of the lesson. ***Outcome of discussion*** *- Content: The lesson deals with issues of teaching children's literature at the EG, UP levels in relation to the challenges teachers face.* 1.5 **Distinctive features** Brainstorm on the distinctive features that may occur in the lesson at the various levels of specialism. E.g. *The challenges teachers face when teaching literature at the EG will be different from teaching at the UP For example, creating a physical and emotional environment in the EG will be different from the UP classroom.* Ask questions on issues that need more clarification.	

	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.*	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 Guide tutors through questions to identify key elements of the lesson description (*Challenges of teaching children's literature*) in the manual and address issues that may arise. (Refer to the lesson description in the manual – e.g., what are the main issues to be covered in the lesson for the PD Session?) **Expected Response:** *Main content of the lesson the challenges faced by teachers in teaching children's literature at the EG and UP and ways of addressing 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-teachers' previous knowledge. (*e.g. a. challenges of teaching EG and UP*	2.1 Answer and ask questions to identify key elements of the lesson description (*Challenges of teaching children's literature*) in the manual and address issues that may arise. (*Refer to the lesson description in the manual)* – e.g., what are the main issues to be covered in the lesson for the PD Session?)and clarify issues that may arise from the discussion. **Question**: *What are the main items in the content of the lesson?* **Expected answer:** *Main content of the lesson the challenges faced by teachers in teaching children's literature at the EG and UP and ways of addressing the challenges.* 2.2 Turn to read lesson 4 in the course manual and discuss the subtopics and examine the aspects that link to student-teachers' previous knowledge. (e.g. a. *challenges of teaching EG and UP*	**15 mins**

	literature. b. addressing the challenges This is linked to the previous knowledge of learners on the role of teachers and parents in developing children's literature skills.	*literature. b. addressing the challenges.* This is linked to the previous knowledge of learners on the role of teachers and parents in developing children's literature skills.	
	2.3 Ask tutors through discussion to examine the challenges they might face when presenting the topic and suggest ways to address them.	2.3 Discuss challenges that will be anticipated in teaching the topic and suggest ways of addressing such challenges.	
	2.4 Through discussion, help tutors to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) they are likely to encounter in teaching the topic from them. E.g. *students' weak language background, lack of internet access to help search for information on the topic, large class size, etc.*	2.4 Contribute to discussion to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) you are likely to encounter in teaching the topic. E.g. *students' weak language background*	
	2.5 Ask tutors, in their specialism groups, to discuss the suggested strategies in the manual and choose the most appropriate ones for teaching the topic. Examples: *discussion, seminar/presentation, and school visit.*	2.5 Discuss the suggested strategies in the manual and choose the most appropriate ones for teaching the topic in the course manual. Examples: *discussion, seminar and school visit,.*	
3. **Planning for teaching, learning and assessment activities for the lesson/s**	3.1 Through probing questions let tutors identify the various teaching and learning	3.1 Answer questions posed by co-ordinator on the various teaching and learning activities	**40 mins**

	strategies/activities (seminar presentation, discussion and school visit) used in the lesson delivery and how they will promote the content delivery of GESI, the New 4-year B.Ed. and Basic School Curricula. session) (*refer to the teaching and learning activities section of the course manual). Example, in discussion and seminar give equal opportunity to both sexes.*	(seminar presentation, discussion and debate) used in the lesson delivery and how you will use them to promote the content delivery of GESI, the New 4-year B.Ed. and Basic School Curricula. (*refer to the teaching and learning activities section of the lesson discussed in the manual in the PD session). Example, in discussion and seminar give equal opportunity to both sexes*
	3.2 Let tutors discuss among themselves the appropriateness of the suggested activities and strategies used in the lesson and how they will be used to enhance the core and transferable skills (e.g. group work – leadership skills, communication) and GESI in the lesson in both the College of Education and Basic School Curricula. *For example, discussion will ensure critical thinking, collaboration, digital literacy, inclusivity 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.*	3.2 Discuss among yourselves on the appropriateness of the suggested activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson in both the College of Education and Basic School Curricula. *For example, using class discussion will ensure critical thinking collaboration, digital literacy, and communication skills.*

	3.3 Help tutors discuss as a class and identify the continuous assessments used for the lesson. - Continuous assessment 1- Short quiz to test student teachers' understanding of the challenges and ways of addressing the challenges (about 10 multiple choice items) - Continuous assessment 2 – During school visit write a 200-word report on challenges teachers face in teaching children's literature and how and how they address the challenges for your subject portfolio. 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. *Use your smartphone/tablet to collect information on challenges of teaching children's literature* - the required text (*Teaching Children's Literature: It's Critical* and how it will be used in the lesson to promote learning among all manner of learners.	3.3 Discuss as a class and identify the continuous assessments used for the lesson. - Continuous assessment 1- Short quiz to test student teachers' understanding of the challenges and ways of addressing the challenges (about 10 multiple choice items) - Continuous assessment 2 - During school visit write a 200-word report on challenges teachers face in teaching children's literature and how and how they address the challenges for your subject portfolio). 3.4 Discuss the main teaching and learning resources and how you will use them to enhance learning of the topic at both the New 4-Year B. Ed and Basic levels - the required text (*Teaching Children's Literature: It's Critical)* and how it will be used in the lesson to promote learning.	

		- the additional reading materials (*Teaching English as a foreign language for dummies*) needed and how they will be used in the lesson to enhance effective learning among all manner of learners.	- the additional reading materials *(Teaching English as a foreign language for dummies)* needed and how you will use them to promote learning among all manner of learners.	
		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.*	Brainstorm on the challenges likely to be encountered in using the resources, e.g. students' inability to read and understand the textbook and discuss with colleagues.	
		3.5 Ask a tutor to model a selected activity, e.g. *discussion* 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. *discussion*) in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills.	
4.	**Evaluation and review of session:**	4.1 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 an objective and trusted 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 and trusted 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	4.3 Listen to overview on the topic for the next PD Session and do	

	encourage tutors to read on the topic (Tools for Assessing Children's Literature)	advance reading (Tools for Assessing Children's Literature).	

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

Name of Subject/Course:
Children's Literature

Tutor PD Session for Lesson 5 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. *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.	1.1 Let tutors use semantic mapping technique to recap the main ideas discussed in the previous PD Session on *challenges of teaching children's literature (E.g. What are the challenges of teaching children's literature?)* *Expected Response*: e.g. – lack of reading books - inadequate training of teachers in teaching children's literature. 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. 1.3 Put tutors in group based on specialism and let them read individually and discuss the	1.1 Contribute to discussion to recap the main ideas deliberated on *challenges of teaching children's literature (E.g. What are the challenges of teaching children's literature?)* **Expected Answer:** *- lack of reading books* *- inadequate training of teachers in teaching children's literature.* 1.2 Share reflections on the lesson observed on the application of the previous PD session in the classroom and discuss with colleagues. 1.3 In groups of specialisms, read individually and discuss the introductory part of the lesson	**20 mins**

	introductory part of the lesson (Lesson 5 - (*Tools for assessing children's literature for EG and UP*) or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.	(Lesson 5 - *(Tools for assessing children's literature for EG and UP*) 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 on how EG and UP children's literature skills are assessed).* - *Core and transferable skills (communication, critical thinking, observation and enquiry skills, digital literacy)* - *Lesson delivery mode (face to face, e-learning individualised learning, seminar, etc)* - *LO (Demonstrate knowledge of differentiated ways of assessing diverse EG and UP children's literature skills at the early grade level. (NTS 3k, NTECF bullet 6, p. 25)* - *LIs- identify the Importance of assessing children's literature* - *Identify and discuss ways of assessing children's literature skills development*	Example, - *Barriers – (large class size and Student teachers lack of knowledge on how EG and UP children's literature skills are assessed).* - *Core and transferable skills (communication, critical thinking, observation and enquiry skills, digital literacy)* - *Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc)* - *LO Demonstrate knowledge of differentiated ways of assessing diverse EG and UP children's literature skills at the early grade level. (NTS 3k, NTECF bullet 6, p. 25)* *LIs - identify the Importance of assessing children's literature* - *Identify and discuss ways of assessing children's literature skills development*	

	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 In specialism groups, 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 broadly with issues in teaching children's literature at EG and UP levels. This includes challenges of teaching children's literature and how to address the challenges.*	***Outcome of discussion*** *- Content: The lesson deals broadly with issues in teaching children's literature at EG and UP levels. This includes challenges of teaching children's literature and how to address the challenges.*	
	1.5 **Distinctive features** Let tutors think-pair-share the distinctive features that may occur in the lesson at the various levels of specialism.	1.5 **Distinctive features** Think-pair-share on the distinctive features that may occur in the lesson at the various levels of specialism.	
	E.g. *The materials and methods of assessing children's literature may differ from level to level. For example, Phonological Awareness Test (PAT) but the cloze test is suitable to the UP level.*	E.g. *The materials and methods of assessing children's literature may differ from level to level. For example, Phonological Awareness Test (PAT) but the cloze test is suitable to the UP level.*	
	Note: With colleagues, address issues that may arise from the discussion on the content for clarification in the lesson.	*What will help with the achievement of the lesson indicators?*	

	Expected response; *Achieving the indicators will hinge on proper and advance planning before classes and involving the students in the teaching/learning process.*		
2. Concept Development (New learning likely to arise in lesson/s):	2.1 Using specialism groups, 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. **Question**: *What are the main items in the content of the lesson?* **Expected Response:** *Main content of the lesson: Issues about teaching children's literature – Assessing children's literature skills, the challenges of using the tools and addressing the challenges.* 2.3. Ask tutors to read lesson 5 in the course manual and discuss the subtopics and examine the aspects that link to student-teachers' previous knowledge. (*e.g. Types of children's literature assessment tools, how to use the assessment tools importance of the assessment tools, challenges of using the assessment tools and addressing the challenges.* 2.2 Put tutors in their specialism groups to brainstorm the	2.1 Group yourself according to your specialism, read and discuss the main content to be covered in lesson 5, share with class and clarify issues that may arise from the discussion. **Question**: *What are the main items in the content of the lesson?* **Expected answer:** *Main content of the lesson: Issues about teaching children's literature – Assessing children's literature skills, the challenges of using the tools and addressing the challenges.* 2.3 Turn to lesson 5 in the course manual and discuss the subtopics and examine the aspects that link to student-teachers' previous knowledge. (*e.g. e.g. Types of children's literature assessment tools, how to use the assessment tools, importance of the assessment tools, challenges of using the assessment tools and addressing the challenges.* 2.2 Brainstorm in specialism groups the challenges you might encounter	**15 mins**

	challenges they might encounter when presenting some specific subtopics of the lesson. Collaborate with tutors to address the challenges.	when presenting some specific subtopics of the lesson.	
	2.3 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. E.g. *Student teachers may not know how children's literature skills are assessed, large class size, etc.*	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. *Student teachers may not know how children's literature skills are assessed, large class size, etc*	
	2.3 Discuss with 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: *class group work, think-pair-share and, school visit.*	2.4 Discuss the suggested strategies in the manual and choose the most appropriate ones for teaching the topic in the course manual. Example: *class group work, think-pair-share and, school visit.*	
3. **Planning for teaching, learning and assessment activities for the lesson/s**	3.1 Use discussion technique to 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)* 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 think-pair-share 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. - Continuous assessment 1- Assignment: Select an assessment tool and use it on a child in your specialism and write a page report on it for class assessment.	Collaborate with tutor to address issue raised. *(refer to the teaching and learning activities section of the course manual)* 3.2 Brainstorm on the appropriateness and effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lessons in both the College of Education (B. ED) and Basic School Curricula and share with colleagues. *For example, using think-pair-share will ensure critical thinking, digital literacy and communication skills.* 3.3 Discuss as a class and identify the continuous assessments used for the lesson. - Continuous Assignment: Select an assessment tool and use it on a child in your specialism and write a page report on it for class assessment.	

	- Continuous assessment 2 – Write a 200-word reflection after your school visit on assessment to teachers use to assess pupils in their specialism area.	- Continuous assessment 2 - Write a 200-word reflection after your school visit on assessment to teachers use to assess pupils in their specialism area.	
	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, 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. Video on stages of evaluating children's literature www.youtube.com	- 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 (*Teaching Children's Literature: It's Critical)* and how it will be used in the lesson to promote learning among all manner of learners.	- the required text (*(Teaching Children's Literature: It's Critical)* and how it will be used in the lesson to promote learning.	
	- the additional reading materials (*Teaching Children's Literature in an Era of Standards)* needed and how they will be used in the lesson to enhance effective learning among all manner of learners.	- the additional reading materials *(Teaching Children's Literature in an Era of Standards)* needed and how you will use them to promote learning among all manner of learners.	
	Note*: Discuss with tutors the challenges they may encounter when using the resources in delivering the lesson, e. g. no access to*	Discuss challenges likely to be encountered in using the resources, e.g. students' inability to read and understand the textbook.	

	internet to look for information on the lesson, recommended book may not be available		
	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.	3.5 Model a selected activity (e.g. *think-pair-share*) in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills.	
4. Evaluation and review of session:	4.1 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 (*Assessing Early Grade Children's Literature*) and encourage tutors to read on the topic.	4.3 Listen to overview on the topic for the next PD Session (*Assessing Early Grade Children's Literature)* and do advance reading.	

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

Name of Subject/Course:
Children's Literature

Tutor PD Session for Lesson 6 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. *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 *tools* for *assessing children's literature* and share with their specialism groups.	1.1 Do individual semantic mapping to recap the main ideas in the previous PD Session on *tools for assessing children's literature* and share with your specialism group.	**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 - (*Assessing Children's Literature for EG and UP* or the current PD Session, which include barriers, core and	1.3 In groups of specialisms, read individually and discuss the introductory part of the lesson (Lesson 6 - (*Assessing Early Grade Children's Literature for EG and UP or the current* PD Session, which include barriers, core and transferable skills,	

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	transferable skills, lesson delivery modes and learning outcomes and indicators.	lesson delivery modes and learning outcomes and indicators.	
	Expected answers *- Barriers – (large class size and may not be aware of various challenges of assessing children's literature skills).* *- Core and transferable skills (critical thinking, collaboration, communication, observation and enquiry skills, and digital literacy.)* *- Lesson delivery mode (face to face, e-learning individualised learning, seminar, etc)* *- LO (Demonstrate knowledge of differentiated ways of assessing diverse children's literature skills at the early grade level. (NTS 3k, NTECF bullet 6, p. 25)* *- LIs (Challenges of assessing children's literature skills and Addressing challenges of assessing children's literature skills).* **Note:** *Ask tutors to note key ideas as the PD Session progresses to help them teach the lesson effectively in their class.*	Example, *- Barriers – (large class size and may not be aware of various challenges of assessing children's literature skills).* *- Core and transferable skills (critical thinking, communication, observation and enquiry skills, digital literacy)* *- Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc)* *- LO (Demonstrate knowledge of differentiated ways of assessing diverse EG and UP) children's literature skills at the early grade level. (NTS 3k, NTECF bullet 6, p. 25)* *- LIs (Challenges of assessing children's literature skills and Addressing challenges of assessing children's literature skills).* *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. ***Expected Response:*** *- Content: Assessing EG and UP Children's Literature, which consists of the challenges of assessing children's literature and addressing the challenges* 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. E.g. - *The challenges and addressing the challenges to assessing children's literature may differ from EG level to UP level, e.g. inattentiveness among EG is difficult to maintain than for UP level.* 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.*	1.4 Discuss in specialism groups the overview of the content of the lesson and identify any distinctive aspect of the lesson. ***Outcome of discussion*** *- Content: Assessing EG and UP Children's Literature, which consists of the challenges of assessing children's literature and addressing the challenges.* 1.5 **Distinctive features** Think-pair-share on the distinctive features that may occur in the lesson at the various levels of specialism. E.g. *The challenges and addressing the challenges to assessing children's literature may differ from EG level to UP level, e.g. inattentiveness among EG is difficult to maintain than for UP level.* 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 specialism grouping, 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.
Question: *What are the main items in the content of the lesson?*

Expected Response: *Main content of the lesson:*
- Issues of assessing children's literature

2.3 Ask tutors to read lesson 6 in the course manual and discuss the subtopics and examine the aspects that link to student-teachers' previous knowledge.
(*e.g. challenges of assessing children's literature skills and addressing the challenges of EG and UP learners).*

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.

2.3 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. | 2.1 As a class, read and discuss the main content to be covered in lesson 6, and clarify issues that may arise from the discussion.

Question: *What are the main items in the content of the lesson?*

Expected answer: -

- Issues of assessing children's literature.

2.3 Turn to lesson 6 in the course manual and discuss the subtopics and examine the aspects that link to student-teachers' previous knowledge.
(*e.g. challenges of assessing children's literature skills and addressing the challenges of EG and UP learners).*

2.2 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson.

2.3 Answer questions and ask questions to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) you are likely to encounter in teaching the topic. E.g. | **15 mins** |

	E.g. *inadequate knowledge on the assessment tools for assessing children's literature.* 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: *brainstorming, class discussion and school visit.*	*inadequate knowledge on the assessment tools for assessing children's literature.* 2.4 Discuss the suggested strategies in the manual and choose the most appropriate ones for teaching the topic in the course manual. Example: *brainstorming, class discussion and school visit.*	
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., STS and Basic School Curricula. Assist tutors 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	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. STS and Basic School Curricula. Contribute to address issue identifies. *(refer to the teaching and learning activities section of the course manual)* 3.2 Brainstorm on the appropriateness and effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lessons in both the College of Education (B.ED) and Basic School	**40 mins**

	and share with a partner and latter with colleagues. *For example, using discussion will ensure critical thinking, digital literacy, and communication.* **Note:** *During school visits let student-teachers take note of the strategies/activities teachers use to create a conducive classroom atmosphere to enhance the assessment in children's literature.* 3.3 Help tutors discuss as a class and identify the continuous assessments used for the lesson. - Continuous assessment 1- Write a page of about 200 words on challenges of assessing children's literature skills and how to address them as an assignment. - Continuous assessment 2 – Write a reflection during your school visit on how teachers resolve challenges they encounter during the assessment of children's literature skills development for their subject portfolios. 3.4 Through question and answer technique, discuss with tutors: - the main teaching and learning resources including ICTs (e.g.	Curricula and share with colleagues. *For example, using discussion will ensure critical thinking, digital literacy and communication.* 3.3. Discuss as a class and identify the continuous assessments used for the lesson. - Continuous assessment 1 Write a page of about 200 words on challenges of assessing children's literature skills and how to address them - Continuous assessment 2 - Write a reflection during your school visit on how teachers resolve challenges they encounter during the assessment of children's literature skills development for their subject portfolios. 3.4 Contribute to discussion by answering and asking questions on - the main teaching and learning resources and how you will use them	

		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 for all learners. E.g. *Using smartphones for looking for information online promotes digital literacy*.	to enhance learning of the topic at both the New 4-Year B. Ed and Basic levels	
		- the required text ((*Teaching Children's Literature: It's Critical)* and how it will be used in the lesson to promote learning among all manner of learners.	- the required text *(Teaching Children's Literature: It's Critical)* and how it will be used in the lesson to promote learning.	
		- the additional reading materials (*Teaching Children's Literature: It's Critical*) needed and how they will be used in the lesson to enhance effective learning among all manner of learners.	- the additional reading materials *(Teaching Children's Literature in an Era of Standards)* needed and how you will use them to promote learning among all manner of learners.	
		Note: *Discuss with tutors the challenges they may encounter when using the resources in delivering the lesson, e. g. unavailability of the materials*	Discuss challenges likely to be encountered in using the resources, e.g. *lack of internet access*.	
		3.5 Ask a tutor to model a selected activity, e.g. *class discussion*, in a teaching situation to come out with how it will promote GESI and the core and transferable skills, *e.g. give equal opportunity to both sexes.*	3.5 Model a selected activity (e.g. *discussion*) in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills.	

4. Evaluation and review of session:	4.1 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 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 on the topic *EG and UP Children's literature materials* 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) and Upper Primary (UP)

Name of Subject/Course:
Children's Literature

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 (*issues in teaching children's literature – challenges of assessing children's literature and ways of addressing the challenges*)	1.1 In group discussion, recap the main ideas in the previous PD Session on (*issues in teaching children's literature – challenges of assessing children's literature and ways of addressing the challenges*)	**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 7 - (*EG and UP Children's literature materials)* or	1.4 In groups of specialisms, read individually and discuss the introductory part of the lesson (Lesson 7 - *(EG and UP Children's literature materials)* or the current PD Session, which	

		the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.	include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.	
		Expected answers *- Barriers – (large class size and student teachers may not be aware of early grade children's literature materials preparation).* *- Core and transferable skills (critical thinking, collaboration, observation and enquiry skills, and digital literacy.)* *- Lesson delivery mode (face to face, e-learning individualised learning, seminar, etc)* *- LO (Prepare appropriate teaching-learning materials using technology and other means to teach and enhance early grade children's love and appreciation for literature (NTS j, NTEF bullet10, p. 25)* *- LIs* *- Prepare appropriate materials that address the diverse needs and interests of early grade learners to enhance their love and appreciation for literature*	Example, *- Barriers – (large class size and student teachers may not be aware of early grade children's literature materials preparation).* *- Core and transferable skills (critical thinking, observation and enquiry skills, digital literacy)* *- Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc)* *- LO (Prepare appropriate teaching-learning materials using technology and other means to teach and enhance early grade children's love and appreciation for literature (NTS j, NTEF bullet10, p. 25).* *- LIs* *- Prepare appropriate materials that address the diverse needs and interests of early grade learners to enhance their love and appreciation for literature*	

	- Identify the nature of children's literature materials *- Discuss the tools that can be used in developing children's literature materials)* **Note:** *Ask tutors to note of key ideas as the PD Session progresses to help them teach the lesson effectively in their 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. ***Expected Response:*** *- Content: Preparation of EG and UP Children's literature materials.* 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. E.g. *EG children's literature materials have different themes and structure than UP children's literature materials – The genre in EG literature books are simple factual and expository texts while genres in UP are biographies, memoirs and procedural texts.*	*- Identify the nature of children's literature materials* *- Discuss the tools that can be used in developing children's literature materials* 1.4 Discuss in specialism groups the overview of the content of the lesson and identify any distinctive aspect of the lesson. ***Outcome of discussion*** *- Content: Content: Preparation of EG and UP Children's literature materials* 1.5 **Distinctive features** Think-pair-share on the distinctive features that may occur in the lesson at the various levels of specialism. Ask questions on issues that need more clarification. e.g. *What can be done to achieve the indicators in the lesson?*	

	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.*		
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 7, and clarify issues that may arise from the discussion. ***Question**: What are the main items in the content of the lesson?* **Expected Response:** *Main content of the lesson: designing EG and UP primary children's literature books/materials.* 2.2. Ask tutors to read lesson 7 in the course manual and discuss the subtopics and examine the aspects that link to student-teachers' previous knowledge. (*e.g. The subtopics to be covered in the lesson are nature of children's literature materials, using internet materials and computers in designing materials for children's literature class. These subtopics are linked to assessing and evaluating children's literature skills.*	2.1 As a class, read and discuss the main content to be covered in lesson 6, and clarify issues that may arise from the discussion. **Question**: *What are the main items in the content of the lesson?* **Expected answer:** *- - Main content of the lesson: designing EG and UP primary children's literature books/materials.* 2.2 Turn to lesson 6 in the course manual and discuss the subtopics and examine the aspects that link to student-teachers' previous knowledge. (*e.g. nature of children's literature materials, etc.*	**15 mins**

	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. E.g. *lack of information on developing children's literature books, inadequate training of tutors in developing children's literature materials*, etc.	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. *lack of information on developing children's literature books, etc.*	
	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: *Group discussion, class discussion, and brainstorming.*	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 discussion, class discussion, school visit and brainstorming.*	
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	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	**40 mins**

	Basic School Curricula and how to organise STS. Assist tutors to address issue raised. *(refer to the teaching and learning activities section of the course manual)* 3.2 Ask tutors to 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, class discussion will ensure critical thinking, digital literacy, and communication skills. To achieve this, give equal attention to all manner of learners, e.g. females* **Note:** *During school visits let student-teachers take note of the strategies/activities teachers use to create a conducive classroom a atmosphere to enhance the learning of literature.* 3.3 Help tutors discuss as a class and identify the continuous assessments used for the lesson. - Continuous assessment 1- Take home assignment	New 4-year B.Ed. and Basic School Curricula. Contribute to address issue identifies. *(refer to the teaching and learning activities section of the course manual)* 3.2 Brainstorm on the appropriateness and effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lessons in both the College of Education (B. ED) and Basic School Curricula and share with colleagues. *For example, using brainstorming will ensure critical thinking, digital literacy and communication skills.* 3.3 Discuss as a class and identify the continuous assessments used for the lesson. - Continuous assessment 1- Take home assignment	

	on a tool the will use to prepare a child reading material and how (identify the tool and how to use it).	on a tool the will use to prepare a child reading material and how (identify the tool and how to use it).	
	- Continuous assessment 2 – Write a one-page report on how teacher prepare TLMs for teaching children' literature at the EG and UP levels.	- Continuous assessment 2 - Write a one-page report on how teacher prepare TLMs for teaching children' literature at the EG and UP levels.	
	3.4 Through question and answer technique, 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 for all manner of learners. e.g. *smartphones can be used to search for information on the topic and also record proceedings during school visit.* - the required text (*Introduction to language teaching skills: A resource for language teachers. [Unit 38])* and how it will be used in the lesson to promote learning among all manner of learners. - the additional reading materials (*Teaching Children's Literature:*	3.4 Contribute to discussion by answering and asking questions on - the main teaching and learning resources and how you will use them to enhance learning of the topic at both the New 4-Year B. Ed and Basic levels - the required text (*Introduction to language teaching skills: A resource for language teachers. [Unit 38])* and how it will be used in the lesson to promote learning. - the additional reading materials (*Teaching Children's Literature:*	

	Making Stories Work in the Classroom) needed and how they will be used in the lesson to enhance effective learning among all manner of learners. ***Note****: Discuss with tutors the challenges they may encounter when using the resources in delivering the lesson, e. g. unconducive classroom atmosphere* 3.5 Ask a tutor to model a selected activity, e.g. *class discussion*, in a teaching situation to come out with how it will promote GESI and the core and transferable skills.	*Making Stories Work in the Classroom)* needed and how you will use them to promote learning among all manner of learners. Discuss challenges likely to be encountered in using the resources, e.g. *unconducive classroom atmosphere*. 3.5 Model a selected activity (e.g. *class discussion*) in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills.	
4. Evaluation and review of session:	4.1 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. 4.2 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. 4.3 Give an overview of the topic *assessing EG and UP Children's literature materials* to be covered in the next PD Session and encourage tutors to read on the topic.	4.1 Brainstorm individually to recall the main issues in the PD session and share with colleagues and discuss any outstanding issues that relate to session for clarification. 4.2 Identify a critical friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session. 4.3 Listen to overview on the topic for the next PD Session and do advance reading.	**15 mins**

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

Name of Subject/Course:
Children's Literature

Tutor PD Session for Lesson 8 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. *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 *EG and UP Children's literature materials – nature and tools for developing children's literature materials* and share with colleagues. 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. 1.3 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 - *EG and*	1.1 Use semantic mapping to recap the main ideas in the previous PD Session on *EG and UP Children's literature materials – nature and tools for developing children's literature materials* and share with colleagues. 1.2 Share reflections on the lesson you observed on the application of the previous PD session in the classroom and discuss with colleagues. 1.2 In groups of specialisms, read individually and discuss the introductory part of the lesson (Lesson 8 - *EG and UP Children's literature materials (factors that*	**20 mins**

| | | UP Children's literature materials (*factors that influence the preparation of children's literature materials and selection and use of appropriate children's literature materials*) 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 may not be aware of factors to consider in selecting and using of EG and UP literature materials.

- Core and transferable skills (communication, critical thinking, observation and enquiry skills, and digital literacy, inclusivity)

- Lesson delivery mode (face to face, e-learning, individualised learning, seminar, etc)

- LO (Prepare appropriate teaching-learning materials using technology and other means to teach and enhance early grade children's love and appreciation for literature (NTS j, NTEF bullet10, p. 25) | *influence the preparation of children's literature materials and selection and use of appropriate children's literature materials*) or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators. Example,

- Barriers – large class size and student teachers may not be aware of factors to consider in selecting and using of EG and UP literature materials.

- Core and transferable skills (communication, critical thinking, observation and enquiry skills, digital literacy, inclusivity)

- Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc)

- LO (Prepare appropriate teaching-learning materials using technology and other means to teach and enhance early grade children's love and appreciation for literature (NTS j, NTEF bullet10, p. 25) | |

	- LIs (Identify and discuss factors the influence the preparation of children's literature materials and use appropriate children's literature learning materials to improve all learners' understanding of literature at the EG and UP levels).	- Lis (Identify and discuss factors the influence the preparation of children's literature materials and use appropriate children's literature learning materials to improve all learners' understanding of literature at the EG and UP levels).	
	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 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 with EG and UP Children's literature materials, which includes factors that influence the preparation of children's literature materials and selection and use of appropriate children's literature materials).*	*Outcome of discussion* *- Content: The lesson deals with EG and UP Children's literature materials (factors that influence the preparation of children's literature materials and selection and use of appropriate children's literature materials)*	
	1.5 **Distinctive features** 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 **Distinctive features** Think-pair-share on the distinctive features that may occur in the lesson at the various levels of specialism.	

		E.g. - *The factors to consider when selecting children's literature will differ from level to level of specialism; Selecting EG children's literature materials may have wordless books or basic simple sentences, while UP may have simple sentences and simple compound sentences.* **Note**: With colleagues, address issues that may arise from the group discussion on the content for clarification in the lesson. **Expected response**; *The LIs are related to the LO because they help make the LO explanatory, measurable and achievable.*	E.g. *The factors to consider when selecting children's literature will differ from level to level of specialism; Selecting EG children's literature materials may have wordless books or basic simple sentences, while UP may have simple sentences and simple compound sentences.* Ask questions on issues that need more clarification. e.g. *What is the relationship between the LO and the LIs?*	
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. *Question*: *What are the main items in the content of the lesson?* **Expected Response:** Main content of the lesson is *children's literature materials development.* 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. E.g. *the*	2.1 Individually, read and discuss the main content to be covered in lesson 7, and clarify issues that may arise from the discussion. **Question**: *What are the main items in the content of the lesson?* **Expected answer:** - children's *literature materials development.* 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.	**15 mins**

	subtopic are factors to consider when selecting children's literature and tools for developing children's literature materials. This is linked to the nature of children's literature which student teachers have learned earlier.	
	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 Brainstorm individually and share with colleagues the challenges (potential barriers to learning for student teachers, concepts or pedagogy) they are likely to encounter in teaching the topic from them. E.g. *tutors' inadequate knowledge of factors to consider when designing and selecting children's literature materials.*	2.4 Answer questions and ask questions to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) you are likely to encounter in teaching the topic. E.g. *Teachers' inadequate knowledge of tools to use in developing children's literature materials, etc*
	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: *independent study, concept mapping, group work and school visit.*	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: *independent study, concept mapping, group work and school visit.*

| 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., Basic School Curricula and STS.

Assist tutors to address issues raised. *(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.
For example, using concept mapping will ensure critical thinking, creativity and communication while group work will ensure leadership skills, gender sensitivity, creativity and communication.

Note: *During school visits, let student-teachers take note of factors teachers consider* | 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., Basic School Curricula and STS.

Contribute to discussion to address issues identified. *(refer to the teaching and learning activities section of the course manual)*

3.2 Discuss as a group the appropriateness and effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lessons in both the College of Education (B. ED) and Basic School Curricula and share with colleagues.

For example, using individualised method will ensure critical thinking, creativity, digital literacy and communication. | **40 mins** |

	when selecting or designing children's literature materials.	
	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- *Group (oral/powerpoint) presentation on factors to consider when selecting TLMs for children's literature and a written report on the presentation*.	- Continuous assessment 1 *Group (oral/powerpoint) presentation on factors to consider when selecting TLMs for children's literature and a written report on the presentation*.
	- Continuous assessment 2 – Individual report – *Write a one-page report on factors teachers consider when selecting children's literature materials for their learners and present for assessment.*	- Continuous assessment 2 - *Individual report – Write a one-page report on factors teachers consider when selecting children's literature materials for their learners and present for assessment.*
	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 (*use smartphone to look for information on factors to consider when selecting children's literature*) 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 manner of 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 - chapter 38*) and how it will be used in the lesson to promote learning among all manner of learners (GESI).	- the required text ((*Introduction to language teaching skills: A resource for language teachers - chapter 38*)) and how it will be used in the lesson to promote learning among all manner of learners (GESI).	
	- the additional reading materials (*Teaching Children's Literature in an Era of Standards)* needed and how they will be used in the lesson to enhance effective learning among all manner of learners. *(refer to course manual for details)*	- the additional reading materials (*Teaching Children's Literature in an Era of Standards)* needed and how you will use them to promote learning among all manner of learners. *(refer to course manual for details)*	
	***Note**: Discuss with tutors the challenges they may encounter when using the resources in delivering the lesson, e. g. inadequate knowledge on the topic and lack of materials*	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. *problem-solving*, 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. *problem-solving*) in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills.	
4. Evaluation and review of session:	4.1 Through group discussion, 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 In specialism groups, recap the main issues in the PD Session and discuss any outstanding issues that may arise in relation to the lesson for clarification.	**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 *Developing supplementary early grade literature materials 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:		Name of Subject/Course:	
Early Grade (EG) and Upper Primary (UP)		Children's Literature	

Tutor PD Session for Lesson 9 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. *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 *Developing supplementary EG and UP literature materials* and share with colleagues. 1.2 Ask 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. 1.3 Group Discussion: Put tutors in groups based on their specialism and let them read individually and discuss the introductory part of the lesson (Lesson 9 - (*Developing supplementary literature materials for EG and UP*	1.1 Discuss in groups to recap the main ideas in the previous PD Session on *Developing supplementary EG and UP literature materials* and share with colleagues*.* 1.2 Share reflections on the lesson you observed on the application of the previous PD session in the classroom and discuss with colleagues. 1.3 In groups of specialisms, read individually and discuss the introductory part of the lesson (Lesson 9 - (*Developing supplementary early grade literature materials for EG and UP learners*) or the current	**20 mins**

	learners) 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 know the factors to consider when developing, selecting and using EG and UP children's reading materials.* *- Core and transferable skills (communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.)* *- Lesson delivery mode (face to face, e-learning, individualised learning, seminar, etc.)* *- LO - Develop EG and UP supplementary reading materials to enhance the teaching and learning of literature at the EG and UP levels and test the readability of existing materials. (NTS 3j) (NTECF, 8, 10 p.25)* *- LIs* *- Define the concept of supplementary reading materials*	PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators. Example, *- Barriers – large class size, student teachers may not know the factors to consider when developing, selecting and using EG and UP children's reading materials.* *- Core and transferable skills (communication, critical thinking, observation and enquiry skills, digital literacy, Inclusivity including gender)* *- Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc)* *- LO - Develop EG and UP supplementary reading materials to enhance the teaching and learning of literature at the EG and UP levels and test the readability of existing materials. (NTS 3j) (NTECF, 8, 10 p.25)* *- Lis* *- Define the concept of supplementary reading materials*	

	- Identify and discuss the characteristics of EG and UP supplementary reading materials. *- Discuss the importance / values of EG and UP supplementary reading materials.) (refer to LI 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 specialisms, discuss the overview of the content of the lesson and identify any distinctive aspect of the lesson for the various levels. ***Expected Response:*** *- Content: The lesson deals with the Developing supplementary EG and UP literature materials.* 1.5 **Distinctive features** Based on their specialism, let tutors do group discussion to come out with distinctive features that may occur in the lesson at the various levels of specialism. E.g. *- The types of supplementary reading materials for EG will defer from UP reading materials, e.g. the font sizes for EG materials are larger than UP materials.*	*- Identify and discuss the characteristics of EG and UP supplementary reading materials.* *- Discuss the importance / values of EG and UP supplementary reading materials.) (refer to LI section of the manual (refer to LI section of the manual)* 1.4 Discuss in specialism groups the overview of the content of the lesson and identify any distinctive aspect of the lesson. ***Outcome of discussion*** *- Content: The lesson deals with the Developing supplementary EG and UP literature materials.* 1.5 **Distinctive features** Think-pair-share on the distinctive features that may occur in the lesson at the various levels of specialism. E.g. *- The types of supplementary reading materials for EG will defer from UP reading materials, e.g. sentence structure in EG are mainly simples and about three on a line, while UP materials have some*	

	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 lesson of all levels.*	*compound sentences and about 6 words on a line.* 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. *Question*: *What are the main items in the content of the lesson?* **Expected Response:** Main contents of the lesson: The main content is *Developing supplementary EG and UP literature materials.* 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' previous knowledge. The subtopics of the lesson are *Definition, characteristics and types of EG and UP supplementary reading materials and values/Importance of supplementary reading materials*. This is linked to *factors to consider*	2.1 Group based on specialism strategy, discuss to come out with the main content to be covered in lesson 9, and clarify issues that may arise from the discussion. **Question**: *What is the main item in the content of the lesson?* **Expected answer:** - Main contents of the lesson: The main content is *Developing supplementary EG and UP literature materials*. 2.2 Turn to lesson 9 in the course manual and discuss the subtopics and examine the aspects that link to student-teachers' previous knowledge. The subtopics of the lesson are the *Definition, characteristics and types of EG and UP supplementary reading materials and values/Importance of supplementary reading materials* This is linked	15 mins

	when selecting children's literature materials.	to factors to consider when selecting children's literature materials.	
	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 Brainstorm individually and share with colleagues the challenges (potential barriers to learning for student teachers, concepts or pedagogy) they are likely to encounter in teaching the topic from them. E.g. *Teachers' inadequate knowledge of how on the nature, characteristics and types of children's literature.*	2.4 Brainstorm, answer and ask questions to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) you are likely to encounter in teaching the topic. E.g. *Teachers' inadequate knowledge on values of supplementary readers to literature development.*	
	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: *class discussion, brainstorming, group work and school visit.*	2.5 Brainstorm on the suggested strategies/activities in the manual and choose the most appropriate ones for teaching the topic in the course manual. Examples: *class discussion, brainstorming, group work 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	3.1 Brainstorm Discuss and share ideas on the various teaching and learning activities used in the lesson delivery	**40 mins**

	the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula and STS organisation, *e.g. group work will help learners learn from each other.* Assist tutors to address issues raised. *(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 work will ensure critical thinking, leadership skills, digital literacy, and communication and inclusivity.* **Note:** *During school visits let student-teachers take note of the types of supplementary readers available in school and their appropriateness to the levels of learners.*	and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula and STS organisation. Contribute to discussion to address issues identified. *(refer to the teaching and learning activities section of the course manual)* 3.2 Discuss as a group the appropriateness and effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lessons in both the College of Education (B. ED) and Basic School Curricula and share with colleagues. *For example, school visit will ensure observation and enquiry skills.*	

		3.3 Lead 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- A short quiz (about 10 multiple choice items) on the factors to consider when developing supplementary reading materials and their values in developing literature skills of EG and UP learners.	- Continuous assessment 1 - A short quiz (about 10 multiple choice items) on the factors to consider when developing supplementary reading materials and their values in developing literature skills of EG and UP learners.	
		- Continuous assessment 2 – A 10 minutes group presentation (oral/PowerPoint) on factors to consider when developing EG and UP supplementary reading materials.	- Continuous assessment 2 - A 10 minutes group presentation (oral/PowerPoint) on factors to consider when developing EG and UP supplementary reading materials.	
		3.4 Through group discussion, deliberate with tutors on:	3.4 Contribute to discussion and deliberate on	
		- the main teaching and learning resources including ICTs (e.g. computer, smartphone, video 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. use smartphone to search for information online on the topic)*	- 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*	- the required text (*Introduction to language teaching skills:*	

	for language teachers [Unit 38]) and how it will be used in the lesson to promote learning among diverse learners, *(e.g. ask learners to read in advance)*	*A resource for language teachers. [Units 38])* and how it will be used in the lesson to promote learning.	
	- the additional reading materials (*Teaching Children's Literature: Making Stories Work in the Classroom*) needed and how they will be used in the lesson to enhance effective learning among all manner of learners.	- the additional reading materials *(Teaching Children's Literature: Making Stories Work in the Classroom)* needed and how you will use them to promote learning among all manner of learners.	
	Note*: 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. *unavailability of required books*.	
	3.5 Ask a tutor to model a selected activity (e.g. *class discussion)* 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. *class discussion)* in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills.	
4. **Evaluation and review of session:**	4.1 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	4.2 Identify a trusted and objective friend who took part in the PD session to sit in your class during lesson and	

	and report on observation during next PD session.	report on observation during next PD session.	
	4.3 Give an overview of the topic *Developing supplementary early Grade literature materials* to be covered in the next PD Session and encourage tutors to read on the topic.	4.3 Listen to overview on the topic *developing supplementary early Grade literature materials* for the next PD Session and do advance reading.	

Age Levels/s:		Name of Subject/Course:	
Early Grade (EG) and Upper Primary (UP)		Children's Literature	

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 *Developing supplementary EG and UP levels literature materials – definition, nature and characteristic and values of supplementary readers in literature development* and share with colleagues.	1.1 Think-pair-share to recap the main ideas in the previous PD Session on *Developing supplementary EG and UP levels literature materials – definition, nature and characteristic and values of supplementary readers in literature development.*	**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	1.3 In groups of specialisms, read and discuss the introductory part of the lesson (Lesson 10 - (*Developing*	

	part of the lesson 10 (*Developing supplementary EG and UP literature materials*) or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.	*supplementary EG and UP literature materials*) 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 may not know the themes in both fiction and non-fiction supplementary reading materials for EG and UP learners.*	Example, - *Barriers – large class size, large class size and student teachers may not know the themes in both fiction and non-fiction supplementary reading materials for EG and UP learners.*	
	- *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 (Develop early grade supplementary reading materials to enhance the teaching and learning of literature at the EG and UP levels and test the readability of existing materials. (NTS 3j) (NTECF, 8, 10 p.25))*	- *LO (Develop early grade supplementary reading materials to enhance the teaching and learning of literature at the EG and UP levels and test the readability of existing materials. (NTS 3j) (NTECF, 8, 10 p.25))*	
	- *LIs* - *Discuss the various themes in both fiction and non-*	- *LIs* - *Discuss the various themes in both fiction and non-*	

	fiction supplementary books for EG and UP learners *- Identify and discuss factors to consider when selecting an EG and UP supplementary material/book.) (refer to manual for details)* **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. ***Expected Response:*** *- Content: The lesson deals with developing supplementary EG and UP literature materials (fiction and non-fiction)* 1.5 **Distinctive features** 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. - *While forms in EG fiction can be on reality, UP fiction can be on reality and historical, etc.).*	*fiction supplementary books for EG and UP learners* *- Identify and discuss factors to consider when selecting an EG and UP supplementary material/book.) (refer to manual for details)* 1.4 Discuss in specialism groups the overview of the content of the lesson and identify any distinctive aspect of the lesson. ***Outcome of discussion*** *- Content: The lesson deals with developing supplementary EG and UP literature materials (fiction and non-fiction).* 1.5 **Distinctive features** Think-pair-share on the distinctive features that may occur in the lesson at the various levels of specialism. E.g. – *while forms in EG non-fiction can be simple factual texts, UP non-fiction can be narrative non-fiction texts, etc.*	

	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 integrated speaking and listening scheme of work.*	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 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 - *themes found in EG and UP supplementary reading materials (fiction and non-fiction) and factors to consider when selecting supplementary readers for EG and UP learners to improve their literature skills.* This is linked to the nature, types, characteristics and importance of EG and UP supplementary readers.	2.1 Turn to lesson 10 in the course manual and discuss the subtopics - *themes found in EG and UP supplementary reading materials (fiction and non-fiction) and factors to consider when selecting supplementary readers for EG and UP learners to improve their literature skills.* This is linked to the nature, types, characteristics and importance of EG and UP supplementary readers.	**15 mins**
	2.2 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.	2.2 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson.	
	2.3 Brainstorm individually and share with colleagues the challenges	2.3 Brainstorm, answer and ask questions to come out with the challenges	

	(potential barriers to learning for student teachers, concepts or pedagogy) they are likely to encounter in teaching the topic from them. E.g. *student teachers may not know the themes in both fiction and non-fiction supplementary reading materials for EG and UP learners.* 2.4 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: *class discussion, group work and school visit.*	(potential barriers to learning for student teachers, concepts or pedagogy) you are likely to encounter in teaching the topic. E.g. *student teachers may not know the themes in both fiction and non-fiction supplementary reading materials for EG and UP learners.* 2.4 Brainstorm on the suggested strategies/activities in the manual and choose the most appropriate ones for teaching the topic in the course manual. Examples: *class discussion, group work 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 and STS organisation. Assist tutors to address issues raised. *(refer to the teaching and learning activities section of the course manual)* 3.2 Let tutors discuss the appropriateness and effectiveness of the	3.1 Discuss the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula. Collaborate with colleagues to address issues identified. *(refer to the teaching and learning activities section of the course manual)* 3.2 Discuss as a group the appropriateness and effectiveness of the	**40 mins**

	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, leadership skills, collaborative skills development, digital literacy, and communication and inclusivity. In group work ensure females are giving leadership roles.* **Note:** *During school visits let student-teachers take note of the type of supplementary reading materials used in schools.* 3.3 Help tutors to discuss as a class and identify the continuous assessments used for the lesson. - Continuous assessment 1- write a 2-page reflective journal on the supplementary readers used in the schools and how teachers use them in the classroom for their subject portfolio. - Continuous assessment 2 – A group poster presentation on factors to consider when selecting a supplementary reading book for a learner.	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, leadership skills, collaborative skills development, digital literacy, and communication and inclusivity.* 3.3. Discuss as a class and identify the continuous assessments used for the lesson. - Continuous assessment 1 - write a 2-page reflective journal on the supplementary readers used in the schools and how teachers use them in the classroom for their subject portfolio. - Continuous assessment 2 - A group poster presentation on factors to consider when selecting a supplementary reading book for a learner.	

	3.4 Through group discussion, review 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. *Smartphone can be used in searching for information on the topic under discussion.* - the required text (*Introduction to language teaching skills: A resource for language teachers [Unit 38])* and how it will be used in the lesson to promote learning among diverse learners. - the additional reading materials (*Teaching Children's Literature: It's Critical*) needed and how they will be used in the lesson to enhance effective learning among all manner of learners. ***Note****: Discuss with tutors the challenges they may encounter when using the resources in delivering the lesson, e. g. inadequate knowledge on the topic.* 3.5 Ask a tutor to model a selected activity, e.g. *class discussion*, in a	3.4 Contribute to discussion to review - the main teaching and learning resources and how you will use them to enhance learning of the topic at both the New 4-Year B. Ed and Basic levels - the required text (*Introduction to language teaching skills: A resource for language teachers. [Units 38])* and how it will be used in the lesson to promote learning. - the additional reading materials *(Teaching Children's Literature: It's Critical)* needed and how you will use them to promote learning among all manner of learners. Discuss challenges likely to be encountered in using the resources, e.g. *inadequate knowledge on the topic*. 3.5 Model a selected activity (e.g. *class discussion)* in real	

		teaching situation to come out with how it will promote GESI and the core and transferable skills.	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. 4.2 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. 4.3 Give an overview of the topic *developing supplementary EG and UP literature materials* to be covered in the next PD Session and encourage tutors to read on the topic.	4.1 Answer questions and ask questions to summarise the main issues in the PD Session and discuss any outstanding issues that may arise in relation to the lesson for clarification. 4.2 Identify a trusted and objective friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session. 4.3 Listen to overview on the topic for the next PD Session and do advance reading.	**15 mins**

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

Name of Subject/Course:
Children's Literature

Tutor PD Session for Lesson 11 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance notes on Leading the session. *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 *themes found in EG and UP supplementary reading materials (fiction and non-fiction) and factors to consider when selecting supplementary readers for EG and UP learners to improve their literature skills* and share with colleagues.	1.1 Think-pair-share to recap the main ideas in the previous PD Session on *themes found in EG and UP supplementary reading materials (fiction and non-fiction) and factors to consider when selecting supplementary readers for EG and UP learners to improve their literature skills* 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	1.2 In groups of specialisms, read and discuss the introductory part of the	

	them read as a group and discuss the introductory part of the lesson (Lesson 11 - (*Developing supplementary EG and UP literature materials)* 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 know how to observe gender, cultural sensitivity and inclusivity in children's supplementary book for EG and UP learners.* *- Core and transferable skills (communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender)* *- Lesson delivery mode (face to face, e-learning, individualised learning, seminar, etc.)* *- LO (Develop early grade supplementary reading materials to enhance the teaching and learning of literature at the EG and UP levels and test the readability of existing materials. (NTS 3j) (NTECF, 8, 10 p.25)*	lesson (Lesson 11 - (*Developing supplementary EG and UP literature materials)* or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators. Example, *- Barriers – large class size, student teachers may not know how to observe gender, cultural sensitivity and inclusivity in children's supplementary book for EG and UP learners.* *- Core and transferable skills (communication, critical thinking, observation and enquiry skills, digital literacy, Inclusivity including gender)* *- Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc)* *- LO (Develop early grade supplementary reading materials to enhance the teaching and learning of literature at the EG and UP levels and test the readability of existing materials. (NTS 3j) (NTECF, 8, 10 p.25)*	

		- *LIs*	- *LIs*	
		- *Prepare appropriate supplementary literature materials for EG and UP learners that are underpinned by gender, inclusive, interest, ethnic and linguistic issues.*	- *Prepare appropriate supplementary literature materials for EG and UP learners that are underpinned by gender, inclusive, interest, ethnic and linguistic issues.*	
		- *Review supplementary literature/reading materials and select appropriate ones to benefit the diverse needs of learners.*	- *Review supplementary literature/reading materials and select appropriate ones to benefit the diverse needs of learners.*	
		- *Do action research on the readability of existing literature materials at the EG and UP levels (refer to manual for details).*	- *Do action research on the readability of existing literature materials at the EG and UP levels (refer to manual for details).*	
		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:* The lesson deals with the *Developing supplementary EG and UP literature materials.*	*Outcome of discussion* - *Content:* The lesson deals with the *Developing supplementary EG and UP literature materials.*	
		1.5 **Distinctive features** Based on their specialism, let tutors do group discussion to come out with distinctive	1.5 **Distinctive features** Think-pair-share on the distinctive features that may occur in the lesson	

	features that may occur in the lesson at the various levels of specialism. E.g. - *This section seems to be generic for the two specialisms but the subtility is in the action research to be conducted).* **Note**: With colleagues, address issues that may arise from the group discussion on the content for clarification in the lesson. **Expected response**: *The difference will be found in the language use for data collection, e.g. the local language will be used in the EG and English used in UP.*	at the various levels of specialism. E.g. - *This section seems to be generic for the two specialisms but the subtility is in the action research to be conducted).* Ask questions on issues that need more clarification. e.g. *How will the action research on the topic differ from the specialisms?*	
2. Concept Development (New learning likely to arise in lesson/s):	2.1 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 – *how to observe gender, cultural sensitivity and inclusivity in children's supplementary book for EG and UP learners and reviewing the readability of supplementary reading materials/books used in the EG and UP classrooms. This is linked to the factors to consider when selection supplementary readers for EG and UP learners.* 2.2 Put tutors in their specialism groups to	2.1 Turn to lesson 11 in the course manual and discuss the subtopics - *how to observe gender, cultural sensitivity and inclusivity in children's supplementary book for EG and UP learners and reviewing the readability of supplementary reading materials/books used in the EG and UP classrooms. This is linked to the factors to consider when selection supplementary readers for EG and UP learners*	**15 mins**

	discuss the challenges they might encounter when presenting some specific subtopics of the lesson. Work 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.	
	2.3 Brainstorm individually and share with colleagues the challenges (potential barriers to learning for student teachers, concepts or pedagogy) they are likely to encounter in teaching the topic from them. E.g. *Student teachers' inadequate knowledge on inclusivity including GESI in children's supplementary readers.*	2.3 Brainstorm, answer and ask questions to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) you are likely to encounter in teaching the topic. E.g. *Student teachers' inadequate knowledge on inclusivity including GESI in children's supplementary readers*	
	2.4 Ask tutors, in their specialism groups, to deliberate on the suggested strategies/activities in the manual and choose the most appropriate ones for teaching the topic in your course manual. Examples: *Class research and presentation, brainstorming and school visit.*	2.4 Deliberate on the suggested strategies/activities in the manual and choose the most appropriate ones for teaching the topic in the course manual. Examples: *Class research and presentation, brainstorming and school visit*	
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 activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic	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**

	School Curricula and STS organisation.	
	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.	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 research and presentation will ensure critical thinking, collaborative skills development, digital literacy, observation and enquiry skills, and communication and inclusivity (GESI).	*For example, using brainstorming will ensure critical thinking, digital literacy.*	
	Note: *During school visits let student-teachers take note of the how inclusivity – gender equity is portrayed in supplementary readers.*		
	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- A 2-page assignment on determining the	- Continuous assessment 1 - A 2-page assignment on determining the	

	readability of a selected supplementary reader for their specialism for the subject portfolio. - Continuous assessment 2 – A 10 minutes group presentation on inclusivity (gender, linguistic, cultural, etc.) for class feedback. 3.4 Through group discussion, review 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. smartphones can be used for looking for information on the topic under discussion.* - the required text (*Introduction to language teaching skills: A resource for language teachers [Unit 38])* and how it will be used in the lesson to promote learning among diverse learners. - the additional reading materials (*Teaching Children's Literature: It's Critical*) needed and how they will be used in the lesson to enhance effective learning among all manner of learners.	readability of a selected supplementary reader for their specialism for the subject portfolio - Continuous assessment 2 - A 10 minutes group presentation on inclusivity (gender, linguistic, cultural, etc.) for class feedback.. 3.4 Contribute to discussion to review - the main teaching and learning resources and how you will use them to enhance learning of the topic at both the New 4-Year B. Ed and Basic levels - the required text (*Introduction to language teaching skills: A resource for language teachers. [Units 38])* and how it will be used in the lesson to promote learning. - the additional reading materials *(Teaching Children's Literature: It's Critical)* needed and how you will use them to promote learning among all manner of learners.	

	Note: 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. *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 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 topic *Teaching children's literature* 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) and Upper Primary (UP)

Name of Subject/Course:
Children's Literature

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 – how to observe gender, cultural sensitivity and inclusivity in children's supplementary book for EG and UP learners and reviewing the readability of supplementary reading materials/books used in the EG and UP classrooms.* 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	1.3 In groups of specialisms, read and	

	their specialism and let them read as a group and discuss the introductory part of the lesson (Lesson 12 - (*teaching children's for EG and UP)* 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 12 - (*teaching children's for EG and UP)* or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.	
	Expected answers *- Barriers – Student teachers may not know how to design lesson plan for teaching EG and UP children literature and large class size.*	Example, *- Barriers – - Barriers – Student teachers may not know how to design lesson plan for teaching EG and UP children literature and large class size*	
	- 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 children's literature lesson at the EG and UP levels that caters for the diverse needs and interests of learners (NTS 3a, e, h, i, l, m, NTECF bullet 5 ,p.25)	*- LO (Plan and co-teach children's literature lesson at the EG and UP levels that caters for the diverse needs and interests of learners (NTS 3a, e, h, i, l, m, NTECF bullet 5, p.25)*	
	- LIs *- Plan an appropriate EG and UP literature lesson*	*- LI* *- Plan an appropriate EG and UP literature lesson*	

	bearing in mind the age, specific needs and interest of learners. *- Co-teach a literature lesson using the lesson plan designed to reach all manner of learners to address their literature needs and interests. (refer to manual for details).* **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. ***Expected Response:*** *- Content: co-teach children's literature topic with mentor/tutor or colleague at EG and UP.* 1.5 **Distinctive features** Based on their specialism, let tutors do group discussion to come out with distinctive features that may occur in the lesson at the various levels of specialism. E.g. - *The teaching strategies meant for the various levels (EG and UP) will differ). E.g. play method will be more*	*bearing in mind the age, specific needs and interest of learners.* *- Co-teach a literature lesson using the lesson plan designed to reach all manner of learners to address their literature needs and interests. (refer to manual for detail (refer to manual for details from section of the manual)* 1.4 Discuss in specialism groups the overview of the content of the lesson and identify any distinctive aspect of the lesson. ***Outcome of discussion*** *- Content: co-teach children's literature topic with mentor/tutor or colleague at EG and UP* 1.5 **Distinctive features** Think-pair-share on the distinctive features that may occur in the lesson at the various levels of specialism. E.g. - *The teaching strategies meant for the various levels (EG and UP) will differ). E.g. play*	

	suitable to EG learners, while discussion approach will be more suitable to UP learners. **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.*	*method will be more suitable to EG learners, while discussion approach will be more suitable to UP learners.* 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 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. ***Question***: *What is the main items in the content of the lesson?* **Expected Response:** *Main contents of the lesson - co-teach children's literature lesson with mentor/tutor or colleague.* 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 for children's literature and co-teaching children's*	2.1 Contribute to class discussion to come out with the main content to be covered in lesson 12, and clarify issues that may arise from the discussion. **Question**: *What is the main item in the content of the lesson?* **Expected answer:** - The main content - *co-teach children's literature lesson with mentor/tutor or colleague* 2.2 Turn to lesson 12 in the course manual and discuss the subtopics - *Planning for children's literature and co-teaching children's literature with colleague/mentor/tuto.*	**15 mins**

	literature with colleague/mentor/tutor. This is linked to inclusivity in children's literature materials.	This is linked to inclusivity in children's literature materials.	
	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.	
	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. E.g. *Student teachers' inadequate knowledge on how to plan and co-teach children's literature lesson for EG and UP with colleagues.*	2.4 Read and share challenges (potential barriers to learning for student teachers, concepts or pedagogy) they are likely to encounter in teaching the topic from them. E.g. *Student teachers' inadequate knowledge on how to plan and co-teach children's literature lesson for EG and UP with colleagues.*	
	2.5 Ask tutors, in their specialism groups, to deliberate on the suggested strategies/activities in the manual and choose the most appropriate ones for teaching the topic in your course manual. Examples: *class discussion, video presentation, pair work, class presentation and school visit.*	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: *class discussion, video presentation, pair 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 and organisation of STS. Assist tutors to address issues raised. *(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 pair work will ensure critical thinking, collaborative skills development, digital literacy, and communication and inclusivity. E.g. let the pairing be between the two sexes.* **Note:** *During school visits let student-teachers co-teach children's literature lesson (for EG/UP) and write a reflection on it.*	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 and organisation of STS. Collaborate with colleagues to address issues identified. *(refer to the teaching and learning activities section of the course manual)* 3.2 Debate as a group the appropriateness and effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lessons in both the College of Education (B. ED) and Basic School Curricula and share with colleagues. *For example, using class discussion will ensure critical thinking, collaborative skills development, digital literacy, and communication and inclusivity.*	**40 mins**

3.3 Help tutors to brainstorm as a class and identify the continuous assessments used for the lesson. - Continuous assessment 1- prepare an EG/UP children's literature teaching lesson plan on a selected lesson topic. - Continuous Assessment 2- Write a page reflection on the lesson you co-taught with a mentor/colleague for your portfolio. 3.4 Through group discussion, review with tutors: - the main teaching and learning resources including ICTs (e.g. computer, smartphone, video UTube video on Teaching children's literature lesson. - 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 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 additional reading materials (*Language Curriculum Design.*	3.3 Brainstorm as a class and identify the continuous assessments used for the lesson. - Continuous assessment 1- prepare an EG/UP children's literature teaching lesson plan on a selected lesson topic. - Continuous Assessment 2- Write a page reflection on the lesson you co-taught with a mentor/colleague for your portfolio. 3.4 Contribute to discussion to review - the main teaching and learning resources and how you will use them to enhance learning of the topic at both the New 4-Year B. Ed and Basic levels - the required text (*Introduction to language teaching skills: A resource for language teachers. [Units 30])* and how it will be used in the lesson to promote learning. - the additional reading materials (*Language Curriculum Design.*	

	[Chapter 9) needed and how they will be used in the lesson to enhance effective learning among all manner of learners. ***Note***: *Discuss with tutors the challenges they may encounter when using the resources in delivering the lesson, e. g. inadequate knowledge on the topic.* 3.5 Ask a tutor to model a selected activity, e.g. *pair work*, in a teaching situation to come out with how it will promote GESI and the core and transferable skills.	*[Chapter 9])* needed and how you will use them to promote learning among all manner of learners. Discuss challenges likely to be encountered in using the resources, e.g. *inadequate knowledge on the topic.* 3.5 Model a selected activity (e.g. *pair 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. 4.2 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. 4.3 Give an overview of the entire PD session for the semester.	4.1 Answer questions and ask questions to summarise the main issues in the PD Session and discuss any outstanding issues that may arise in relation to the lesson for clarification. 4.2 Identify a trusted and objective friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session. 4.3 Give an overview of the entire PD session for the semester.	**15 mins**

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

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

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

Appendix 2. Course Assessment Components briefly

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

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

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