

Tutor Professional Development Handbook: B.Ed. in Initial Teacher Education - French Year 3 Semester 1

HANDBOOK FOR COORDINATORS



Wisdom, Knowledge
and Prudence





The Government of Ghana



Published by the Ministry of Education; Ghana, under Creative Commons Attribution-ShareAlike 4.0 International License.

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
September 2021

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.

Tutor PD Session 1 for Lesson 1 in the 4 Course Manuals

Courses/Lesson title:

A: Morphology and Syntax of French and Usage

- **General principles and theories of morphology and syntax**

B: Research Methods in French

- **General issues on Research Method**

C: Theories and Approaches to Language Acquisition and Learning

- **Theories and notions of language acquisition and learning**

D: Vocabulary and French Orthography

- **French Orthography: Characteristics and Scope I**

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
1. Introduction / lesson overview	<p>Introduction/lesson overview</p> <p>Reflection</p> <p>1.1 Start the PD session with an icebreaker in French (a song/ poem/ a short game) Eg. Poem entitled: <i>'Ma main'</i></p> <p>1.2 Ask tutors to tell how useful the Year 2, Semester 2 PD session was and how it would influence their teaching in the current semester. NTS 3k, m, o.</p> <p>1.3 Ask tutors to read the main purpose of the first lessons of the course manuals and think-pair-share with a colleague.</p>	<p>Introduction/lesson overview</p> <p>Reflection</p> <p>1.1 Start the PD session with an icebreaker in French (a song/ poem/ a short game) Eg. Poem entitled: <i>'Ma main'</i></p> <p>1.2 Tell how useful the Year 2, Semester 2 PD session was and how it would influence your teaching in the current semester. NTS 3k, m, o.</p> <p>1.3 Read the main purpose of the first lessons of the course manuals and think-pair-share with a colleague.</p>	20 mins

	<p>Ref. to course manuals: <i>A: Morphology and Syntax of French and Usage, p.13</i> <i>B: Research Methods in French, p.10</i> <i>C: Theories and Approaches to Language Acquisition and Learning, p.11</i> <i>D: Vocabulary and French Orthography, p. 11</i></p> <p>1.4 Lead tutors to discuss and share with the whole group issues of GESI such as gender and language acquisition, how to assign roles in the language class and resources for teaching students with special needs.</p> <p>1.5 Ask tutors to identify the distinctive (unique) aspects of the first lessons and share their observations with the whole group.</p> <p>1.6 Ask tutors, in pairs, to read and discuss the introductory sections: CLOs and CLIs and indicate how they are related to student teachers' relevant previous knowledge.</p> <p>1.7 Let them share with the whole group.</p> <p>Ref. to course manuals: <i>A, B, C, D, pp. 13, 10, 11 and 11 respectively</i></p>	<p>Ref. to course manuals: <i>A: Morphology and Syntax of French and Usage, p.13</i> <i>B: Research Methods in French, p.10</i> <i>C: Theories and Approaches to Language Acquisition and Learning, p.11</i> <i>D: Vocabulary and French Orthography, p. 11</i></p> <p>1.4 Discuss and share with the whole group issues of GESI such as gender and language acquisition, how to assign roles in the language class and resources for teaching students with special needs.</p> <p>1.5 Identify the distinctive (unique) aspects of the first lessons and share your observations with the whole group.</p> <p>1.6 In pairs, explain what is expected to be achieved in the CLOs and CLIs and indicate how they are related to student teachers' relevant previous knowledge.</p> <p>1.7 Share with the whole group.</p> <p>Ref. to course manuals: <i>A, B, C, D, pp. 13, 10, 11 and 11 respectively</i></p>	
--	---	--	--

<p>2. Concept Development (New learning likely to arise in this lesson):</p>	<p>Concept Development</p> <p>2.1 Ask tutors, in groups, to read the sub-topics of Lesson 1 and discuss them.</p> <p><i>Ref. to the course manuals: A, B, C, pp. 14 - 15, 11 – 12, 11-12, and 11-12 respectively</i></p> <p>2.2 Ask tutors, in groups, to identify possible challenging areas in teaching the concepts/sub-topics, eg, Morphology, Syntax, Allomorphs, Morphemes etc, and let them show how they can help student teachers to use different activities and strategies to support learning of these challenging areas in basic schools through STS activities.</p> <p>2.3 Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics.</p> <p><i>Ref. to Course Manuals: A, B, C, D, pp. 15, 12, 13 and 12 respectively</i> NTS:3j, 3m</p> <p>2.4 Ask the individual groups to share their findings on the appropriate GESI responsive resources needed for the teaching</p>	<p>Concept Development</p> <p>2.1 In groups, read the sub-topics of Lesson 1 and discuss them.</p> <p><i>Ref. to the course manuals: A, B, C, pp. 14 - 15, 11 – 12, 11-12, and 11-12 respectively</i></p> <p>2.2 In groups, identify possible challenging areas in teaching the concepts/sub-topics, eg Morphology, Syntax, Allomorphs, Morphemes etc, and show how you can help student teachers to use different activities and strategies to support learning of these challenging areas in basic schools through STS activities.</p> <p>2.3 In your groups, identify and discuss the appropriate teaching and learning resources needed to teach the concept/sub-topics?</p> <p><i>Ref. to Course Manual: A, B, C, D, pp. 15, 12, 13 and 12 respectively</i> NTS:3j, 3m</p> <p>2.4 In your individual groups, share your findings on the appropriate GESI responsive resources needed to teach and</p>	<p>25 mins</p>
---	---	---	-----------------------

	<p>and learning of the concept/sub-topics with the larger group. Eg. https://www.youtube.com/watch?v=sifW8kGrNyc https://www.youtube.com/watch?v=Vlvq2sl0l7M</p> <p>2.5 Ask tutors to identify other resources that could be used in the delivery of the lesson prepared. Eg, collection of short texts/jigsaw and YouTube videos.</p>	<p>learn the concept/sub-topics with the larger group. Eg. https://www.youtube.com/watch?v=sifW8kGrNyc https://www.youtube.com/watch?v=Vlvq2sl0l7M</p> <p>2.5 Identify other resources that could be used in the delivery of the lesson prepared. Eg, collection of short texts/jigsaw and YouTube videos.</p>	
<p>3. Teaching, learning and assessment activities for the lesson</p>	<p>Teaching and learning activities for the lesson</p> <p>3.1 Ask tutors in groups to read the teaching and learning activities and identify areas that require clarification.</p> <p>3.2 Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion.</p> <p>3.3 Ask tutors, in groups, to discuss and share with the whole group how to integrate the core transferable skills in the lesson and GESI in both B. Ed. and Basic school curricula into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g</p> <p>3.4 Lead tutors in groups through the use of</p>	<p>Teaching and learning activities for the lesson</p> <p>3.1 In your groups, read the teaching and learning activities and identify areas that require clarification.</p> <p>3.2 Present the areas you identified in the teaching and learning activities for whole group discussion.</p> <p>3.3 In small groups, discuss and subsequently share with the whole group, ways to integrate the core transferable skills and GESI in both B. Ed. and Basic School curricula into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g</p> <p>3.4 Through the use of YouTube videos/</p>	<p>40 mins</p>

	<p>YouTube videos/ texts/charts/improvised materials to prepare teaching and learning activities to teach lessons. Ask them to present their work on flip charts.</p> <p>3.5 Ask tutors to read the assessment component of Lessons 1 of the Course Manuals and compare with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o.</p> <p>3.6 Ask two tutors from each group to carry out peer teaching of the lesson prepared (at point 3.4 above). NTS 3h. Then ask tutors to work in pairs or small groups to plan how to teach the lesson</p> <p>3.7 Ask a two-member panel (critical friends) to use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson.</p> <p>3.8 Ask tutors in their groups to identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. NTS 3h, j</p>	<p>texts/charts/improvised materials in groups, prepare teaching and learning activities to teach lessons. Present your work on flip charts.</p> <p>3.5 Read the assessment component of Lessons 1 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o.</p> <p>3.6 Carry out peer teaching of the lesson prepared (at point 3.4 above). NTS 3h</p> <p>3.7 Use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson.</p> <p>3.8 Identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. NTS 3h, j</p>	
--	--	---	--

	<p>Reflection</p> <p>3.9 Ask tutors to explain how they can assist student teachers to support basic school learners to develop the core and transferable skills through STS activities.</p> <p>3.10 Ask tutors to identify other resources that could be used in the delivery of the lessons.</p> <p>NOTE: Expected answers: <i>Critical thinking, Collaboration in groups, Digital literacy/ ICT Cultural diversity, Equity and inclusivity in group works Talk for learning, role play, find someone who...</i></p>	<p>Reflection</p> <p>3.9 Explain how they can assist student teachers to support basic school learners to develop the core and transferable skills through STS activities.</p> <p>3.10 Identify other resources that could be used in the delivery of the lessons.</p>	
<p>4. Evaluation and review of session:</p>	<p>Evaluation and review of session</p> <p>4.1 Ask tutors to individually write down issues observed about the lesson delivered and share them with the whole group for clarification.</p> <p>4.2 Invite individual tutors who taught to share the advance preparation they have done towards preparation and delivery of the lesson.</p> <p>4.3 Ask individual tutors to point out unresolved issues that needs attention.</p>	<p>Evaluation and review of session</p> <p>4.1 Share the issues you have about the lesson delivered for clarification?</p> <p>4.2 Share the advance preparation you have done that facilitated the preparation and delivery of the lesson?</p> <p>4.3 Point out unresolved issues that need to be attended to.</p>	<p>5 mins</p>

	<p><i>(Nominate a secretary to write down the concerns to be addressed in the subsequent session)</i></p> <p>4.4 Remind tutors to identify a Critical Friend from the same or related area, to observe their lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. NTS 1a</p>	<p>4.4 Note the reminder to identify a Critical Friend who participated in the PD session, to sit and to observe your lesson. He/she would share his/her observation during the next PDS. NTS 1a</p>	
--	---	---	--

NTEAP: National Teacher Education Assessment Policy.
GESI: Gender Equity Social inclusion
PDS: Professional Development Session

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.
<p>Course introductions and conclusions</p> <ul style="list-style-type: none"> • 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 	
<p>Prior knowledge: Points for tutors on assessing or activating student teachers' prior knowledge.</p>	
<p>Basic School Curriculum: when topics for student teachers are from the Basic School Curriculum the PD session makes explicit links.</p>	
<p>CLO: relevant to the session to be introduced</p>	
<p>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</p>	
<p>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</p>	
<p>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.</p>	
<p>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.</p>	
<p>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.</p>	
<p>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.</p>	
<p>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.</p>	

<p>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.</p>	
<p>Resources /TLM. Where specific resources are required, it is clear where tutors can access them e.g., videos, online resources or readings.</p>	

Tutor PD Session 2 for Lesson 2 in the Course 4 Manuals

Courses/Title of Lesson

A: *Morphology and Syntax of French and Usage*

- **Morphology and Syntax: Structure and Usage**

B: *Research Methods in French*

- **General issues on Research Method II**

C: *Theories and Approaches to Language Acquisition and Learning*

- **Theories and Notions of Language Acquisition and Learning**

D: *Vocabulary and French Orthography*

- **French Orthography: Characteristics and Scope II**

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. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
<p>1. Introduction / lesson overview</p> <ul style="list-style-type: none"> • 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 	<p>Introduction/lesson overview</p> <p>Reflection</p> <p>1.1. Start the PD Session with an Ice Breaker in French (a song/ poem/ short game). Eg. <i>“Je voudrais aller en taxi”</i></p> <p>1.2. Ask the Critical Friend and tutors to reflect individually on the previous week’s session and record their experiences.</p> <p>1.3. Ask the Critical Friend to share their observation with the tutors.</p>	<p>Introduction/lesson overview</p> <p>Reflection</p> <p>1.1. Start the PD Session with an Ice Breaker in French (a song/ poem/short game). Eg. <i>“Je voudrais aller en taxi”</i></p> <p>1.2. The Critical Friend and tutors reflect individually on the previous week’s session and record their experiences.</p> <p>1.3. The Critical Friend shares his/her observation with the tutors.</p>	20 mins

<p>distinctive aspects of the lesson/s</p> <ul style="list-style-type: none"> • Reading and discussion of the introductory sections up to learning outcomes 	<p>1.4. Ask tutors to pair up and share ideas on their experiences.</p> <p>1.5. Ask tutors to read the Lesson 2's description in the Course manuals: <i>A: Morphology and Syntax of French and Usage</i> <i>B: Research Methods in French</i> <i>C: Theories and Approaches to Language Acquisition and Learning</i> <i>D: Vocabulary and French Orthography</i></p> <p>1.6. Ask tutors to identify key concept(s) from the descriptions of the four manuals to be discussed in the lessons. <i>Eg. les éléments de la phrase, La langue écrite et orale</i></p> <p>1.7. Ask tutors, in pairs, to discuss the LOs and LIs in the Manuals, indicate how they are related to student teachers' relevant previous knowledge.</p> <p>1.8. Ask tutors to share their findings to the group.</p> <p>1.9. Ask tutors to read silently on barriers that may affect the learning of the Lesson 2 in the Manuals. <i>Eg. Weak linguistic background of student teachers in French, Perception that French language is very</i></p>	<p>1.4. Pair up and share ideas on your experiences.</p> <p>1.5. Read the Lesson 2's description in the Course manuals: <i>A: Morphology and Syntax of French and Usage</i> <i>B: Research Methods in French</i> <i>C: Theories and Approaches to Language Acquisition and Learning</i> <i>D: Vocabulary and French Orthography.</i></p> <p>1.6. Identify key concept(s) from the descriptions of the four manuals to be discussed in the lessons. <i>Eg. "les éléments de la phrase"</i></p> <p>1.7. In pairs, discuss the LOs and LIs in the Manuals, indicate how they are related to student teachers' relevant previous knowledge.</p> <p>1.8. Share your findings with colleagues in the group.</p> <p>1.9. Read silently on barriers that may affect the learning of the Lesson 2 in the Manuals. <i>Eg. Weak linguistic background of student teachers in French, Perception that French</i></p>	
--	--	--	--

	<p><i>difficult to learn and to teach</i></p> <p>1.10. Lead whole group discussion on how to address them in the course of the teaching and learning process.</p>	<p><i>language is very difficult to learn and to teach</i></p> <p>1.10. Whole group discussion on how to address them in the course of the teaching and learning process.</p>	
<p>3. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept. 	<p>Concept Development</p> <p>2.1. Ask tutors, in groups, to read the sub-topics of Lesson 2 and discuss them. <i>Eg. les éléments de la phrase, La langue écrite et orale</i></p> <p>2.2. Ask tutors, in groups, to identify possible challenging areas in teaching the concepts/ sub-topics and show how they can help student teachers to use different activities and strategies to support learning of these areas in basic schools through STS activities.</p> <p>2.3. Ask tutors in groups to identify and discuss the appropriate resources/improvised materials needed for the teaching and learning of the concepts/sub-topics. <i>Eg. Text extracts, YouTube video Items NTS:3j, 3m</i></p> <p>2.4. Ask the individual groups to share their findings on the appropriate</p>	<p>Concept Development</p> <p>2.1. In groups, read the sub-topics of Lesson 2 and discuss them. <i>Eg. les éléments de la phrase</i></p> <p>2.2. In groups, identify possible challenging areas in teaching the concepts/ sub-topics and show how they can help student teachers to use different activities and strategies to support learning of these areas in basic schools through STS activities.</p> <p>2.3. In your groups, identify and discuss the appropriate teaching and learning resources/improvised materials needed to teach the concept/sub-topics?</p> <p>2.4. In your individual groups, share your findings on the</p>	<p>25 mins</p>

	<p>resources/improvised materials needed for the teaching and learning of the concept/sub-topics with the larger group.</p> <p>2.5. Through <i>think pair-share</i>, ask tutors to identify other resources that could be used in the delivery of the lesson prepared. Eg, <i>collection of short texts, jigsaws and items on YouTube</i>.</p> <p>Note: <i>The resources/TLMS should be masculine and feminine responsive.</i></p>	<p>appropriate resources/improvised materials needed to teach and learn the concept/sub-topics with the larger group.</p> <p>2.5. Identify other resources that could be used in the delivery of the lesson prepared. Eg, <i>collection of short texts, jigsaws and items on YouTube</i>.</p> <p>Note: <i>The resources/TLMS should be masculine and feminine responsive.</i></p>	
<p>3. Teaching, learning and assessment of activities for the lesson</p> <ul style="list-style-type: none"> • 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, 	<p>Teaching and learning activities for the lesson</p> <p>3.1. Ask tutors in groups to read the teaching and learning activities and identify areas that require clarification.</p> <p>3.2. Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion.</p> <p>3.3. Ask tutors, in groups, to discuss and share with the whole group how to integrate the core transferable skills in the lesson and GESI in both B. Ed. and Basic school curricula into the teaching and learning activities. <i>NTS 1a, 1b, 2c, 3f, 3g.</i></p>	<p>Teaching and learning activities for the lesson</p> <p>3.1. In your groups, read the teaching and learning activities and identify areas that require clarification.</p> <p>3.2. Present the areas you identified in the teaching and learning activities for whole group discussion.</p> <p>3.3. In small groups, discuss and subsequently share with the whole group, ways to integrate the core transferable skills and GESI in both B. Ed. and Basic School curricula into the teaching and learning activities. <i>NTS 1a, 1b, 2c, 3f, 3g.</i></p>	40 mins

	<p>3.4. Lead tutors through the use of YouTube videos/ text/ charts/improvised resources to prepare teaching and learning activities to teach lessons. Ask them to present their works on flip charts.</p> <p>3.5. Ask tutors to read the assessment components of the Lesson 2 of the Course Manuals and compare with the components prescribed by NTEAP and review as appropriate.</p> <p>3.6. Ask two tutors from each group to carry out peer teaching of the lesson prepared (at point 3.4) <i>NTS 3h</i></p> <p>3.7. Ask a two-member panel (critical friends) to use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson.</p> <p>3.8. Ask tutors in their groups to identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. <i>NTS 3h, j</i></p>	<p>3.4. Prepare, in groups, teaching and learning activities to teach lessons using YouTube videos/ texts/ charts/improvised resources. Present your work on flip charts.</p> <p>3.5. Read the assessment component of the Lesson 2 of the Course Manuals and compare with the components prescribed by NTEAP and review as appropriate.</p> <p>3.6. Carry out peer teaching of the lesson prepared (at point 3.4). <i>NTS 3h</i></p> <p>3.7. Use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson.</p> <p>3.8. Identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. <i>NTS 3h, j</i></p>	
--	--	---	--

	<p>Reflection</p> <p>3.9. Ask tutors in their groups to identify the core transferable skills and gender issues raised during the lesson delivery and explain how they were addressed.</p> <p>3.10. Ask tutors to explain how they can assist student teachers to support basic school learners to develop the core and transferable skills such as the use of PowerPoint presentation of lesson through STS activities.</p> <p>3.11. Ask tutors to identify other resources that could be used in the delivery of the lessons.</p> <p>NOTE: Expected answers on Core transferable skills/GESI: <i>Critical thinking, Collaboration in groups, Digital literacy/ ICT, Cultural diversity, Equity and inclusivity in group works, Talk for learning, role play, find someone who...</i></p>	<p>Reflection</p> <p>3.9. In groups, identify the core transferable skills and gender issues raised during the lesson delivery and explain how they were addressed.</p> <p>3.10. Explain how they can support student teachers to support basic school learners to develop the core and transferable skills such as the use of PowerPoint presentation of lesson through STS activities.</p> <p>3.11. Identify other resources that could be used in the delivery of the lessons.</p> <p>THERE IS NO MENTION OF ICT INTEGRATION IN THE LESSON</p>	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • identification of any outstanding issues relating to this lesson for clarification • Advance preparation 	<p>Evaluation and review of session</p> <p>4.1. Ask tutors to individually write down issues observed about the lesson delivered and share it with the whole group for discussion.</p>	<p>Evaluation and review of session</p> <p>4.1. Share the issues you have about the lesson delivered for discussion</p>	<p>5 mins</p>

<ul style="list-style-type: none"> In the case of unresolved issues 	<p>4.2 Invite individual tutors who taught to share the advanced preparation they had done towards preparation and delivery of the lesson.</p> <p>4.3. Ask individual tutors to point out unresolved issues that need attention.</p> <p><i>(Nominate a secretary to write down the concerns to be addressed in the subsequent session)</i></p> <p>4.4. Remind tutors to identify a Critical Friend from the same or related area, to observe their lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. NTS 1a</p>	<p>4.2. Share the advanced preparation you have done that facilitated the preparation and delivery of the lesson?</p> <p>4.3. Point out unresolved issues that need to be attended to.</p> <p>4.4. Note the reminder to identify a Critical Friend who participated in the PD session, to sit and to observe your lesson. He/he would share his/her observation during the next PDS. NTS 1a</p>	
--	---	--	--

NTEAP: National Teacher Education Assessment Policy.

GESI: Gender Equity Social inclusion

PDS: Professional Development Session

Tutor PD Session 3 for Lesson 3 in the Course 4 Manuals

Courses/Lesson title:

A: Morphology and Syntax of French and Usage

- **Morphemes and Allomorphs**

B: Research Methods in French

- **Identification of research problem and objectives.**

C: Theories and Approaches to Language Acquisition and Learning

- **Theories and notions of language acquisition and learning**

D: Vocabulary and French Orthography

- **Principles of orthography system and methods of teaching French orthography II**

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. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
1. Introduction / lesson overview	<p>Introduction/lesson overview</p> <p>Reflection</p> <p>1.1 Start the PD Session with an Ice Breaker in French (a song/ poem/ short game). Eg <i>“Si le mouton était cheval”</i></p> <p>1.2 Ask the Critical Friend and tutors to reflect individually on the previous week’s session and record their experiences.</p> <p>1.3 Ask the Critical Friend to share his/her observations with the tutors.</p>	<p>Introduction/lesson overview</p> <p>Reflection</p> <p>1.1 Start the PD Session with an Ice Breaker in French (a song/ poem/ short game). Eg <i>“Si le mouton était cheval”</i></p> <p>1.2 The Critical Friend and tutors reflect individually on the previous week’s session and record their experiences.</p> <p>1.3 The Critical Friend shares his/her observations with the tutors.</p>	20 mins

	<p>1.4 Ask tutors to pair up and share ideas on their experiences.</p> <p>1.5 Ask tutors to read the Lesson 3's description in the Course manuals. <i>A. Morphology and syntax of French</i> <i>B. Research Methods in French</i> <i>C. Theories and Approaches to Language Acquisition and Learning</i> <i>D. Vocabulary and French Orthography</i></p> <p><i>A, B, C, D pp. 20, 17, 19 and 18 respectively.</i></p> <p>1.6 Ask tutors to identify key concept(s) from the descriptions of the four manuals to be discussed in the lessons. Eg: <i>Morpheme libre; French orthography</i></p> <p>1.7 Ask tutors, in pairs, to discuss the LOs and LIs in the Manuals, indicate how they are related to student teachers' relevant previous knowledge.</p> <p>1.8 Ask tutors to share their findings.</p> <p>Ref. to course manuals: <i>A, B, C, D, pp. 17, 18, 18-19 and 20 respectively.</i></p> <p>1.9 Ask tutors to read silently on barriers that</p>	<p>1.4 Pair up and share ideas on their experiences.</p> <p>1.5 Read the Lesson 3's description in the Course manuals. <i>A. Morphology and syntax of French</i> <i>B. Research Methods in French</i> <i>C. Theories and Approaches to Language Acquisition and Learning</i> <i>D. Vocabulary and French Orthography</i></p> <p><i>A, B, C, D pp. 20, 17, 19 and 18 respectively.</i></p> <p>1.6 Identify key concept(s) from the descriptions of the four manuals to be discussed in the lessons. Eg: <i>Morpheme libre; French orthography</i></p> <p>1.7 In pairs, discuss the LOs and LIs in the Manuals, indicate how they are related to student teachers' relevant previous knowledge.</p> <p>1.8 Share your findings with colleagues.</p> <p>Ref. to course manuals: <i>A, B, C, D, pp. 17, 18, 18-19 and 20 respectively.</i></p> <p>1.9 Read silently on barriers that may affect the</p>	
--	--	---	--

	<p>may affect the learning of the Lesson 3 in the Manuals.</p> <p>Ex:</p> <ul style="list-style-type: none"> – Weak linguistic background of student teachers in French. – Perception that French language is very difficult to learn and to teach. <p>1.10 Lead whole group discussion on how to address them in the course of the teaching and learning process. Ex: Reminding student teachers that studying French is fun and not as difficult as perceived.</p>	<p>learning of the Lesson 3 in the Manuals.</p> <p>Ex:</p> <p>Weak linguistic background of student teachers in French. Perception that French language is very difficult to learn and to teach.</p> <p>1.10 Whole group discussion on how to address them in the course of the teaching and learning process. Ex: Reminding student teachers that studying French is fun and not as difficult as perceived.</p>	
<p>2. Concept Development (New learning likely to arise in this lesson):</p>	<p>Concept Development</p> <p>2.1 Ask tutors, in groups, to read the sub-topics of Lesson 3 and discuss them.</p> <p><i>Ref. to the course manuals: A, B, C, D pp. 22, 18-19, 20-21 and 19-20 respectively.</i></p> <p>2.2 Ask tutors, in groups, to identify possible challenging areas in teaching the concepts/sub-topics and show how they can help student teachers to use different activities and strategies to support learning of these areas in</p>	<p>Concept Development</p> <p>2.1 In groups, read the sub-topics of Lesson 3 and discuss them.</p> <p><i>Ref. to the course manuals: A, B, C, D pp. 22, 18-19, 20-21 and 19-20 respectively.</i></p> <p>2.2 In groups, identify possible challenging areas in teaching the concepts/sub-topics and show how they can help student teachers to use different activities and strategies to support learning of these areas in</p>	<p>25 mins</p>

	<p>basic schools through STS activities.</p> <p>2.3 Ask tutors in pairs to identify and discuss the appropriate resources/improvised materials needed for the teaching and learning of the concepts/sub-topics.</p> <p>Ref. to Course Manuals: A, B, C, D pp. 23, 20, 22 and 20 respectively. NTS:3j, 3m</p> <p>2.4 Ask the individual groups to share their findings on the appropriate resources needed for the teaching and learning of the concept/sub-topics with the larger group.</p> <p>2.5 Ask tutors to identify other resources that could be used in the delivery of the lesson prepared. Eg: collection of short texts/jigsaw and YouTube videos.</p> <p>Note: The resources /TLM including ICT should be gender sensitive</p>	<p>basic schools through STS activities.</p> <p>2.3 In pairs, identify and discuss the appropriate teaching and learning resources/improvised materials needed to teach the concept/sub-topics.</p> <p>Ref. to Course Manual pp. A, B, C, D pp. 23, 20, 22 and 20 respectively. NTS:3j, 3m</p> <p>2.4 In your individual groups, share your findings on the appropriate resources needed to teach and learn the concept/sub-topics with the larger group.</p> <p>2.5 Identify other resources that could be used in the delivery of the lesson prepared. Eg: collection of short texts/jigsaw and YouTube videos.</p> <p>Note: The resources /TLM including ICT should be gender sensitive.</p>	
<p>3. Teaching, learning and assessment activities for the lesson</p>	<p>Teaching and learning activities for the lesson</p> <p>3.1 Ask tutors in groups to read the teaching and learning activities and identify areas that require discussion.</p>	<p>Teaching and learning activities for the lesson</p> <p>3.1 In your groups, read the teaching and learning activities and identify areas that require discussion.</p>	<p>40 mins</p>

	<p>3.2 Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion.</p> <p>3.3 Ask tutors, in groups, to discuss and share with the whole group how to integrate the core transferable skills in the lesson and GESI in both B. Ed. and Basic school curricula into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g</p> <p>Ex: Grouping student teachers based on gender and ability. Give attention to GESI in addressing student difficulties in the French language.</p> <p>3.4 Lead tutors through the use of YouTube videos/texts/charts/improvised materials to prepare teaching and learning activities to teach lessons. Ask them to present their works on flip charts.</p> <p>3.5 Ask tutors to read the assessment component of Lessons 3 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o.</p>	<p>3.2 Present the areas you identified in the teaching and learning activities for whole group discussion.</p> <p>3.3 In small groups, discuss and subsequently share with the whole group, ways to integrate the core transferable skills and GESI in both B. Ed. and Basic School curricula into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g</p> <p>Ex: Grouping student teachers based on gender and ability. Give attention to GESI in addressing student difficulties in the French language</p> <p>3.4 Through the use of YouTube videos/ texts/ charts/improvised materials in groups, prepare teaching and learning activities to teach lessons. Present your work on flip charts.</p> <p>3.5 Ask tutors to read the assessment component of Lessons 3 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o</p>	
--	--	--	--

	<p>Ex: Use Question and Answer to revise student-teacher's knowledge on the concept and forms of morphology.</p> <p>3.6 Ask two tutors from each group to carry out peer teaching of the lesson prepared (at point 3.4) NTS 3h</p> <p>3.7 Ask a two-member panel (critical friends) to use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson.</p> <p>3.8 Ask tutors in their groups to identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. NTS 3h, j</p> <p>Reflection</p> <p>3.9 Ask tutors to explain how they can assist student teachers to support basic school learners to develop the core and transferable skills through STS activities.</p> <p>3.10 Ask tutors to identify other resources that could be used in the delivery of the lessons.</p>	<p>Ex: Use Question and Answer to revise student-teacher's knowledge on the concept and forms of morphology</p> <p>3.6 Carry out peer teaching of the lesson prepared (at point 3.4). NTS 3h</p> <p>3.7 Use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson.</p> <p>3.8 Identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. NTS 3h, j</p> <p>Reflection</p> <p>3.9 Explain how they can assist student teachers to support basic school learners to develop the core and transferable skills through STS activities.</p> <p>3.10 Identify other resources that could be used in the delivery of the lessons.</p>	
--	--	---	--

	<p>NOTE: Expected answers: <i>Critical thinking, Collaboration in groups, Digital literacy/ ICT Cultural diversity, Equity and inclusivity in group works Role play, find someone who...</i></p>		
<p>4.1 Evaluation and review of session:</p>	<p>Evaluation and review of session</p> <p>4.1 Ask tutors to individually write down issues observed about the lesson delivered and share it with the whole group for discussion.</p> <p>4.5 Invite individual tutors who taught to share the advance preparation they have done towards preparation and delivery of the lesson.</p> <p>4.6 Ask individual tutors to point out unresolved issues that need attention.</p> <p><i>(Nominate a secretary to write down the concerns to be addressed in the subsequent session)</i></p> <p>4.7 Remind tutors to identify a Critical Friend from the same or related area, to observe their lesson during the enactment. Ask the Critical Friend to share his or her</p>	<p>Evaluation and review of session</p> <p>4.1 Share the issues you have about the lesson delivered for discussion?</p> <p>4.2 Share the advance preparation you have done that facilitated the preparation and delivery of the lesson?</p> <p>4.3 Point out unresolved issues that need to be attended to.</p> <p>4.4 <i>Note the reminder to identify a Critical Friend who participated in the PD session, to sit and to observe your lesson. He/She would share his/her observation</i></p>	<p>5 mins</p>

	observation during the next PDS. NTS 1a	<i>during the next PDS.</i> NTS 1a	
--	--	---	--

NTEAP: *National Teacher Education Assessment Policy.*

GESI: *Gender Equity Social Inclusion*

PDS: *Professional Development Session*

Tutor PD Session 4 for Lesson 4 in the Course 4 Manuals

Courses/Lesson title:

A: Morphology and Syntax of French and Usage,

- **Types of grammar**

B: Research Methods in French

- **Identification of research problem and objectives**

C: Theories and Approaches to Language Acquisition and Learning

- **Language 1 acquisition**

D: Vocabulary and French Orthography,

- **Principles of orthography system and methods of teaching French orthography II**

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. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
1. Introduction / lesson overview	<p>Introduction/lesson overview</p> <p>Reflection</p> <p>1.1 Start the PD Session with an Ice Breaker in French (a song/poem/ short game). Eg: <i>petit Oiseaux</i>)</p> <p>1.2 Ask the Critical Friend and tutors to reflect individually on the previous week’s session and record their experiences.</p> <p>1.3 Ask the Critical Friend to share his observation with the tutors.</p> <p>1.4 Ask tutors to pair up and share ideas on their experiences.</p>	<p>Introduction/lesson overview</p> <p>Reflection</p> <p>1.1 Start the PD Session with an Ice Breaker in French (a song/ poem/short game). Eg: <i>petit Oiseaux</i>)</p> <p>1.2 The Critical Friend and tutors reflect individually on the previous week’s session and record their experiences.</p> <p>1.3 The Critical Friend shares his/her observation with the tutors.</p> <p>1.4 Pair up and share ideas on their experiences.</p>	20 mins

	<p>1.5 Ask tutors to read the Lesson 4's description in the Course manuals. <i>A: Morphology and Syntax of French and Usage, p.24</i> <i>B: Research Methods in French, p.22</i> <i>C: Theories and Approaches to Language Acquisition and Learning, p.22</i> <i>D: Vocabulary and French Orthography, p. 22</i></p> <p>1.6 Ask tutors to identify key concept(s) from the descriptions of the four manuals to be discussed in the lessons.</p> <p>1.7 Let tutors, in pairs, discuss the LOs and LIs in lesson 4 of the Manuals, indicate how they are related to student teachers' relevant previous knowledge.</p> <p>1.8 Let tutors share their findings.</p> <p>Ref. to course manuals: <i>A, B, C, D pp. 25, 23, 23 and 22 respectively.</i></p> <p>1.9 Ask tutors to read silently on barriers that may affect the learning of the Lesson 4 in the Manuals.</p> <p>1.10 Lead whole group discussion on how to address them in the course of the teaching and learning process.</p>	<p>1.5 Read the Lesson 4's description in the Course manuals. <i>A: Morphology and Syntax of French and Usage, p.24</i> <i>B: Research Methods in French, p.22</i> <i>C: Theories and Approaches to Language Acquisition and Learning, p.22</i> <i>D: Vocabulary and French Orthography, p. 22</i></p> <p>1.6 Identify key concept(s) from the descriptions of the four manuals to be discussed in the lessons.</p> <p>1.7 In pairs, discuss the LOs and LIs in lesson 4 of the Manuals, indicate how they are related to student teachers' relevant previous knowledge.</p> <p>1.8 Share your findings with colleagues.</p> <p>Ref. to course manuals: <i>A, B, C, D pp. 25, 23, 23 and 22 respectively.</i></p> <p>1.9 Read silently on barriers that may affect the learning of the Lesson 4 in the Manuals.</p> <p>1.10 Whole group discussion on how to address them in the course of the teaching and learning process.</p>	
--	--	---	--

<p>2. Concept Development (New learning likely to arise in this lesson):</p>	<p>Concept Development</p> <p>2.1 Ask tutors, in groups, to read the sub-topics of Lesson 4 and discuss them.</p> <p>Ref. to the course manuals: A, B, C, D pp. 26, 23-24, 24-25 and 23 respectively.</p> <p>2.2 Ask tutors, in groups, to identify possible challenging areas in teaching the concepts/sub-topics and show how they can help student teachers to use different activities and strategies to support learning of these areas in basic schools through STS activities.</p> <p>2.3 Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics.</p> <p>Ref. to Course Manuals: A, B, C, D pp. 27, 24, 26 and 24 respectively. NTS:3j, 3m</p> <p>2.4 Ask the individual groups to share their findings on the appropriate resources needed for the teaching and learning of the concept/sub-topics with the larger group.</p>	<p>Concept Development</p> <p>2.1 In groups, read the sub-topics of Lesson 4 and discuss them.</p> <p>Ref. to the course manuals: A, B, C, D pp. 26, 23-24, 24-25 and 23 respectively. respectively.</p> <p>2.2 In groups, identify possible challenging areas in teaching the concepts/sub-topics and show how they can help student teachers to use different activities and strategies to support learning of these areas in basic schools through STS activities.</p> <p>2.3 In your groups, identify and discuss the appropriate teaching and learning resources needed to teach the concept/sub-topics?</p> <p>Ref. to Course Manual pp. 8-9 NTS:3j, 3m A, B, C, D pp. 27, 24, 26 and 24 respectively. NTS:3j, 3m</p> <p>2.4 In your individual groups, share your findings on the appropriate resources needed to teach and learn the concept/sub-topics with the larger group.</p>	<p>25 mins</p>
---	--	--	-----------------------

	2.5 Ask tutors to identify other resources that could be used in the delivery of the lesson prepared. Eg, Youtube videos on types of morphemes, formulating or stating a research problem. Powerpoint presentation on behaviourist/cognitivist theories of language acquisition. Power point on strategies for teaching French Orthography	2.5 Ask tutors to identify other resources that could be used in the delivery of the lesson prepared. Eg, Youtube videos on types of morphemes, formulating or stating a research problem. Power point presentation on behaviourist/cognitivist theories of language acquisition. Power point on strategies for teaching French Orthography	
3. Teaching, learning and assessment activities for the lesson	<p>Teaching and learning activities for the lesson</p> <p>3.1 Ask tutors in groups to read the teaching and learning activities and identify areas that require discussion.</p> <p>3.2 Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion.</p> <p>3.3 Ask tutors, in groups, to discuss and share with the whole group how to integrate the core transferable skills in the lesson and GESI in both B. Ed. and Basic school curricula into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g</p> <p>3.4 Lead tutors through the use of YouTube</p>	<p>Teaching and learning activities for the lesson</p> <p>3.1 In your groups, read the teaching and learning activities and identify areas that require discussion.</p> <p>3.2 Present the areas you identified in the teaching and learning activities for whole group discussion.</p> <p>3.3 In small groups, discuss and subsequently share with the whole group, ways to integrate the core transferable skills and GESI in both B. Ed. and Basic School curricula into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g</p> <p>3.4 Through the use of YouTube videos/ texts/</p>	40 mins

	<p>videos/texts/charts/improvised materials to prepare teaching and learning activities to teach lessons bearing in mind GESI. Ask them to present their works on flip charts.</p> <p>3.5 Ask tutors to read the assessment component of Lessons 4 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o.</p> <p>3.6 Ask two tutors from each group to carry out peer teaching of the lesson prepared (at point 3.4). NTS 3h</p> <p>3.7 Ask a two-member panel (critical friends) to use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson.</p> <p>3.8 Ask tutors in their groups to identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. NTS 3h, j</p> <p>Reflection 3.9 Let tutors explain how they can assist student</p>	<p>charts/improvised materials in groups, prepare teaching and learning activities to teach lessons bearing in mind GESI. Present your work on flip charts.</p> <p>3.5 Read the assessment component of Lessons 4 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o.</p> <p>3.6 Carry out peer teaching of the lesson prepared (at point 3.4). NTS 3h</p> <p>3.7 Use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson.</p> <p>3.8 Identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. NTS 3h, j</p> <p>Reflection 3.9 Explain how they can assist student teachers to</p>	
--	--	---	--

	<p>teachers to support basic school learners to develop the core and transferable skills through STS activities.</p> <p>3.10 Let tutors identify other resources that could be used in the delivery of the lessons.</p> <p>NOTE: Expected answers: <i>Critical thinking, Collaboration in groups, Digital literacy/ ICT Cultural diversity, Equity and inclusivity in group works Talk for learning, role play, find someone who...</i></p>	<p>support basic school learners to develop the core and transferable skills through STS activities.</p> <p>3.10 Identify other resources that could be used in the delivery of the lessons.</p>	
<p>4. Evaluation and review of session:</p>	<p>Evaluation and review of session</p> <p>4.1 Ask tutors to individually write down issues observed about the lesson delivered and share it with the whole group for clarification.</p> <p>4.2 Invite individual tutors who taught to share the advance preparation they did towards preparation and delivery of the lesson.</p> <p>4.3 Ask individual tutors to point out unresolved issues that needs attention. <i>(Nominate a secretary to write down the concerns to be addressed in the subsequent session)</i></p>	<p>Evaluation and review of session</p> <p>4.1 Share the issues you have about the lesson delivered for clarification?</p> <p>4.2 Share the advance preparation you did that facilitated the preparation and delivery of the lesson?</p> <p>4.3 Point out unresolved issues that need to be attended to.</p>	<p>5 mins</p>

	<p>4.4 Remind tutors to identify a Critical Friend from the same or related area, to observe their lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. NTS 1a</p>	<p>4.4 Note : Identify a Critical Friend who participated in the PD session, to sit and to observe your lesson. He/he would share his/her observation during the next PDS. NTS 1a</p>	
--	---	--	--

NTEAP: National Teacher Education Assessment Policy.

GESI: Gender Equity Social Inclusion

PDS: Professional Development Session

Tutor PD Session 5 for Lesson 5 in the Course 4 Manuals

Courses/Title of Lesson

A: *Morphology and Syntax of French and Usage*

- **Types of grammar**

B: *Research Methods in French*

- **Concepts of a design and research instruments**

C: *Theories and Approaches to Language Acquisition and Learning*

- **Problème de l'acquisition de L1**

D: *Vocabulary and French Orthography*

- **Proposals for reforms and rules for spelling in French**

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. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
<p>1. Introduction / lesson overview</p> <ul style="list-style-type: none"> • 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 	<p>Introduction/lesson overview</p> <p>Reflection</p> <p>1.1 Start the PD Session with an Ice Breaker in French (a song/poem/short game).</p> <p>1.2 Ask the Critical Friend and tutors to reflect individually on the previous week's session and record their experiences.</p> <p>1.3 Ask the Critical Friend to share their observation with the tutors.</p> <p>1.4 Ask tutors to pair up and share ideas on their experiences.</p>	<p>Introduction/lesson overview</p> <p>Reflection</p> <p>1.1. Start the PD Session with an Ice Breaker in French (a song/poem/short game).</p> <p>1.2. The Critical Friend and tutors reflect individually on the previous week's session and record their experiences.</p> <p>1.3. The Critical Friend shares their observation with the tutors.</p> <p>1.4. Pair up and share ideas on their experiences.</p>	20 mins

<p>distinctive aspects of the lesson/s</p> <ul style="list-style-type: none"> • Reading and discussion of the introductory sections up to learning outcomes 	<p>1.5 Ask tutors to read the Lesson 5's description in the Course manuals: <i>A: Morphology and Syntax of French and Usage</i> <i>B: Research Methods in French</i> <i>C: Theories and Approaches to Language Acquisition and Learning</i> <i>D: Vocabulary and French Orthography</i></p> <p>1.6 Ask tutors to identify key concept(s) from the descriptions of the four manuals to be discussed in the lessons.</p> <p>1.7 Let tutors, in pairs, discuss the LOs and LIs in the Manuals, indicate how they are related to student teachers' relevant previous knowledge.</p> <p>1.8 Ask tutors to share their findings with the group.</p> <p>1.9 Ask tutors to read silently on barriers that may affect the learning of the Lesson 5 in the Manuals. <i>Eg, lack classe size, Perception that French language is very difficult to learn and to teach, Lack of self-motivation and commitment to the teaching profession.</i></p>	<p>1.5. Read the Lesson 5's description in the Course manuals: <i>A: Morphology and Syntax of French and Usage</i> <i>B: Research Methods in French</i> <i>C: Theories and Approaches to Language Acquisition and Learning</i> <i>D: Vocabulary and French Orthography</i></p> <p>1.6. Identify key concept(s) from the descriptions of the four manuals to be discussed in the lessons.</p> <p>1.7. In pairs, discuss the LOs and LIs in the Manuals, indicate how they are related to student teachers' relevant previous knowledge.</p> <p>1.8. Share your findings with colleagues in the group.</p> <p>1.9. Read silently on barriers that may affect the learning of the Lesson 5 in the Manuals.</p>	
--	--	---	--

	1.10 Lead whole group discussion on how to address the barriers in the course of the teaching and learning process.	1.10. Whole group discussion on how to address the barriers in the course of the teaching and learning process.	
<p>2. Concept Development (New learning likely to arise in this lesson) :</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept. 	<p>Concept Development</p> <p>2.1. Ask tutors, in groups, to read the sub-topics of Lesson 5 and discuss them.</p> <p>2.2. Ask tutors, in groups, to identify possible challenging areas in teaching the concepts/ sub-topics and show how they can help student teachers to use different activities and strategies to support learning of these areas in basic schools through STS activities.</p> <p>2.3. Ask tutors, <i>through think-pair share</i>, to identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics. <i>NTS:3j, 3m</i></p> <p>2.4. Ask the individual groups to share their findings on the appropriate resources needed for the teaching and learning of the concept/sub-topics with the larger group.</p>	<p>Concept Development</p> <p>2.1. In groups, read the sub-topics of Lesson 5 and discuss them.</p> <p>2.2. In groups, identify possible challenging areas in teaching the concepts/ sub-topics and show how they can help student teachers to use different activities and strategies to support learning of these areas in basic schools through STS activities.</p> <p>2.3. <i>Through think-pair share</i>, identify and discuss the appropriate teaching and learning resources needed to teach the concept/sub-topics? <i>NTS:3j, 3m</i></p> <p>2.4. In your individual groups, share your findings on the appropriate resources needed to teach and learn the concept/sub-topics with the larger group.</p>	25 mins

	2.5. Lead tutors to identify other resources that could be used in the delivery of the lesson prepared. <i>Eg, collection of short texts, jigsaw and items on YouTube.</i>	2.5. Identify other resources that could be used in the delivery of the lesson prepared. <i>Eg, collection of short texts, jigsaw and items on YouTube.</i>	
<p>3. Teaching, learning and assessment of activities for the lesson</p> <ul style="list-style-type: none"> • 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, 	<p>Teaching and learning activities for the lesson</p> <p>3.1. Ask tutors in groups to read the teaching and learning activities and identify areas that require discussion on.</p> <p>3.2. Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion.</p> <p>3.3. Ask tutors, in groups, to discuss and share with the whole group how to integrate the core transferable skills in the lesson and GESI in both B. Ed. and Basic school curricula into the teaching and learning activities. <i>NTS 1a, 1b, 2c, 3f, 3g</i></p> <p>3.4. Ask tutors to read the assessment components of the Lesson 5 of the Course Manuals and compare with the components prescribed by NTEAP and review as appropriate.</p>	<p>Teaching and learning activities for the lesson</p> <p>3.1. In your groups, read the teaching and learning activities and identify areas that require discussion on.</p> <p>3.2. Present the areas you identified in the teaching and learning activities for whole group discussion.</p> <p>3.3. In small groups, discuss and subsequently share with the whole group, ways to integrate the core transferable skills and GESI in both B. Ed. and Basic School curricula into the teaching and learning activities. <i>NTS 1a, 1b, 2c, 3f, 3g.</i></p> <p>3.4. Read the assessment component of the Lesson 5 of the Course Manuals and compare with the components prescribed by NTEAP and review as appropriate.</p>	40 mins

<p>Review Assessment Component</p>	<p>3.5. Lead tutors through the use of YouTube videos/ text/charts/jigsaws to prepare teaching and learning activities to teach lessons. Ask them to present their works on flip charts.</p> <p>3.6. Ask two tutors from each group to carry out peer teaching of the lesson prepared (at point 3.4). <i>NTS 3h</i></p> <p>3.7. Ask a two-member panel (critical friends) to use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson.</p> <p>3.8. Ask tutors in their groups to identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. <i>NTS 3h, j</i></p> <p>Reflection</p> <p>3.9. Lead tutors to explain how they can assist student teachers to support basic school learners to develop the core and transferable skills through STS activities.</p> <p>3.10. Ask tutors to identify other resources that</p>	<p>3.5. Prepare, in groups, teaching and learning activities to teach a lessons using YouTube videos items/ texts/ charts/jigsaws. Present their work on flip charts.</p> <p>3.6. Carry out peer teaching of the lesson prepared (at point 3.4). <i>NTS 3h</i></p> <p>3.7. Use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson.</p> <p>3.8. Identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. <i>NTS 3h, j</i></p> <p>Reflection</p> <p>3.9. Explain how they can assist student teachers to support basic school learners to develop the core and transferable skills through STS activities.</p> <p>3.10. Identify other resources that could</p>	
---	---	--	--

	<p>could be used in the delivery of the lessons.</p> <p>NOTE: Expected answers on Core transferable skills/GESI: <i>Critical thinking, Collaboration in groups, Digital literacy/ ICT, Cultural diversity, Equity and inclusivity in group works, Talk for learning, role play, find someone who...</i></p>	<p>be used in the delivery of the lessons.</p>	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues 	<p>Evaluation and review of session</p> <p>4.1 Ask tutors to individually write down issues observed about the lesson delivered and share it with the whole group for clarification.</p> <p>4.2 Invite individual tutors who taught to share the advance preparation they have done towards preparation and delivery of the lesson.</p> <p>4.3 Ask individual tutors to point out unresolved issues that needs attention.</p> <p><i>(Nominate a secretary to write down the concerns to be addressed in the subsequent session)</i></p> <p>4.4 Remind tutors to identify a Critical Friend from the same or</p>	<p>Evaluation and review of session</p> <p>4.1. Share the issues you have about the lesson delivered for clarification?</p> <p>4.2. Share the advance preparation you have done that facilitated the preparation and delivery of the lesson?</p> <p>4.3. Point out unresolved issues that need to be attended to.</p> <p>4.4. Note the reminder to identify a Critical Friend who</p>	<p>5 mins</p>

	<p>related area, to observe their lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. NTS 1a</p>	<p>participated in the PD session, to sit and to observe your lesson. He/he would share his/her observation during the next PDS. NTS 1a</p>	
--	--	--	--

NTEAP: National Teacher Education Assessment Policy.

GESI: Gender Equity Social Inclusion

PDS: Professional Development Session

Tutor PD Session 6 for Lesson 6 in the Course 4 Manuals

Topics/Title of Lesson

A: *Morphology and Syntax of French and Usage*

- **Grammaire Fonctionnelle**

B: *Research Methods in French*

- **Concepts of a Design and Research Instruments**

C: *Theories and Approaches to Language Acquisition and Learning*

- **Second Language Learning**

D: *Vocabulary and French Orthography*

- **Theories and Practice of Vocabulary and Orthography I**

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
<p>1. Introduction / lesson overview</p> <ul style="list-style-type: none"> • 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 	<p>Introduction/lesson overview</p> <p>Reflection</p> <p>1.1 Start the PD Session with an Ice Breaker in French (a song/poem/short game).</p> <p>1.2 Ask the Critical Friend and tutors to reflect individually on the previous week's session and record their experiences.</p> <p>1.3 Ask the Critical Friend to share their observations with the tutors.</p> <p>1.4 Ask tutors to pair up and share ideas on their experiences.</p>	<p>Introduction/lesson overview</p> <p>Reflection</p> <p>1.1. Start the PD Session with an Ice Breaker in French (a song/poem/short game).</p> <p>1.2. The Critical Friend and tutors reflect individually on the previous week's session and record their experiences.</p> <p>1.3. The Critical Friend shares their observations with the tutors.</p> <p>1.4. Pair up and share ideas on their experiences.</p>	20 mins

<p>distinctive aspects of the lesson/s</p> <ul style="list-style-type: none"> • Reading and discussion of the introductory sections up to learning outcomes 	<p>1.5 Ask tutors to read the Lesson 6's description in the Course manuals: <i>A: Morphology and Syntax of French and Usage</i> <i>B: Research Methods in French</i> <i>C: Theories and Approaches to Language Acquisition and Learning</i> <i>D: Vocabulary and French Orthography</i></p> <p>1.6 Ask tutors to identify key concept(s) from the descriptions of the four manuals to be discussed in the lessons. <i>Eg. Allomorphs, Vocabulaire et autres branches de la linguistique.</i></p> <p>1.7 Ask tutors, in pairs, to discuss the LOs and LIs in the Manuals, indicate how they are related to student teachers' relevant previous knowledge.</p> <p>1.8 Ask tutors to share their findings with the group.</p> <p>1.9 Lead tutors to read silently on barriers that may affect the learning of the Lesson 6 in the Manuals. <i>Eg. Perception that French language is very difficult to learn and to teach, Lack of self-</i></p>	<p>1.5. Read the Lesson 6's description in the Course manuals: <i>A: Morphology and Syntax of French and Usage</i> <i>B: Research Methods in French</i> <i>C: Theories and Approaches to Language Acquisition and Learning</i> <i>D: Vocabulary and French Orthography</i></p> <p>1.6. Identify key concept(s) from the descriptions of the four manuals to be discussed in the lessons.</p> <p>1.7. In pairs, discuss the LOs and LIs in the Manuals, indicate how they are related to student teachers' relevant previous knowledge.</p> <p>1.8. Share your findings with colleagues in the group.</p> <p>1.9. Read silently on barriers that may affect the learning of the Lesson 6 in the Manuals.</p>	
--	---	---	--

	<p><i>motivation and commitment to the teaching profession.</i></p> <p>1.10 Lead whole group discussion on how to address the barriers in the course of the teaching and learning process.</p>	<p>1.10. Whole group discussion on how to address the barriers in the course of the teaching and learning process.</p>	
<p>2. Concept Development (New learning likely to arise in this lesson) :</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept. 	<p>Concept Development</p> <p>2.1. Ask tutors, in groups, to read the sub-topics of Lesson 6 and discuss them. Eg <i>Morpheme lié, Morpheme libre</i></p> <p>2.2. Ask tutors, in groups, to identify possible challenging areas in teaching the concepts/ sub-topics and show how they can help student teachers to use different activities and strategies to support learning of these areas in basic schools through STS activities.</p> <p>2.3. Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics. Eg, <i>YouTube videos, short texts, charts NTS:3j, 3m</i></p> <p>2.4. Ask the individual groups to share their findings on the</p>	<p>Concept Development</p> <p>2.1. In groups, read the sub-topics of Lesson 6 and discuss them.</p> <p>2.2. In groups, identify possible challenging areas in teaching the concepts/ sub-topics and show how they can help student teachers to use different activities and strategies to support learning of these areas in basic schools through STS activities.</p> <p>2.3. In your groups, identify and discuss the appropriate teaching and learning resources needed to teach the concept/sub-topics? Eg, <i>YouTube videos, short texts, charts. NTS:3j, 3m</i></p> <p>2.4. In your individual groups, share your findings on the</p>	<p>25 mins</p>

	<p>appropriate resources needed for the teaching and learning of the concept/sub-topics with the larger group.</p> <p>2.5. Ask tutors to identify other resources/TLMS that could be used in the delivery of the lesson prepared. <i>Eg, collection of short texts, jigsaws and items on YouTube.</i></p> <p>Note: <i>The resources/TLMS should be male and female responsive.</i></p>	<p>appropriate resources needed to teach and learn the concept/sub-topics with the larger group.</p> <p>2.5. Identify other resources that could be used in the delivery of the lesson prepared. <i>Eg, collection of short texts, jigsaws and items on YouTube.</i></p> <p>Note: <i>The resources/TLMS should be male and female responsive.</i></p>	
<p>3. Teaching, learning and assessment of activities for the lesson</p> <ul style="list-style-type: none"> • 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, 	<p>Teaching and learning activities for the lesson</p> <p>3.1. Ask tutors in groups to read the teaching and learning activities and identify areas that require clarification.</p> <p>3.2. Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion.</p> <p>3.3. Ask tutors, in groups, to discuss and share with the whole group how to integrate the core transferable skills in the lesson and GESI in both B. Ed. and Basic school curricula into the teaching and</p>	<p>Teaching and learning activities for the lesson</p> <p>3.1. In your groups, read the teaching and learning activities and identify areas that require clarification.</p> <p>3.2. Present the areas they identified in the teaching and learning activities for whole group discussion.</p> <p>3.3. In small groups, discuss and subsequently share with the whole group, ways to integrate the core transferable skills and GESI in both B. Ed. and Basic School curricula into the teaching and</p>	40 mins

	<p>learning activities. <i>NTS 1a, 1b, 2c, 3f, 3g</i></p> <p>3.4. Lead tutors through the use of YouTube videos/ text/charts to prepare teaching and learning activities to teach lessons. Ask them to present their works on flip charts.</p> <p>3.5. Ask tutors to read the assessment components of the Lesson 6 of the Course Manuals and compare with the components prescribed by NTEAP and review as appropriate.</p> <p>3.6. Ask two tutors from each group to carry out peer teaching of the lesson prepared (at point 3.4). <i>NTS 3h</i></p> <p>3.7. Ask a two-member panel (critical friends; <i>preferably a male and female</i>) to use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson.</p> <p>3.8. Ask tutors in their groups to identify the core transferable skills and GESI raised during</p>	<p>learning activities. <i>NTS 1a, 1b, 2c, 3f, 3g.</i></p> <p>3.4. Through the use of YouTube videos/ texts/ charts, prepare in groups teaching and learning activities to teach lessons. Present your work on flip charts.</p> <p>3.5. Read the assessment component of the Lesson 6 of the Course Manuals and compare with the components prescribed by NTEAP and review as appropriate. Carry out peer teaching of the lesson prepared. <i>NTS 3h</i></p> <p>3.6. Two tutors from each group to carry out peer teaching of the lesson prepared (at point 3.4). <i>NTS 3h</i></p> <p>3.7. Use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson.</p> <p>3.8. Identify the core transferable skills and GESI raised during the lesson delivery and</p>	
--	---	---	--

<p>Review Assessment Component</p>	<p>the lesson delivery and explain how they were addressed. <i>NTS 3h, j</i></p> <p>Reflection</p> <p>3.9. Ask tutors to explain how they can assist student teachers to support basic school learners to develop the core and transferable skills through STS activities.</p> <p>3.10. Lead tutors to identify other resources that could be used in the delivery of the lessons.</p> <p>NOTE: Expected answers on Core transferable skills/GESI: <i>Critical thinking, Collaboration in groups, Digital literacy/ ICT Cultural diversity, Equity and inclusivity in group works Talk for learning, role play, find someone who...</i></p>	<p>explain how they were addressed. <i>NTS 3h, j</i></p> <p>Reflection</p> <p>3.9. Explain how they can assist student teachers to support basic school learners to develop the core and transferable skills through STS activities.</p> <p>3.10. Identify other resources that could be used in the delivery of the lessons.</p>	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues 	<p>Evaluation and review of session</p> <p>4.1 Ask tutors to individually write down issues observed about the lesson delivered and share it with the whole group for clarification.</p> <p>4.2 Invite individual tutors who taught to share the advance preparation</p>	<p>Evaluation and review of session</p> <p>4.1. Share the issues you have about the lesson delivered for clarification?</p> <p>4.2. Share the advance preparation you have done that facilitated</p>	<p>5 mins</p>

	<p>they have done towards preparation and delivery of the lesson.</p> <p>4.3 Ask individual tutors to point out unresolved issues that needs attention.</p> <p><i>(Nominate a secretary to write down the concerns to be addressed in the subsequent session)</i></p> <p>4.4 Remind tutors to identify a Critical Friend from the same or related area, to observe their lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. NTS 1a</p>	<p>the preparation and delivery of the lesson?</p> <p>4.3. Point out unresolved issues that need to be attended to.</p> <p>4.4. <i>Note the reminder to identify a Critical Friend who participated in the PD session, to sit and to observe your lesson. He/he would share his/her observation during the next PDS.NTS 1a</i></p>	
--	---	--	--

NTEAP: National Teacher Education Assessment Policy.

GESI: Gender Equity Social Inclusion

PDS: Professional Development Session

Tutor PD Session 7 for Lesson 7 in the Course 4 Manuals

Courses/Lesson title:

A: Morphology and Syntax of French and Usage

- **Types of grammar (Grammaire générative et transformationnelle et application)**

B: Research Methods in French

- **Concepts of a design and research instruments**

C: Theories and Approaches to Language Acquisition and Learning

- **Factors affecting teaching and learning of second languages.**

D: Vocabulary and French Orthography

- **Theories and practice of vocabulary and orthography II**

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. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
1. Introduction / lesson overview	<p>Introduction/lesson overview</p> <p>Reflection</p> <p>1.1 Start the PD Session with an Ice Breaker in French (a song/poem/ short game). Eg: <i>Aloutte</i></p> <p>1.2 Ask the Critical Friend and tutors to reflect individually on the previous week's session and record their experiences.</p> <p>1.3 Ask the Critical Friend to share his observation with the tutors.</p>	<p>Introduction/lesson overview</p> <p>Reflection</p> <p>1.1 Start the PD Session with an Ice Breaker in French (a song/ poem/short game). Eg. <i>Aloutte</i></p> <p>1.2 The Critical Friend and tutors reflect individually on the previous week's session and record their experiences.</p> <p>1.3 The Critical Friend shares his/her observation with the tutors.</p>	20 mins

	<p>1.4 Ask tutors to pair up and share ideas on their experiences.</p> <p>1.5 Ask tutors to read the Lesson 7's description in the Course manuals. <i>A: Morphology and Syntax of French and Usage, p.35-36</i> <i>B: Research Methods in French, p.35</i> <i>C: Theories and Approaches to Language Acquisition and Learning, p.35</i> <i>D: Vocabulary and French Orthography, p. 31</i></p> <p>1.6 Ask tutors to identify key concept(s) from the descriptions of the four manuals to be discussed in the lessons.</p> <p>1.7 Let tutors, in pairs, discuss the LOs and LIs in the Manuals, indicate how they are related to student teachers' relevant previous knowledge.</p> <p>1.8 Let tutors share their findings.</p> <p>Ref. to course manuals: <i>A, B, C, D pp. 36-37, 36, 36 and 31 respectively.</i></p> <p>1.9 Ask tutors to read silently on barriers that may affect the learning of the Lesson 7 in the Manuals. Ex: Absence or inadequate Methodology</p>	<p>1.4 Pair up and share ideas on their experiences.</p> <p>1.5 Read the Lesson 7's description in the Course manuals. <i>A: Morphology and Syntax of French and Usage, p.35-36</i> <i>B: Research Methods in French, p.35</i> <i>C: Theories and Approaches to Language Acquisition and Learning, p.35</i> <i>D: Vocabulary and French Orthography, p. 31</i></p> <p>1.6 Identify key concept(s) from the descriptions of the four manuals to be discussed in the lessons.</p> <p>1.7 In pairs, discuss the LOs and LIs in the Manuals, indicate how they are related to student teachers' relevant previous knowledge.</p> <p>1.8 Share your findings with colleagues.</p> <p>Ref. to course manuals: <i>A, B, C, D pp. 36-37, 36, 36 and 31 respectively.</i></p> <p>1.9 Read silently on barriers that may affect the learning of the Lesson 7 in the Manuals. Ex: Absence or inadequate</p>	
--	---	---	--

	<p>books written in French, found in Ghana.</p> <p>1.10 Lead whole group discussion on how to address them in the course of the teaching and learning process. Ex: Tutors could prepare short notes to guide Student-Teachers.</p>	<p>Methodology books written in French, found in Ghana.</p> <p>1.10 Whole group discussion on how to address them in the course of the teaching and learning process. Ex: Tutors could prepare short notes to guide Student-Teachers.</p>	
<p>2. Concept Development (New learning likely to arise in this lesson):</p>	<p>Concept Development</p> <p>2.1 Ask tutors, in groups, to read the sub-topics of Lesson 7 and discuss them. Ref. to the course manuals: <i>A, B, C, D pp. 37-38, 37, 36-37 and 32 respectively.</i></p> <p>2.2 Ask tutors, in groups, to identify possible challenging areas in teaching the concepts/sub-topics and show how they can help student teachers to use different activities and strategies to support learning of these areas in basic schools through STS activities.</p> <p>2.3 Ask tutors in pairs to identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics. Ref. to Course Manuals: <i>A, B, C, D pp. 38, 38, 38 and 33 respectively.</i></p>	<p>Concept Development</p> <p>2.1 In groups, read the sub-topics of Lesson 7 and discuss them. Ref. to the course manuals: <i>A, B, C, D pp. 37-38, 37, 36-37 and 32 respectively.</i></p> <p>2.2 In groups, identify possible challenging areas in teaching the concepts/sub-topics and show how they can help student teachers to use different activities and strategies to support learning of these areas in basic schools through STS activities.</p> <p>2.3 In pairs, identify and discuss the appropriate teaching and learning resources needed to teach the concept/sub-topics? Ref. to Course Manual pp. <i>A, B, C, D pp. 38, 38, 38 and 33 respectively.</i></p>	<p>25 mins</p>

	<p>NTS:3j, 3m</p> <p>2.4 Ask the individual groups to share their findings on the appropriate resources needed for the teaching and learning of the concept/sub-topics with the larger group.</p> <p>2.5 Ask tutors to identify other resources that could be used in the delivery of the lesson prepared. Eg, collection of short texts/jigsaw and YouTube items.</p>	<p>NTS:3j, 3m</p> <p>2.4 In your individual groups, share your findings on the appropriate resources needed to teach and learn the concept/sub-topics with the larger group.</p> <p>2.5 Identify other resources that could be used in the delivery of the lesson prepared. Eg, collection of short texts/jigsaw and YouTube items.</p>	
<p>3. Teaching, learning and assessment activities for the lesson</p>	<p>Teaching and learning activities for the lesson</p> <p>3.1 Ask tutors in groups to read the teaching and learning activities and identify areas that require clarification.</p> <p>3.2 Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion.</p> <p>3.3 Ask tutors, in groups, to discuss and share with the whole group how to integrate the core transferable skills in the lesson and GESI in both B. Ed. and Basic school curricula into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g</p>	<p>Teaching and learning activities for the lesson</p> <p>3.1 In your groups, read the teaching and learning activities and identify areas that require clarification.</p> <p>3.2 Present the areas you identified in the teaching and learning activities for whole group discussion.</p> <p>3.3 In small groups, discuss and subsequently share with the whole group, ways to integrate the core transferable skills and GESI in both B. Ed. and Basic School curricula into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g</p>	<p>40 mins</p>

	<p>Ex: Being conscious of different groups of (gender and ability) students in the classroom when putting student teachers in groups for class activities.</p> <p>3.4 Lead tutors through the use of YouTube videos/text/charts to prepare teaching and learning activities to teach lessons. Ask them to present their works on flip charts.</p> <p>3.5 Ask tutors to read the assessment component of Lessons 7 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o.</p> <p>3.6 Ask two tutors from each group to carry out peer teaching of the lesson prepared (at point 3.4). NTS 3h</p> <p>3.7 Ask a two-member panel (critical friends) to use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson.</p> <p>3.8 Ask tutors in their groups to identify the core</p>	<p>Ex: Being conscious of different groups of (gender and ability) students in the classroom when putting student teachers in groups for class activities.</p> <p>3.4 Through the use of YouTube videos/texts/charts in groups, prepare teaching and learning activities to teach lessons. Present your work on flip charts.</p> <p>3.5 Ask tutors to read the assessment component of Lessons 7 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o.</p> <p>3.6 Carry out peer teaching of the lesson prepared (at point 3.4). NTS 3h</p> <p>3.7 Use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson.</p> <p>3.8 Identify the core transferable skills and</p>	
--	---	---	--

	<p>transferable skills and GESI raised during the lesson delivery and explain how they were addressed. NTS 3h, j</p> <p>Reflection 3.9 Ask tutors to explain how they can assist student teachers to support basic school learners to develop the core and transferable skills through STS activities.</p> <p>3.10 Ask tutors to identify other resources that could be used in the delivery of the lessons.</p> <p>NOTE: Expected answers: <i>Critical thinking, Collaboration in groups, Digital literacy/ ICT Cultural diversity, Equity and inclusivity in group works Role play, find someone who...</i></p>	<p>GESI raised during the lesson delivery and explain how they were addressed. NTS 3h, j</p> <p>Reflection 3.9 Explain how they can assist student teachers to support basic school learners to develop the core and transferable skills through STS activities.</p> <p>3.10 Identify other resources that could be used in the delivery of the lessons.</p>	
4. Evaluation and review of session:	<p>Evaluation and review of session</p> <p>4.1 Ask tutors to individually write down issues observed about the lesson delivered and share it with the whole group for clarification.</p> <p>4.2 Invite individual tutors who taught to share the advance preparation they have done towards preparation and delivery of the lesson.</p>	<p>Evaluation and review of session</p> <p>4.1 Share the issues you have about the lesson delivered for clarification?</p> <p>4.2 Share the advance preparation you have done that facilitated the preparation and delivery of the lesson?</p>	5 mins

	<p>4.3 Ask individual tutors to point out unresolved issues that needs attention.</p> <p><i>(Nominate a secretary to write down the concerns to be addressed in the subsequent session)</i></p> <p>4.4 Remind tutors to identify a Critical Friend from the same or related area, to observe their lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. NTS 1a</p>	<p>4.3 Point out unresolved issues that need to be attended to.</p> <p>4.4 <i>Note the reminder to identify a Critical Friend who participated in the PD session, to sit and to observe your lesson. He/he would share his/her observation during the next PDS.</i> NTS 1a</p>	
--	---	---	--

NTEAP: National Teacher Education Assessment Policy.

GESI: Gender Equity Social Inclusion

PDS: Professional Development Session

Tutor PD Session 8 for Lesson 8 in the Course 4 Manuals

Courses/Lesson title:

A: Morphology and Syntax of French and Usage

- **Morphological Structure of Words, Composition of Words**

B: Research Methods in French

- **Data collection, interpretation, analyses and formulation of recommendations**

C: Theories and Approaches to Language Acquisition and Learning

- **Apprentissage de L1 et L2**

D: Vocabulary and French Orthography

- **Key lexical concepts and the use of the dictionary**

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. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each state of the session)</i>	Time in session
1. Introduction / lesson overview	<p>Introduction/lesson overview</p> <p>Reflection</p> <p>1.1 Start the PD Session with an Ice Breaker in French (a song/poem/ short game). <i>Eg. Si j'avais d'argent)</i></p> <p>1.2 Ask the Critical Friend and tutors to reflect individually on the previous week's session and record their experiences.</p> <p>1.3 Ask the Critical Friend to share his observation with the tutors.</p>	<p>Introduction/lesson overview</p> <p>Reflection</p> <p>1.1 Start the PD Session with an Ice Breaker in French (a song/ poem/short game). <i>Eg. Si j'avais d'argent)</i></p> <p>1.2 The Critical Friend and tutors reflect individually on the previous week's session and record their experiences.</p> <p>1.3 The Critical Friend shares his/her observation with the tutors.</p>	20 min

	<p>1.4 Ask tutors to pair up and share ideas on their experiences.</p> <p>1.5 Ask tutors to read the Lesson 8's description in the Course manuals. <i>A: Morphology and Syntax of French and Usage, p.41</i> <i>B: Research Methods in French, p.40</i> <i>C: Theories and Approaches to Language Acquisition and Learning, p.40-41</i> <i>D: Vocabulary and French Orthography, p. 35</i></p> <p>1.6 Ask tutors to identify key concept(s) from the descriptions of the four manuals to be discussed in the lessons.</p> <p>1.7 Ask tutors to discuss in pairs the LOs and LIs in the Manuals, indicate how they are related to student teachers' relevant previous knowledge.</p> <p>1.8 Let tutors share their findings.</p> <p>Ref. to course manuals: <i>A, B, C, D pp. 41, 40, 40-41 and 35 respectively.</i></p> <p>1.9 Ask tutors to read silently on barriers that may affect the learning of the Lesson 8 in the Manuals.</p>	<p>1.4 Pair up and share ideas on their experiences.</p> <p>1.5 Read the Lesson 8's description in the Course manuals. <i>A: Morphology and Syntax of French and Usage, p.41</i> <i>B: Research Methods in French, p.40</i> <i>C: Theories and Approaches to Language Acquisition and Learning, p.40-41</i> <i>D: Vocabulary and French Orthography, p. 35</i></p> <p>1.6 Identify key concept(s) from the descriptions of the four manuals to be discussed in the lessons.</p> <p>1.7 In pairs, discuss the LOs and LIs in the Manuals, indicate how they are related to student teachers' relevant previous knowledge.</p> <p>1.8 Share your findings with colleagues.</p> <p>Ref. to course manuals: <i>A, B, C, D pp. 41, 40, 40-41 and 35 respectively.</i></p> <p>1.9 Read silently on barriers that may affect the learning of the Lesson 8 in the Manuals.</p>	
--	---	--	--

	1.10 Lead whole group discussion on how to address them in the course of the teaching and learning process.	1.10 Whole group discussion on how to address them in the course of the teaching and learning process.	
2. Concept Development (New learning likely to arise in this lesson):	<p>Concept Development</p> <p>2.1 Ask tutors, in groups, to read the sub-topics of Lesson 8 and discuss them.</p> <p>Ref. to the course manuals: A, B, C, D pp. 41-42, 41-42, 41-42 and 35- 36 respectively.</p> <p>2.2 Ask tutors, in groups, to identify possible challenging areas in teaching the concepts/sub-topics and show how they can help student teachers to use different activities and strategies to support learning of these areas in basic schools through STS activities. Eg., classification of morphemes, differences between quantitative and qualitative analysis, concept of error and mistake, meaning of words</p> <p>2.3 Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics.</p>	<p>Concept Development</p> <p>2.1 In groups, read the sub-topics of Lesson 8 and discuss them.</p> <p>Ref. to the course manuals: A, B, C, D pp. 41-42, 41-42, 41-42 and 35- 36 respectively.</p> <p>2.2 In groups, identify possible challenging areas in teaching the concepts/sub-topics and show how they can help student teachers to use different activities and strategies to support learning of these areas in basic schools through STS activities. Eg., classification of morphemes, differences between quantitative and qualitative analysis, concept of error and mistake, meaning of words</p> <p>2.3 In your groups, identify and discuss the appropriate teaching and learning resources needed to teach the concept/sub-topics?</p>	25 mins

	<p>Ref. to Course Manuals: A, B, C, D pp. 43, 42, 42 and 36 respectively. NTS:3j, 3m</p> <p>2.4 Ask the individual groups to share their findings on the appropriate resources needed for the teaching and learning of the concept/sub-topics with the larger group.</p> <p>2.5 Ask tutors to identify other resources that could be used in the delivery of the lesson prepared.</p>	<p>Ref. to Course Manual pp. 8-9 NTS:3j, 3m A, B, C, D pp. 43, 42, 42 and 36 respectively. NTS:3j, 3m</p> <p>2.4 In your individual groups, share your findings on the appropriate resources needed to teach and learn the concept/sub-topics with the larger group.</p> <p>2.5 Identify other resources that could be used in the delivery of the lesson prepared.</p>	
<p>3. Teaching, learning and assessment activities for the lesson</p>	<p>Teaching and learning activities for the lesson</p> <p>3.1 Ask tutors in groups to read the teaching and learning activities and identify areas that require clarification.</p> <p>3.2 Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion.</p> <p>3.3 Ask tutors, in groups, to discuss and share with the whole group how to integrate the core transferable skills in the lesson and GESI in both B.Ed. and Basic school curricula into the teaching and learning</p>	<p>Teaching and learning activities for the lesson</p> <p>3.1 In your groups, read the teaching and learning activities and identify areas that require clarification.</p> <p>3.2 Present the areas you identified in the teaching and learning activities for whole group discussion.</p> <p>3.3 In small groups, discuss and subsequently share with the whole group, ways to integrate the core transferable skills and GESI in both B. Ed. and Basic School curricula into the teaching and learning</p>	<p>40 mins</p>

	<p>activities. NTS 1a, 1b, 2c, 3f, 3g</p> <p>3.4 Lead tutors through the use of YouTube videos/charts to prepare teaching and learning activities to teach lessons. Ask them to present their works on flip charts.</p> <p>3.5 Ask tutors to read the assessment component of Lessons 8 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o.</p> <p>3.6 Ask two tutors from each group to carry out peer teaching of the lesson prepared (at point 3.4 above). NTS 3h</p> <p>3.7 Ask a two-member panel (critical friends) to use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson.</p> <p>3.8 Ask tutors in their groups to identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. NTS 3h, j</p>	<p>activities. NTS 1a, 1b, 2c, 3f, 3g</p> <p>3.4 Through the use of YouTube videos/ charts in groups, prepare teaching and learning activities to teach lessons. Present your work on flip charts.</p> <p>3.5 Ask tutors to read the assessment component of Lessons 8 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o.</p> <p>3.6 Carry out peer teaching of the lesson prepared (at point 3.4 above). NTS 3h</p> <p>3.7 Use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson.</p> <p>3.8 Identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. NTS 3h, j</p>	
--	---	---	--

	<p>Reflection</p> <p>3.9 Ask tutors to explain how they can assist student teachers to support basic school learners to develop the core and transferable skills through STS activities.</p> <p>3.10 Ask tutors to identify other resources that could be used in the delivery of the lessons.</p> <p>NOTE: Expected answers: <i>Critical thinking, Collaboration in groups, Digital literacy/ ICT Cultural diversity, Equity and inclusivity in group works Talk for learning, role play, find someone who...</i></p>	<p>Reflection</p> <p>3.9 Explain how they can assist student teachers to support basic school learners to develop the core and transferable skills through STS activities.</p> <p>3.10 Identify other resources that could be used in the delivery of the lessons.</p>	
<p>4. Evaluation and review of session:</p>	<p>Evaluation and review of session</p> <p>4.1 Ask tutors to individually write down issues observed about the lesson delivered and share it with the whole group for clarification.</p> <p>4.2 Invite individual tutors who taught to share the advance preparation they have done towards preparation and delivery of the lesson.</p> <p>4.3 Ask individual tutors to point out unresolved issues that needs attention.</p>	<p>Evaluation and review of session</p> <p>4.1 Share the issues you have about the lesson delivered for clarification?</p> <p>4.2 Share the advance preparation you have done that facilitated the preparation and delivery of the lesson?</p> <p>4.3 Point out unresolved issues that need to be attended to.</p>	<p>5 mins</p>

	<p><i>(Nominate a secretary to write down the concerns to be addressed in the subsequent session)</i></p> <p>4.4 Remind tutors to identify a Critical Friend from the same or related area, to observe their lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. NTS 1a</p>	<p>4.4 Note the reminder to identify a Critical Friend who will participate in the PD session by sitting and observing your lesson. He/she would share his/her observation during the next PDS. NTS 1a</p>	
--	---	---	--

NTEAP: National Teacher Education Assessment Policy.

GESI: Gender Equity Social Inclusion

PDS: Professional Development Session

Tutor PD Session 9 for Lesson 9 in the Course Manual

Courses/Lesson title:

A: Morphology and Syntax of French and Usage

- **Morphological Structure of Words, Composition of Words**

B: Research Methods in French

- **Referencing and bibliography**

C: Theories and Approaches to Language Acquisition and Learning

- **Les cognitivistes et leurs stratégies d'apprentissage d'une langue**

D: Vocabulary and French Orthography

- **Key lexical concepts, the use of the dictionary and the vocabulary of specific disciplines II**

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. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
1. Introduction / lesson overview	Introduction/lesson overview Reflection 1.1 Start the PD Session with an Ice Breaker in French (a song/poem/short game). 1.2 Ask the Critical Friend and tutors to reflect individually on the previous week's session and record their experiences. 1.3 Ask the Critical Friend to share his observation with the tutors. 1.4 Ask tutors to pair up and share ideas on their experiences.	Introduction/lesson overview Reflection 1.1 Start the PD Session with an Ice Breaker in French (a song/ poem/short game). 1.2 The Critical Friend and tutors reflect individually on the previous week's session and record their experiences. 1.3 The Critical Friend shares his/her observation with the tutors. 1.4 Pair up and share ideas on their experiences.	20 min

	<p>1.5 Ask tutors to read the Lesson 9's description in the Course manuals. <i>A: Morphology and Syntax of French and Usage, p.45</i> <i>B: Research Methods in French, p.44</i> <i>C: Theories and Approaches to Language Acquisition and Learning, p.44</i> <i>D: Vocabulary and French Orthography, p. 38</i></p> <p>1.6 Ask tutors to identify key concept(s) from the descriptions of the four manuals to be discussed in the lessons.</p> <p>1.7 Ask tutors, in pairs, discuss the LOs and LIs in the Manuals, indicate how they are related to student teachers' relevant previous knowledge.</p> <p>1.8 Ask tutors share their findings.</p> <p>Ref. to course manuals: <i>A, B, C, D pp. 45, 44, 44 and 38 respectively.</i></p> <p>1.9 Ask tutors to read silently on barriers that may affect the learning of the Lesson 9 in the Manuals.</p> <p>1.10 Lead whole group discussion on how to address them in the course of the teaching and learning process.</p>	<p>1.5 Read the Lesson 9's description in the Course manuals. <i>A: Morphology and Syntax of French and Usage, p.45</i> <i>B: Research Methods in French, p.44</i> <i>C: Theories and Approaches to Language Acquisition and Learning, p.44</i> <i>D: Vocabulary and French Orthography, p. 38</i></p> <p>1.6 Identify key concept(s) from the descriptions of the four manuals to be discussed in the lessons.</p> <p>1.7 In pairs, discuss the LOs and LIs in the Manuals, indicate how they are related to student teachers' relevant previous knowledge.</p> <p>1.8 Share your findings with colleagues.</p> <p>Ref. to course manuals: <i>A, B, C, D pp. 45, 44, 44 and 38 respectively.</i></p> <p>1.9 Read silently on barriers that may affect the learning of the Lesson 9 in the Manuals.</p> <p>1.10 Whole group discussion on how to address them in the course of the teaching and learning process.</p>	
--	--	---	--

<p>2. Concept Development (New learning likely to arise in this lesson):</p>	<p>Concept Development</p> <p>2.1 Ask tutors, in groups, to read the sub-topics of Lesson 9 and discuss them.</p> <p>Ref. to the course manuals: A, B, C, D pp. 45-46, 40-41, 45-46 and 38 -39 respectively.</p> <p>2.2 Ask tutors, in groups, to identify possible challenging areas in teaching the concepts/sub-topics and show how they can help student teachers to use different activities and strategies to support learning of these areas in basic schools through STS activities.</p> <p>2.3 Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics.</p> <p>Ref. to Course Manuals: A, B, C, D pp. 47, 42, 46 and 39-40 respectively. NTS:3j, 3m</p> <p>2.4 Ask tutors, in their individual groups, to share their findings on the appropriate resources needed to teach and learn the concept/sub-topics with the larger group.</p>	<p>Concept Development</p> <p>2.1 In groups, read the sub-topics of Lesson 9 and discuss them.</p> <p>Ref. to the course manuals: A, B, C, D pp. 45-46, 40-41, 45-46 and 38 -39 respectively.</p> <p>2.2 In groups, identify possible challenging areas in teaching the concepts/sub-topics and show how they can help student teachers to use different activities and strategies to support learning of these areas in basic schools through STS activities.</p> <p>2.3 In your groups, identify and discuss the appropriate teaching and learning resources needed to teach the concept/sub-topics?</p> <p>Ref. to Course Manual pp. 8-9 NTS:3j, 3m A, B, C, D pp. 47, 42, 46 and 39-40 respectively. NTS:3j, 3m</p> <p>2.4 In your individual groups, share your findings on the appropriate resources needed to teach and learn the concept/sub-topics with the larger group.</p>	<p>25 mins</p>
---	--	---	-----------------------

	2.5 Ask tutors to identify other resources that could be used in the delivery of the lesson prepared.	2.5 Identify other resources that could be used in the delivery of the lesson prepared.	
3. Teaching, learning and assessment activities for the lesson	<p>Teaching and learning activities for the lesson</p> <p>3.1 Ask tutors in groups to read the teaching and learning activities and identify areas that require clarification.</p> <p>3.2 Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion.</p> <p>3.3 Ask tutors, in groups, to discuss and share with the whole group how to integrate the core transferable skills in the lesson and GESI in both B. Ed. and Basic school curricula into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g</p> <p>3.4 Lead tutors through the use of YouTube videos/texts/charts to prepare teaching and learning activities to teach lessons. Ask them to present their works on flip charts.</p> <p>3.5 Ask tutors to read the assessment component of Lessons 9 of the Course</p>	<p>Teaching and learning activities for the lesson</p> <p>3.1 In your groups, read the teaching and learning activities and identify areas that require clarification.</p> <p>3.2 Present the areas you identified in the teaching and learning activities for whole group discussion.</p> <p>3.3 In small groups, discuss and subsequently share with the whole group, ways to integrate the core transferable skills and GESI in both B. Ed. and Basic School curricula into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g</p> <p>3.4 Through the use of YouTube videos/texts/charts in groups, prepare teaching and learning activities to teach lessons. Present your work on flip charts.</p> <p>3.5 Ask tutors to read the assessment component of Lessons 9 of the</p>	40 mins

	<p>Manual and compare with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o.</p> <p>3.6 Ask two tutors from each group to carry out peer teaching of the lesson prepared (at point 3.4 above). NTS 3h</p> <p>3.7 Ask a two-member panel (critical friends) to use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson.</p> <p>3.8 Ask tutors in their groups to identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. NTS 3h, j</p> <p>Reflection</p> <p>3.9 Ask tutors explain how they can assist student teachers to support basic school learners to develop the core and transferable skills through STS activities.</p> <p>3.10 Ask tutors identify other resources that could be used in the delivery of the lessons.</p>	<p>Course Manual and compare with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o.</p> <p>3.6 Carry out peer teaching of the lesson prepared (at point 3.4 above).. NTS 3h</p> <p>3.7 Use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson.</p> <p>3.8 Identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. NTS 3h, j</p> <p>Reflection</p> <p>3.9 Explain how they can assist student teachers to support basic school learners to develop the core and transferable skills through STS activities.</p> <p>3.10 Identify other resources that could be used in the delivery of the lessons.</p>	
--	---	--	--

	<p>NOTE: Expected answers: <i>Critical thinking, Collaboration in groups, Digital literacy/ ICT Cultural diversity, Equity and inclusivity in group works Talk for learning, role play, find someone who...</i></p>		
<p>4. Evaluation and review of session:</p>	<p>Evaluation and review of session</p> <p>4.1 Ask tutors to individually write down issues observed about the lesson delivered and share it with the whole group for clarification.</p> <p>4.2 Individual tutors who taught to share the advance preparation they have done towards preparation and delivery of the lesson.</p> <p>4.3 Ask individual tutors to point out unresolved issues that needs attention.</p> <p><i>(Nominate a secretary to write down the concerns to be addressed in the subsequent session)</i></p> <p>4.4 Remind tutors to identify a Critical Friend from the same or related area, to observe their lesson during the enactment. Let the Critical friend share his or her</p>	<p>Evaluation and review of session</p> <p>4.1 Share the issues you have about the lesson delivered for clarification?</p> <p>4.2 Share the advance preparation you have done that facilitated the preparation and delivery of the lesson?</p> <p>4.3 Point out unresolved issues that need to be attended to.</p> <p>4.4 Note the reminder of identifying a Critical Friend who participated in the PD session, to sit and to observe your lesson. He/he would share his/her</p>	<p>5 mins</p>

	observation during the next PDS. NTS 1a	observation during the next PDS. NTS 1a	
--	--	--	--

NTEAP: *National Teacher Education Assessment Policy.*

GESI: *Gender Equity Social Inclusion*

PDS: *Professional Development Session*

Tutor PD Session 10 for Lesson 10 in the Course 4 Manuals

Courses/Lesson title:

A: Morphology and Syntax of French and Usage

- **Morphological Structure of Words, Composition of Words**

B: Research Methods in French

- **Writing the research report**

C: Theories and Approaches to Language Acquisition and Learning

- **Methods of teaching and learning of Second/ Foreign Languages**

D: Vocabulary and French Orthography

- **Key lexical concepts, the use of the dictionary and the vocabulary of specific disciplines III**

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. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
1. Introduction / lesson overview	<p>Introduction/lesson overview</p> <p>Reflection</p> <p>1.1 Start the PD Session with an Ice Breaker in French (a song/poem/ short game). <i>Eg; Si j'avais d'argent</i></p> <p>1.2 Ask the Critical Friend and tutors to reflect individually on the previous week's session and record their experiences.</p> <p>1.3 Ask the Critical Friend to share his observation with the tutors.</p>	<p>Introduction/lesson overview</p> <p>Reflection</p> <p>1.1 Start the PD Session with an Ice Breaker in French (a song/ poem/short game). <i>Eg; Si j'avais d'argent</i></p> <p>1.2 The Critical Friend and tutors reflect individually on the previous week's session and record their experiences.</p> <p>1.3 The Critical Friend shares his/her observation with the tutors.</p>	20 mins

	<p>1.4 Ask tutors to pair up and share ideas on their experiences.</p> <p>1.5 Ask tutors to read the Lesson 10's description in the Course manuals.</p> <p><i>A: Morphology and Syntax of French and Usage, p.48</i> <i>B: Research Methods in French, p.47</i> <i>C: Theories and Approaches to Language Acquisition and Learning, p.47</i> <i>D: Vocabulary and French Orthography, p. 41</i></p> <p>1.6 Ask tutors to identify key concept(s) from the descriptions of the four manuals to be discussed in the lessons.</p> <p>1.7 Let tutors, in pairs, discuss the LOs and LIs in the Manuals, indicate how they are related to student teachers' relevant previous knowledge.</p> <p>1.8 Let tutors share their findings.</p> <p>Ref. to course manuals: <i>A, B, C, D pp. 49, 47, 48 and 41-42 respectively.</i></p> <p>1.9 Ask tutors to read silently on barriers that may affect the learning of the Lesson 10 in the Manuals.</p>	<p>1.4 Pair up and share ideas on their experiences.</p> <p>1.5 Read the Lesson 10's description in the Course manuals.</p> <p><i>A: Morphology and Syntax of French and Usage, p.48</i> <i>B: Research Methods in French, p.47</i> <i>C: Theories and Approaches to Language Acquisition and Learning, p.47</i> <i>D: Vocabulary and French Orthography, p. 41</i></p> <p>1.6 Identify key concept(s) from the descriptions of the four manuals to be discussed in the lessons.</p> <p>1.7 In pairs, discuss the LOs and LIs in the Manuals, indicate how they are related to student teachers' relevant previous knowledge.</p> <p>1.8 Share your findings with colleagues.</p> <p>Ref. to course manuals: <i>A, B, C, D pp. 49, 47, 48 and 41-42 respectively.</i></p> <p>1.9 Read silently on barriers that may affect the learning of the Lesson 10 in the Manuals. Ex: Lack of self-motivation and</p>	
--	---	--	--

	<p>Ex: Lack of self-motivation and commitment to the teaching profession</p> <p>1.10 Lead whole group discussion on how to address them in the course of the teaching and learning process. Ex: Motivation stories could be shared with Student teachers from time to time just to motivate them to study more seriously.</p>	<p>commitment to the teaching profession</p> <p>1.10 Whole group discussion on how to address them in the course of the teaching and learning process. Ex: Motivation stories could be shared with Student teachers from time to time just to motivate them to study more seriously.</p>	
<p>2. Concept Development (New learning likely to arise in this lesson)</p>	<p>Concept Development</p> <p>2.1 Ask tutors, in groups, to read the sub-topics of Lesson 10 and discuss them. Ref. to the course manuals: <i>A, B, C, D pp. 49-50, 48, 48-50 and 42-43 respectively.</i></p> <p>2.2 Ask tutors, in groups, to identify possible challenging areas in teaching the concepts/sub-topics and show how they can help student teachers to use different activities and strategies to support learning of these areas in basic schools through STS activities.</p> <p>2.3 Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics.</p>	<p>Concept Development</p> <p>2.1 In groups, read the sub-topics of Lesson 10 and discuss them. Ref. to the course manuals: <i>A, B, C, D pp. 49-50, 48, 48-50 and 42-43 respectively.</i></p> <p>2.2 In groups, identify possible challenging areas in teaching the concepts/sub-topics and show how they can help student teachers to use different activities and strategies to support learning of these areas in basic schools through STS activities.</p> <p>2.3 In your groups, identify and discuss the appropriate teaching and learning resources needed to teach the concept/sub-topics?</p>	<p>25 mins</p>

	<p>Ref. to Course Manuals: A, B, C, D pp. 51, 50, 50 and 43 respectively. NTS:3j, 3m</p> <p>2.4 Ask the individual groups to share their findings on the appropriate resources needed for the teaching and learning of the concept/sub-topics with the larger group.</p> <p>2.5 Ask tutors to identify other resources that could be used in the delivery of the lesson prepared. Eg, collection of short texts/jigsaw and YouTube items.</p>	<p>Ref. to Course Manual A, B, C, D pp. 51, 50, 50 and 43 respectively. NTS:3j, 3m</p> <p>2.4 In your individual groups, share your findings on the appropriate resources needed to teach and learn the concept/sub-topics with the larger group.</p> <p>2.5 Identify other resources that could be used in the delivery of the lesson prepared. Eg, collection of short texts/jigsaw and YouTube items.</p>	
<p>3. Teaching, learning and assessment activities for the lesson</p>	<p>Teaching and learning activities for the lesson</p> <p>3.1 Ask tutors in groups to read the teaching and learning activities and identify areas that require clarification.</p> <p>3.2 Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion.</p> <p>3.3 Ask tutors, in groups, to discuss and share with the whole group how to integrate the core transferable skills in the lesson and GESI in both B. Ed. and Basic school curricula into the teaching</p>	<p>Teaching and learning activities for the lesson</p> <p>3.1 In your groups, read the teaching and learning activities and identify areas that require clarification.</p> <p>3.2 Present the areas you identified in the teaching and learning activities for whole group discussion.</p> <p>3.3 In small groups, discuss and subsequently share with the whole group, ways to integrate the core transferable skills and GESI in both B. Ed. and Basic School curricula into the teaching and learning</p>	<p>40 mins</p>

	<p>and learning activities. NTS 1a, 1b, 2c, 3f, 3g</p> <p>3.4 Lead tutors through the use of YouTube videos/ text/charts to prepare teaching and learning activities to teach lessons. Ask them to present their works on flip charts.</p> <p>3.5 Ask tutors to read the assessment component of Lessons 10 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o.</p> <p>3.6 Ask two tutors from each group to carry out peer teaching of the lesson prepared (at point 3.4 above). NTS 3h</p> <p>3.7 Ask a two-member panel (critical friends) to use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson.</p> <p>3.8 Ask tutors in their groups to identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. NTS 3h, j</p>	<p>activities. NTS 1a, 1b, 2c, 3f, 3g</p> <p>3.4 Through the use of YouTube videos/texts/ charts in groups, prepare teaching and learning activities to teach lessons. Present your work on flip charts.</p> <p>3.5 Ask tutors to read the assessment component of Lessons 10 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o</p> <p>3.6 Carry out peer teaching of the lesson prepared (at point 3.4 above). NTS 3h</p> <p>3.7 Use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson.</p> <p>3.8 Identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. NTS 3h, j</p>	
--	---	---	--

	<p>Reflection</p> <p>3.9 Ask tutors to explain how they can assist student teachers to support basic school learners to develop the core and transferable skills through STS activities.</p> <p>3.10 Ask tutors to identify other resources that could be used in the delivery of the lessons.</p> <p>NOTE: Expected answers: <i>Critical thinking, Collaboration in groups, Digital literacy/ ICT Cultural diversity, Equity and inclusivity in group works Talk for learning, role play, find someone who...</i></p>	<p>Reflection</p> <p>3.9 Explain how they can assist student teachers to support basic school learners to develop the core and transferable skills through STS activities.</p> <p>3.10 Identify other resources that could be used in the delivery of the lessons.</p>	
<p>4. Evaluation and review of session:</p>	<p>Evaluation and review of session</p> <p>4.1 Ask tutors to individually write down issues observed about the lesson delivered and share it with the whole group for clarification.</p> <p>4.2 Invite individual tutors who taught to share the advance preparation they have done towards preparation and delivery of the lesson.</p> <p>4.3 Ask individual tutors to point out unresolved issues that needs attention.</p>	<p>Evaluation and review of session</p> <p>4.1 Share the issues you have about the lesson delivered for clarification?</p> <p>4.2 Share the advance preparation you have done that facilitated the preparation and delivery of the lesson?</p> <p>4.3 Point out unresolved issues that need to be attended to.</p>	<p>5 mins</p>

	<p><i>(Nominate a secretary to write down the concerns to be addressed in the subsequent session)</i></p> <p>4.4 Remind tutors to identify a Critical Friend from the same or related area, to observe their lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. NTS 1a</p>	<p>4.4 <i>Note the reminder to identify a Critical Friend who participated in the PD session, to sit and to observe your lesson. He/he would share his/her observation during the next PDS. NTS 1a</i></p>	
--	---	--	--

NTEAP: National Teacher Education Assessment Policy.

GESI: Gender Equity Social Inclusion

PDS: Professional Development Session

Tutor PD Session 11 for Lesson 11 in the Course Manual

Courses/Lesson title:

A: Morphology and Syntax of French and Usage

- **Morphological Structure of Words, Composition of Words**

B: Research Methods in French

- **Writing the research report**

C: Theories and Approaches to Language Acquisition and Learning

- **Teaching and learning of French in Ghana**

D: Vocabulary and French Orthography

- **The use of the dictionary and the vocabulary of specific disciplines**

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. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
1. Introduction / lesson overview	<p>Introduction/lesson overview</p> <p>Reflection</p> <p>1.1 Start the PD Session with an Ice Breaker in French (a song/poem/short game).</p> <p>1.2 Ask the Critical Friend and tutors to reflect individually on the previous week's session and record their experiences.</p> <p>1.3 Ask the Critical Friend to share his observation with the tutors.</p> <p>1.4 Ask tutors to pair up and share ideas on their experiences.</p>	<p>Introduction/lesson overview</p> <p>Reflection</p> <p>1.1 Start the PD Session with an Ice Breaker in French (a song/ poem/short game).</p> <p>1.2 The Critical Friend and tutors reflect individually on the previous week's session and record their experiences.</p> <p>1.3 The Critical Friend shares his/her observation with the tutors.</p> <p>1.4 Pair up and share ideas on their experiences.</p>	

	<p>1.5 Ask tutors to read the Lesson 11's description in the Course manuals. <i>A: Morphology and Syntax of French and Usage, p.52</i> <i>B: Research Methods in French, p.51</i> <i>C: Theories and Approaches to Language Acquisition and Learning, p.51</i> <i>D: Vocabulary and French Orthography, p. 46</i></p> <p>1.6 Ask tutors to identify key concept(s) from the descriptions of the four manuals to be discussed in the lessons.</p> <p>1.7 Let tutors, in pairs, discuss the LOs and LIs in the Manuals, indicate how they are related to student teachers' relevant previous knowledge.</p> <p>1.8 Let tutors share their findings.</p> <p>Ref. to course manuals: <i>A, B, C, D pp. 53, 52, 52 and 47 respectively.</i></p> <p>1.9 Ask tutors to read silently on barriers that may affect the learning of the Lesson 11 in the Manuals.</p> <p>1.10 Lead whole group discussion on how to address them in the course of the teaching and learning process.</p>	<p>1.5 Read the Lesson 11's description in the Course manuals. <i>A: Morphology and Syntax of French and Usage, p.52</i> <i>B: Research Methods in French, p.51</i> <i>C: Theories and Approaches to Language Acquisition and Learning, p.51</i> <i>D: Vocabulary and French Orthography, p. 46</i></p> <p>1.6 Identify key concept(s) from the descriptions of the four manuals to be discussed in the lessons.</p> <p>1.7 In pairs, discuss the LOs and LIs in the Manuals, indicate how they are related to student teachers' relevant previous knowledge.</p> <p>1.8 Share your findings with colleagues.</p> <p>Ref. to course manuals: <i>A, B, C, D pp. 53, 52, 52 and 47 respectively.</i></p> <p>1.9 Read silently on barriers that may affect the learning of the Lesson 11 in the Manuals.</p> <p>1.10 Whole group discussion on how to address them in the course of the teaching and learning process.</p>	
--	--	---	--

<p>2. Concept Development (New learning likely to arise in this lesson):</p>	<p>Concept Development</p> <p>2.1 Ask tutors, in groups, to read the sub-topics of Lesson 9 and discuss them. <i>Ref. to the course manuals: A, B, C, D pp. 53-54, 53, 53 and 48 respectively.</i></p> <p>2.2 Ask tutors, in groups, to identify possible challenging areas in teaching the concepts/sub-topics and show how they can help student teachers to use different activities and strategies to support learning of these areas in basic schools through STS activities.</p> <p>2.3 Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics. <i>Ref. to Course Manuals: A, B, C, D pp. 54, 54, 55 and 49 respectively.</i> NTS:3j, 3m</p> <p>2.4 Ask tutors, in their individual groups, to share their findings on the appropriate resources needed to teach and learn the concept/sub-topics with the larger group.</p> <p>2.5 Ask tutors to identify other resources that</p>	<p>Concept Development</p> <p>2.1 In groups, read the sub-topics of Lesson 9 and discuss them. <i>Ref. to the course manuals: A, B, C, D pp. 53-54, 53, 53 and 48 respectively.</i></p> <p>2.2 In groups, identify possible challenging areas in teaching the concepts/sub-topics and show how they can help student teachers to use different activities and strategies to support learning of these areas in basic schools through STS activities.</p> <p>2.3 In your groups, identify and discuss the appropriate teaching and learning resources needed to teach the concept/sub-topics? <i>Ref. to Course Manual pp. 8-9</i> NTS:3j, 3m <i>A, B, C, D pp. 54, 54, 55 and 49 respectively.</i> NTS:3j, 3m</p> <p>2.4 In your individual groups, share your findings on the appropriate resources needed to teach and learn the concept/sub-topics with the larger group.</p> <p>2.5 Identify other resources that could be used in the</p>	<p>25 mins</p>
---	--	---	-----------------------

	could be used in the delivery of the lesson prepared.	delivery of the lesson prepared.	
3. Teaching, learning and assessment activities for the lesson	<p>Teaching and learning activities for the lesson</p> <p>3.1 Ask tutors in groups to read the teaching and learning activities and identify areas that require clarification.</p> <p>3.2 Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion.</p> <p>3.3 Ask tutors, in groups, to discuss and share with the whole group how to integrate the core transferable skills in the lesson and GESI in both B. Ed. and Basic school curricula into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g</p> <p>3.4 Lead tutors through the use of YouTube videos/literary text/charts to prepare teaching and learning activities to teach lessons. Ask them to present their works on flip charts.</p> <p>3.5 Ask tutors to read the assessment component of Lessons 11 of the Course Manual and compare with the components</p>	<p>Teaching and learning activities for the lesson</p> <p>3.1 In your groups, read the teaching and learning activities and identify areas that require clarification.</p> <p>3.2 Present the areas you identified in the teaching and learning activities for whole group discussion.</p> <p>3.3 In small groups, discuss and subsequently share with the whole group, ways to integrate the core transferable skills and GESI in both B. Ed. and Basic School curricula into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g</p> <p>3.4 Through the use of YouTube videos/literary texts/ charts in groups, prepare teaching and learning activities to teach lessons. Present your work on flip charts.</p> <p>3.5 Ask tutors to read the assessment component of Lessons 11 of the Course Manual and compare with the</p>	40 mins

	<p>prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o.</p> <p>3.6 Ask two tutors from each group to carry out peer teaching of the lesson prepared. NTS 3h</p> <p>3.7 Ask a two-member panel (critical friends) to use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson.</p> <p>3.8 Ask tutors in their groups to identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. NTS 3h, j</p> <p>Reflection</p> <p>3.9 Let tutors explain how they can assist student teachers to support basic school learners to develop the core and transferable skills through STS activities.</p> <p>3.10 Let tutors identify other resources that could be used in the delivery of the lessons.</p> <p>NOTE: Expected answers: <i>Critical thinking, Collaboration in groups, Digital literacy/ ICT</i></p>	<p>components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o.</p> <p>3.6 Carry out peer teaching of the lesson prepared. NTS 3h</p> <p>3.7 Use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson.</p> <p>3.8 Identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. NTS 3h, j</p> <p>Reflection</p> <p>3.9 Explain how they can assist student teachers to support basic school learners to develop the core and transferable skills through STS activities.</p> <p>3.10 Identify other resources that could be used in the delivery of the lessons.</p>	
--	--	--	--

	<i>Cultural diversity, Equity and inclusivity in group works Talk for learning, role play, find someone who...</i>		
4. Evaluation and review of session:	<p>Evaluation and review of session</p> <p>4.1 Ask tutors to individually write down issues observed about the lesson delivered and share it with the whole group for clarification.</p> <p>4.2 Invite individual tutors who taught to share the advance preparation they have done towards preparation and delivery of the lesson.</p> <p>4.3 Ask individual tutors to point out unresolved issues that needs attention. <i>(Nominate a secretary to write down the concerns to be addressed in the subsequent session)</i></p> <p>4.4 Remind tutors to identify a Critical Friend from the same or related area, to observe their lesson during the enactment. Ask the Critical friend to share his or her observation during the next PDS. NTS 1a</p>	<p>Evaluation and review of session</p> <p>4.1 Share the issues you have about the lesson delivered for clarification?</p> <p>4.2 Share the advance preparation you have done that facilitated the preparation and delivery of the lesson?</p> <p>4.3 Point out unresolved issues that need to be attended to.</p> <p>4.4 Remember to identify a Critical Friend who would participate in the PD session by sitting and observing your lesson. He/she would share his/her observation during the next PDS. NTS 1a</p>	5 mins

NTEAP: National Teacher Education Assessment Policy.

GESI: Gender Equity Social Inclusion

PDS: Professional Development Session

Tutor PD Session 12 for Lesson 12 in the Course 4 Manuals

Topics/Title of Lesson

- i. Review of the course: *Morphology and Syntax of French and Usage*
- ii. Revue du cours : *Research Methods in French*
- iii. Revue du cours : *Theories and Approaches to Language Acquisition and Learning*
- iv. Revue du cours : *JHS vocabulary and French Orthography*

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. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
<p>1. Introduction / lesson overview</p> <ul style="list-style-type: none"> • 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 	<p>Introduction/lesson overview</p> <p>Reflection</p> <p>1.1. Start the PD Session with an Ice Breaker in French (a song/poem/short game). <i>Eg: (Si le mouton était cheval)</i></p> <p>1.2 Tutors through think-pair-share to reflect on the entire weekly PD sessions for the semester and record their experiences.</p> <p>1.3. Lead the tutors to share their experiences with the group.</p> <p>1.4. Ask tutors to identify and share their observations on the 11 Lesson descriptions of the Course manuals:</p>	<p>Introduction/lesson overview</p> <p>Reflection</p> <p>1.1. Start the PD Session with an Ice Breaker in French (a song/poem/short game). <i>Eg: (Si le mouton était cheval)</i></p> <p>1.2. Through think-pair-share, reflect on the entire weekly PD sessions for the semester and record their experiences</p> <p>1.3. Share their experiences with the group.</p> <p>1.4. Identify and share their observations on the 11 Lesson descriptions of the Course manuals:</p>	20 mins

<ul style="list-style-type: none"> Reading and discussion of the introductory sections up to learning outcomes 	<p><i>A: Morphology and Syntax of French and Usage, p.46</i> <i>B: Research Methods in French, p.58</i> <i>C: Theories and Approaches to Language Acquisition and Learning, p.60</i> <i>D: Vocabulary and French Orthography, p. 44</i></p> <p>1.5. Ask tutors to identify key concepts required for the completion of the entire courses as indicated in the four manuals.</p> <p>1.6. Lead tutors, in pairs, to discuss the CLOs and CLIs of the Manuals, indicate how they are related to student teachers' relevant knowledge of the course.</p> <p>1.7. Ask tutors to brainstorm on barriers that might have affected the learning of the 11 lessons in the Manuals.</p> <p>1.8. Lead whole group discussion on how these barriers were considered and addressed during the teaching and learning process.</p>	<p><i>A: Morphology and Syntax of French and Usage, p.46</i> <i>B: Research Methods in French,p.58</i> <i>C: Theories and Approaches to Language Acquisition and Learning, p.60</i> <i>D: Vocabulary and French Orthography, p. 44</i></p> <p>1.5. Identify key concepts required for the completion of the entire courses as indicated in the four manuals.</p> <p>1.6. In pairs, discuss the CLOs and CLIs of the Manuals, indicate how they are related to student teachers' relevant knowledge of the course.</p> <p>1.7. Brainstorm on barriers that might have affected the learning of the 11 lessons in the Manuals.</p> <p>1.8. Discus how these barriers were considered and addressed during the teaching and learning process.</p>	
---	---	--	--

<p>2. Concept Development (New learning likely to arise in this lesson) :</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept. 	<p>Concept Development</p> <p>2.1. Ask tutors, in groups, to identify some sub-topics of 11 lessons studied for the semester for discussion.</p> <p>2.2. Ask tutors, in groups, to identify possible challenging areas during the teaching of the sub-topics.</p> <p>2.3. Ask them to explain how they can help student teachers to use different activities and strategies to support learning of these areas in basic schools during STS activities.</p> <p>2.4. Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the sub-topics of the lessons. <i>NTS:3j, 3m</i></p> <p>2.5. Ask the groups to share their findings on the appropriate resources needed for the teaching and learning of the sub-topics with the larger group.</p> <p>2.6. Ask tutors to identify other resources that could be used in delivering the lesson 11. <i>Eg, Collection of</i></p>	<p>Concept Development</p> <p>2.1. In groups, identify some sub-topics of 11 lessons studied for the semester for discussion.</p> <p>2.2. In groups, identify possible challenging areas during the teaching the sub-topics.</p> <p>2.3. Explain how they can help student teachers to use different activities and strategies to support learning of these areas in basic schools during STS activities</p> <p>2.4. In groups, identify and discuss the appropriate resources needed for the teaching and learning of the sub-topics of the lessons. <i>NTS:3j, 3m</i></p> <p>2.5. Groups share their findings on the appropriate resources needed for the teaching and learning of the sub-topics with the larger group</p> <p>2.6. Identify other resources that could be used in delivering the lesson 11. <i>Eg, Collection of short</i></p>	<p>25 mins</p>
--	---	--	-----------------------

	<p><i>short texts/jigsaws and items on YouTube.</i></p> <p>Note: <i>The resources/TLMS should be male and female responsive.</i></p>	<p><i>texts/jigsaws and items on YouTube.</i></p> <p>Note: <i>The resources/TLMS should be male and female responsive.</i></p>	
<p>3. Teaching, learning and assessment of activities for the lesson</p> <p>2. Reading of teaching and learning activities and identification of areas that require clarification</p> <p>3. Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%)</p> <p>4. Working through one or two activities,</p>	<p>Teaching and learning activities for the lesson</p> <p>3.1. Lead tutors in groups to identify teaching and learning activities exploited during the teaching process and point out areas that require clarification.</p> <p>3.2. Ask a tutor in the group to mention the areas identified in the teaching and learning activities for whole group discussion.</p> <p>3.3. Ask tutors, in groups, to mention some core and transferable skills and GESI issues exploited during the teaching and learning activities of the 11 lessons.</p> <p>3.4. Lead tutors to discuss and share with the whole group how they integrated these core transferable skills and addressed GESI their lessons issues in both B. Ed. and Basic school curricula into the teaching and learning activities. <i>NTS 1a, 1b, 2c, 3f, 3g</i></p>	<p>Teaching and learning activities for the lesson</p> <p>3.1. In groups, identify teaching and learning activities exploited during the teaching process and point out areas that require clarification.</p> <p>3.2. In the group, mention the areas identified in the teaching and learning activities for whole group discussion</p> <p>3.3. In groups, mention some core and transferable skills and GESI issues exploited during the teaching and learning activities of the 11 lessons.</p> <p>3.4. Discuss and share with the whole group how they integrated these core transferable skills and addressed GESI their lessons issues in both B. Ed. and Basic school curricula into the teaching and learning activities. <i>NTS 1a, 1b, 2c, 3f, 3g</i></p>	40 mins

<p>Review Assessment Component</p>	<p>3.5. Lead tutors to list resources eg YouTube videos items/ text/charts, used during the teaching and learning of the lessons. Ask them to present their works on flip charts.</p>	<p>3.5. List resources eg YouTube videos items/ text/charts, used during the teaching and learning of the lessons. Ask them to present their works on flip charts.</p>	
	<p>Reflection</p> <p>3.6. Lead tutors to identify other resources that could be used in the delivery of the lessons.</p> <p>3.7. Brainstorm with tutors on how they assisted student teachers to support basic school learners to develop the core and transferable skills (such as the use of projected in teaching) through STS activities.</p> <p>3.8. Brainstorm with tutors how they implemented the two (2) assessment components during the delivery of the Lesson 11: Subject Portfolio and project portfolio of the Course Manuals</p> <p>3.9. Lead them to compare their works with the components prescribed by NTEAP and review as appropriate.</p>	<p>Reflection</p> <p>3.6. Identify other resources that could be used in the delivery of the lessons.</p> <p>3.7. Brainstorm on how they assisted student teachers to support basic school learners to develop the core and transferable skills (such as the use of projected in teaching) through STS activities.</p> <p>3.8. Brainstorm on how they implemented the two (2) assessment components during the delivery of the Lesson 11: Subject Portfolio and Project portfolio of the Course Manuals.</p> <p>3.9. Compare their works with the components prescribed by NTEAP and review as appropriate.</p>	

	<p>NOTE: Expected answers: <i>Critical thinking, Collaboration in groups, Digital literacy/ ICT Cultural diversity, Equity and inclusivity in group works Talk for learning, role play, find someone who...</i></p>		
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues 	<p>Evaluation and review of session</p> <p>4.1 Ask tutors to individually write down issues observed about the 11 lessons delivered and share it with the whole group for clarification.</p> <p>4.2 Invite individual tutors who taught a lesson in the semester to share their experiences on how they prepared and delivered their lessons.</p> <p>4.3 Ask tutors to point out unresolved issues that need more attention.</p> <p>4.4 Conclude the session by asking the the tutors to express their general impression about the course content and pedagogie that went with it. NTS 1a</p>	<p>Evaluation and review of session</p> <p>4.1. Individually write down issues observed about the 11 lessons delivered and share it with the whole group for clarification</p> <p>4.2. Individual tutors who taught a lesson in the semester share their experiences on how they prepared and delivered their lessons.</p> <p>4.3. Tutors point out unresolved issues that need more attention.</p> <p>4.4. Express their general impression about the course content and pedagogie that went with it. NTS 1a</p>	<p>5 mins</p>

NTEAP: National Teacher Education Assessment Policy.

GESI: Gender Equity Social Inclusion

PDS: Professional Development Session

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.
<p>Course introductions and conclusions</p> <ul style="list-style-type: none"> • 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 	
<p>Prior knowledge: Points for tutors on assessing or activating student teachers' prior knowledge.</p>	
<p>Basic School Curriculum: when topics for student teachers are from the Basic School Curriculum the PD session makes explicit links.</p>	
<p>CLO: relevant to the session to be introduced</p>	
<p>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</p>	
<p>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</p>	
<p>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.</p>	
<p>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.</p>	
<p>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.</p>	
<p>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.</p>	
<p>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.</p>	

<p>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.</p>	
<p>Resources /TLM. Where specific resources are required, it is clear where tutors can access them e.g., videos, online resources or readings.</p>	

ACKNOWLEDGEMENTS

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

T-TEL Support Team		
Professor Jophus Anamuah-Mensah	T-TEL – Board Chair	
Professor Jonathan Fletcher	T-TEL – Key Advisor, Teaching and Learning Partnerships	
Bea Noble-Rogers	T-TEL – International Teacher Education Curriculum Expert	
Dr. Sam Awuku	T-TEL – Key Advisor, Leadership for Learning & Institutional Development	
Dinah Adiko	T-TEL – Key Advisor, Gender Equality and Social Inclusion	
Beryl Opong-Agyei	T-TEL – National Coordinator for Teacher Education	
Marjorie Tackie	T-TEL – Coordinator for Gender Equality and Social Inclusion	
Peter Chammik	T-TEL – Education Adviser	
Paul Twene	T-TEL – Education Adviser	
Wilhemina Gyamfi	T-TEL – Education Adviser	
Issahaku Abudulai	T-TEL – Education Adviser	
Wellington Mpeniasah	T-TEL – Education Adviser	
Writing Team		
SUBJECT	NAME	INSTITUTION
Pedagogy	Dr. Maxwell Kwesi Nyatsikor	University for Development Studies, Tamale
	Dr. Winston Kwame Abroampa	Kwame Nkrumah University of Science and Technology, Kumasi
	Dr. John Sedofia	University of Ghana, Legon Accra
	Kweku Esia-Donkoh	University of Education, Winneba
	Fadilata Seidu	Nusrat Jahan Ahmadiyya College of Education, Wa
	Dr. Yaw Nyadu Offei	University of Education, Winneba
	John Aditorem	Tumu College of Education, Tumu
ICT	Victoria Boafo	Mampong Technical College of Education, Mampong Ashanti
	Richard Adusei	University for Development Studies, Tamale
Social Sciences	Dr. Aboagye Dacosta	Kwame Nkrumah University of Science and Technology, Kumasi

	Stephen Ebo Koomson	St. Vincent College of Education, Yendi
	Dr. Cletus Ngaaso	University of Education, Winneba
	Limpu Isaac Digbun	Bagabaga College of Education, Tamale
	Felix Dongballe	McCoy College of Education, Nadowli
	Mercy Sarpong Mintah-Botchey	Presbyterian College of Education, Akropong
	Salifu Fawzi Rahaman	Nusrat Jahan Ahmadiyya College of Education, Wa
	Abudulai Ibrahim	Gambaga College of Education, Gambaga
	Joseph Mihaye	Accra College of Education, Accra
	Tia Yahaya	Tamale College of Education, Tamale
TVET	Rev. Dr. Nyuieko Avotri	Mampong Technical CoE, Ashanti Mampong
	Rev. Godwin Gbadagba	Dambai College of Education, Dambai
	Grace Annagmeng Mwini	Tumu College of Education, Tumu
	Michael Eco Adixey	Akatsi College of Education, Akatsi
	David Kodzo Ankutse	Accra College of Education, Accra
PEMD	Justice Gideon Adjerakor	University of Education, Winneba
	Godfred Teye Mensah Akuffo	Bia Lamplighter College of Education, Sefwi Debiso
Science	Prof Reuben Yao Tamakloe	Kwame Nkrumah University of Science and Technology, Kumasi
	Valentina Osei - Himah	Atebubu College of Education, Atebubu
	Comfort Korkor Sam	University for Development Studies, Tamale
	Ambrose Ayikue	St. Francis College of Education, Hohoe
	Maxwell Bunu	Ada College of Education, Ada
Mathematics	Prof Gabriel Asare Okyere	Kwame Nkrumah University of Science and Technology, Kumasi
	Eric Abban	Mt. Mary College of Education, Somanya
	Eric Kwame Austro Gozah	Dambai College of Education, Dambai
	Frank Asah Akuffo	University for Development Studies, Tamale
Language and Literacy	Prof. Charles Owu – Ewie	University of Education, Winneba
	Dr. Abraham Kwadwo Okrah	University of Ghana, Legon Accra
	Dr. Yvonne Akwele Amankwaa Ollennu	University of Education, Winneba
	Abdul-Moomin Abdul-Aziz	Nusrat Jahan Ahmadiyya College of Education, Wa
	Comfort Dorvlo	Accra College of Education, Accra
	Awudu Rafick	University for Development Studies, Tamale
French	Felix Asare Odonkor	University of Education, Winneba
	Dr. Stella Afi Makafui Yegblemenawo	Kwame Nkrumah University of Science and Technology, Kumasi
	Osmanu Ibrahim	Mt. Mary College of Education, Somanya

