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

HANDBOOK FOR COORDINATORS





NTC Raising Teaching

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The Government of Ghana







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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

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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 and 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 21st century 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) / Heads of Department (HoDs) on how to lead the weekly PD sessions in the Colleges.
- 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/HoDs need to have details of the resources needed for all the activities including guidance on how to create any TLM 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.

Lesson 1:
Definition and Characteristics of Action Research

Age Phase/s:

Early Grade, Upper Primary and JHS

Name of Subject/s: Enquiry and Action Research

Tutor PD Session f	or Lesson 1 in the	Course Manual

Fo	cus: the bullet points	Guidance notes on Leading	Guidance Notes on Tutor	Time in
	ovide the frame for	the session. What the	Activity during the PD	session
wh	hat is to be done. The	SL/HoDs will have to say	Session. What PD Session	
gui	idance notes in	during each stage of the	participants (Tutors) will do	
ita	lics identify the	session	during each state of the	
pro	ompt the SL/HoD		session)	
ne	eds and each one			
mu	ust be addressed			
1.	Introduction/lesson	Welcome tutors and highlight		
	overview	that the PD session(s) will take		
•	Overview of	cognisance of the various age		
	subject/s age	or specialisms (if any).		
	phase/s to be			
	covered in this PD	*Ice breaker*		
	session and how it			
	will be organized.	1.1 Lead tutors to reflect on	1.1 Reflect on previous PD	
	Including guidance	previous PD sessions and	session and shareyour	
	on grouping tutors	share their spectacular	spectacular experiences.	
	according to the	experiences.		
	subject/s, age			
	phase/s.	1.2 Ask tutors to read the	1.2 Read the introduction,	
•	Reflection on	introduction, overview,	overview, CLOs and LOs	
	previous PD Session	the CLOs and LOs of the	of the course to identify	
	(Introduction to the	course to identify any	any distinctive aspects	
	course manual/s).	distinctive aspects for	for whole group	
•	Introduction and	whole group discussion.	discussion.	
	overview of the	(e.g., CLO 1 Demonstrate		
	main purpose of the	knowledge and understanding		
	lesson in the course	of action research, its types,		
	manual/s.	key principles, and the need		
•	Identification of	for action research (NTECF,		
	important or	NTS 3b, 3e, 3f, 3g).		
	distinctive aspects			
	of the lesson/s	1.3 Facilitate the discussion of	1.3 Refer to Lesson 1 and	
•	Reading and	the CLOs and LOs for the	study the CLOs and LOs.	
	discussion of the	entire course, after which	Then, share your	

	_	
	with the whole group.	
CLO and LOs).		
of lesson 1.		
	required of you.	
_		
-		
(NTECF, NTS 3b, 3e, 3f, 3g).		
	emphasis is placed on the week's Lesson. (<i>Refer tutors to lesson 1 of the</i> <i>course manual to study the</i> <i>CLO and LOs</i>). 1.4 Refer tutors to read the introduction and the LOs of lesson 1. <i>CLO 1. Demonstrate</i> <i>knowledge</i> <i>and understanding of action</i> <i>research, its types, key</i> <i>principles,</i> <i>and the need for action</i> <i>research</i> (<i>NTECF, NTS 3b, 3e, 3f, 3g</i>).	 week's Lesson. (Refer tutors to lesson 1 of the course manual to study the CLO and LOs). 1.4 Refer tutors to read the introduction and the LOs of lesson 1. 1.4 Read the introduction and the LOs of lesson 1. 1.4 Read the introduction and the LOs for lesson 1 and discuss what is required of you. CLO 1. Demonstrate knowledge and understanding of action research, its types, key principles, and the need for action research

2	Concont	2 1 Ack tutors to write the in	2.1 Individually with war	25
•	Concept Development (New learning likely to arise in this Lesson): Identification and	 2.1 Ask tutors to write their experiences about research and compare. (You may prompt tutors to draw RPK from their Research in Education courses and other related courses, including their 	2.1 Individually, write your experiences about research and compare your answer with your colleagues.	25 mins
•	discussion of concepts Identification of possible challenging	professional experience/engagement). 2.2 Ask tutors to define action	2.2 Define what action	
•	areas in the teaching of the concept. Identification of	research. 2.3 Lead tutors to identify the types of action research	research is. 2.3 In pairs (one male one female if possible),	
	needed resources for the teaching and learning of the concept.	for discussion. (Allow tutors to refer to the suggested references in the course manual and others)	identify the types of action research for discussion.	
		2.4 In pairs, ask tutors to share their experiences about research.	2.4 Share your experiences about research with your elbow partner.	
		2.5 Ask each tutor to write any two potential challenging areas associated with teaching the concept and how they can be resolved (<i>be</i> <i>mindful of potential GESI</i> <i>and ICT concerns</i>)	2.5 Write any two potential challenges associated with teaching the concept and how they can be resolved (be mindful of potential GESI and ICT opportunities and concerns)	
		(Specific examples Not everyone may be conversant with how to do effective downloading and saving of materials from the internet. Also ensure that roles of members in a group are assigned fairly.		
		2.6 Ask tutors to read through the suggested resources to teach the lesson. Then,	2.6 Read through the suggested resources to teach the lesson and	

	facilitate the discussion of their applicability and challenges. Are there any GESI-related issues?) (e. g. roles assigned to group members, access to internet services)	discuss their applicability and challenges. (Are there any GESI-related issues such as accessibility to resources?)
	2.7 Ask tutors to write some of the practical ways of applying knowledge gained from this lesson to support learners during their STS, Child Study and regular School experience.	2.7 List some of the practical opportunities to apply knowledge gained from this lesson.
	2.8 Lead tutors to mention the resources recommended for teaching the lesson, noting their practicability and GESI opportunities and challenges.	2.8 Mention the resources recommended for teaching the lesson and discuss their practicability and GESI opportunities and challenges.
 Guidance notes for SL/HoD should Identify any aspect of the Lesson that might be challenging for tutors in terms of new learning and which needs to be considered prior to taking tutors through the lesson activities "walk through". The resources needed must be identified: literature – page referenced etc., on web, Utube, physical resources, power point; how 		

they should be used. Consideration needs to be given to local availability This section can build on the PD needs identified from the course manuals			
 3. Teaching, learning and assessment activities for the Lesson Reading of teaching 	3.1 Give tutors some time to read through the teaching and learning activities and identify the areas that may require clarification	3.1 Read through the teaching and learning activities and identify the areas that require clarification	40 mins
 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 	 3.2 Request tutors to study the assessment components of the lesson and examine how they align with the NTEAP and required course assessment. (request tutors to share their knowledge about some of the activities that go into the NTEAP). 3.3 Lead the whole group discussion of the linkages 	 3.2 Study the assessment components of the lesson and examine how it connects with the NTEAP and required course assessment. Then, talk about the activities in the lesson that facilitate the implementation of the NTEAP. 3.3 Discuss the linkages between the assessment 	
 portfolio (30%) and end of semester examination (40%) Working through one or two activities, 	between the assessment opportunities in the lesson and the approaches to assessment in the NTEAP. Pick out specific examples of opportunities for continuous assessment	opportunities in the lesson and the approaches to assessment in the NTEAP.	
	3.4 Task tutors (in pairs) to identify the core and transferable skills in pairs, being developed or applied using those teaching and learning strategies.	3.4 In pairs, identify the core and transferable skills being developed or applied using the suggested teaching and learning strategies.	

				1
•	Identify where, and			
	which, core and			
	transferable skills,			
	including 21 st skills			
	and the use of			
	information			
	technology, are			
	being developed or			
	applied			
•	Makes links to the			
	existing PD Themes			
	with page reference			
	where they can			
	support teaching,			
	for example: action			
	research,			
	questioning and to			
	other external			
	reference material			
•	Identify where			
	power point			
	presentations or			
	other resources			
	need to be			
	developed to			
	support learning			
	and provide			
	guidance			
•	Identify resources			
	required for any			
1	TLMs and provide			
1	guidance on the			
1	development of			
	these			
4.	Evaluation and	4.1 Ask tutors to bring out any	4.1 Ask questions for	5 mins
1	review of session:	outstanding issues relating	clarifications	
•	identification of any	to this Lesson for		
	outstanding issues	clarification.		
	relating to this			
	Lesson for	4.2 Remind tutors of the topic	4.2 Refer to the course	
	clarification	for next week's lesson and	manual and study lesson	
•	Advance	the need for adequate	2 (with respect to your	
1	preparation	preparation	specialisms) for the next	
•	In the case of		PD session.	
	unresolved issues			
			I	

	4.3 Remind tutors to note and share any unexpected challenges they face in the classroom during the next PD session.	4.3. Take note of any challenges you may face in teaching for the whole group discussion in the next PD session.
Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring: subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.	semester. In particular, for exam supporting tutors in undertaking Providing examples to support to continuous assessment opportu	pject project and one subject portfolio

Lesson 2:

Processes in conducting Action Research(I)

			_
Focus: the bullet points	_	Guidance Notes on Tutor	Time in
provide the frame for	the session. What the	Activity during the PD	session
what is to be done.	SL/HoDs will have to say	Session. What PD Session	
The guidance notes in	during each stage of the	participants (Tutors) will do	
italics identify the	session	during each state of the	
prompt the SL/HoD		session)	
needs and each one			
must be addressed			
1. Introduction/	*Start with an ice breaker		
lesson overview	from any tutor*		
	1.1 Lead tutors to reflect on	1.1 Reflect on the previous	
subject/s age	previous PD sessions for	PD session on lesson 1	
phase/s to be covered in this PD	lesson 1 and share any		
session and how it	spectacular experiences.	and share your experiences with other	
	spectacular experiences.	tutors	
will be organised.			
Including guidance on grouping tutors	1.2 Ask tutors to read the	1.2 Read the introduction	
according to the	introduction and	and overview of the	
subject/s, age	overview of the main	main purpose of the	
phase/s.	purpose of the lesson in	lesson in the course	
Reflection on	the course manual for	manual for discussion.	
 Reflection on previous PD Session 	discussion		
(Introduction to the		1.3 Identify any distinctive	
course manual/s)	1.3 Ask tutors to iidentify any	aspects of the Lesson	
 Introduction and 	distinctive aspects of the	for whole group	
overview of the	Lesson for whole group	discussion	
main purpose of	discussion		
the Lesson in the	(e.g. ask tutors how this		
course manual/s	lesson differs from the		
 Identification of 	previous by way of content		
important or	and competencies required of		
distinctive aspects	tutors and learners?)		
of the lesson/s			
	1.4 Lead tutors to read the	1.4 Read the suggested	
Reading and discussion of the	suggested assessment	assessment strategies	
introductory	strategies and compare	and compare them with	
sections up to	them with the NTEAP.	the NTEAP, and share	
learning outcomes	Facilitate the discussion	your observations	
	of any observations	taking note of potential	

		(e.g. any potential ICT and	ICT and GESI	
		GESI challenges)	opportunities and	
			challenges.	
Th	e guidance notes for			
SL/	HoD need to			
•	Provide short			
	overview of the			
	Lesson			
•	Identify important			
	or distinctive			
	features of the			
	Lesson			
•	Identify assessment,			
	aligned to NTEAP			
•	Anticipate			
	questions which			
	might arise from			
	the introduction to			
	the Lesson and			
	provide responses			
	for SL/HoD.			
•	Issues that			
	prompted questions			
	or discussion during			
	curriculum and			
	course writing may			
	well also be issues			
	for SL/HoD			
2.	Concept	2.1 Using the think-pair-share	2.1 In pairs, state any two	25 mins
	Development (New	strategy, ask tutors to	ways of identifying a	
	learning likely to	generate various ways of	research problem. Then,	
	arise in this Lesson):	identifying a research	discuss these with the	
		problem for discussion	whole group.	
•	Identification and			
	discussion of	Select one of the identified		
	concepts	problems and:		
•	Identification of			
	possible challenging	2.2 Lead the whole group to	2.2 Share your views on	
	areas in teaching of	discuss how to review	how to review literature	
	the concept.	literature for the	for the identified	
•	Identification of	identified problem	problem effectively.	
	needed resources	effectively.		
	for the teaching and	(refer to any good research		
		methods textbook such as		

loorning of the	Cohon at al 2018, Johnson 8	(Are there any CESI and ICT	
learning of the	Cohen et al. 2018; Johnson &	(Are there any GESI and ICT	
concept.	Christensen, 2016)	opportunities and	
		challenges worthy of note?)	
	2.2 Lood tutors (in point) to	2.2 la poire identificana	
	2.3 Lead tutors (in pairs) to	2.3 In pairs, identify some	
	come out with workable	workable interventions	
	interventions for the	for the identified	
	identified problem.	problem.	
	2.4 Ask tutors to identify any	2.4 Identify any potential	
	potential GESI related	GESI related	
	opportunities and	opportunities and	
	challenges associated	challenges associated	
	with the intervention	with the intervention	
	strategies and how they	strategies and how they	
	can be addressed.	can be addressed	
Guidance notes for			
SL/HoD should			
 Identify any aspect 			
of the Lesson that			
might be			
challenging for			
tutors in terms of			
new learning and			
which needs to be			
considered prior to			
taking tutors			
through the lesson			
activities "walk			
through".			
• The resources			
needed must be			
identified: literature			
– page referenced			
etc., on web,			
YouTube, physical			
resources, powerp			
oint; how they			
should be used.			
Consideration needs			
to be given to local			
availability			
This section can build			
on the PD needs			

	ntified from the			
<i> </i>	ırse manuals			
3.	Teaching, learning	1.1 Allow tutors some time	1.1 Read through the	40 mins
	and assessment	(5-10 mins) to read	teaching and learning	
	activities for the	through the teaching and	activities and identify	
	Lesson	learning activities and	areas you may need	
•	Reading of teaching	identify the areas that	clarification	
	and learning	may require clarification		
	activities and			
	identification of	1.2 Request tutors to read	1.2 Read the assessment	
	areas that require	the assessment	opportunities for the	
	clarification	opportunities for the	Lesson and explain how	
•	Reading of	Lesson. Then, in turn, ask	they are aligned to the	
	assessment	each tutor to explain how	NTEAP and required	
	opportunities and	they are aligned to the	course assessment.	
	ensuring they are	NTEAP and required		
	aligned to the	course assessment		
	NTEAP and required			
	course assessment:	1.3 In pairs, let tutors identify	1.3 Identify the core and	
	subject project	the core and transferable	transferable skills being	
	(30%), subject	skills being developed or	developed by using	
	portfolio (30%) and	applied by engaging in the selected assessment	those teaching and learning strategies.	
	end of semester	mode (Prompt tutors to	learning strategies.	
-	examination (40%)	refer to the relevant		
•	Working through	pages in the PD Themes		
	one or two	for further reference and		
	activities,	support).		
Gu	idance notes for			1
	HoD should			
•	Select activities,			
	linked to CLO and			
	indicators, from the			
	Lesson that are			
	likely to be most			
	different from			
	tutors' previous			
	experience. These			
	could involve			
	applying new			
	content, e.g. from			

	section 2, or	
	approaches to	
	teaching, learning	
	and assessment,	
	incl. gender-	
	responsive and	
	inclusive	
	approaches	
•	Identify how any	
	assessments relate	
	to course	
	assessment	
	components	
•	The selected	
	activities should be	
	done with tutors in	
	real or close to real	
	time	
•	Anticipate any	
	issues for	
	clarification or	
	questions which	
	might arise as the	
	tutors work through	
	the activities and	
	provide guidance on	
	these	
•	Identify where, and	
	which, core and	
	transferable skills,	
	including 21 st skills	
	and the use of	
	information	
	technology, are	
	being developed or	
	applied	
•	Makes links to the	
	existing PD Themes	
	with page reference	
	where they can	
	support teaching,	
	for example: action	
	research,	
1	questioning and to	
L	gaestioning and to	

				1
	other external			
	reference material			
•	Identify where			
	power point			
	presentations or			
	other resources			
	need to be			
	developed to			
	support learning			
	and provide			
	guidance			
	Identify resources			
•	required for any			
	TLMs and provide			
	guidance on the			
	development of			
-	these			
4	Evaluation and	4.1 Ask tutors to bring out	4.1 Ask questions for	5 mins
	review of session:	any outstanding issues	clarifications	
•	identification of any	relating to this Lesson for		
	outstanding issues	clarification.		
	relating to this			
	Lesson for	4.2 Remind tutors of	4.2 Refer to lesson 3 in the	
	clarification	subsequent week's	course manual and	
•	Advance	meeting and topic to be	study for the next PD	
	preparation	addressed	session.	
•	In the case of			
	unresolved issues	4.3 Remind tutors to note	4.3. Take note of any	
		and share any challenges	challenges you face in	
		they face in the	teaching for discussion	
		classroom for the whole	in the next PD session.	
		discussion.		
Со	urse assessment in			·
ace	ordance with the			
NT	EAP: SWL need to			
rev	view assessment in			
the	e course manual to			
en	sure it complies with			
	EAP implementation			
and the 60%				
continuous assessment				
and 40 % End of				
-	nester examination.			
	is means ensuring:			
	oject project, subject			
Jul				

portfolio preparation	
and development are	
explicitly addressed in	
the PD sessions.	

LESSON 3: PROCESSES IN CONDUCTING ACTION RESEARCH(II)

Focus: the bullet points	Guidance notes on Leading	Guidance Notes on Tutor	Time in
provide the frame for	the session. What the	Activity during the PD	session
what is to be done.	SL/HoDs will have to say	Session. What PD Session	
The guidance notes in	during each stage of the	participants (Tutors) will do	
italics identify the	session	during each stage of the	
prompt the SL/HoD		session)	
needs and each one			
must be addressed			
1. Introduction/	1.1 Lead tutors to reflect on	1.1 Reflect on previous PD	
lesson overview	the previous PD session	session/lesson and share	
Overview of	on lesson 2 and share any	your experiences with	
subject/s age	experiences from the	other tutors	
phase/s to be	previous week's session		
covered in this PD	and Lesson.		
session and how it			
will be organised.	1.2 Ask tutors to refer to the	1.2 Read the introduction	
Including guidance	course manual and read	and overview of the	
on grouping tutors	the introduction and	lesson and its	
according to the	overview of the lesson	corresponding CLOs and	
subject/s, age	and its corresponding	Lis main. Identify any	
phase/s.	CLOs and LIs.	differences in	
 Reflection on 	Prompt tutors to iidentify any	content/knowledge /skills	
previous PD Session	distinctive aspects of the	between today's lesson	
(Introduction to the	Lesson for whole group	and last week's.	
•	discussion	and last week 3.	
course manual/s)Introduction and	(e.g. compare the	Examine CLO 1 and CLO 2 and	
 Introduction and overview of the 	content/skills and	tell if there are any	
	competencies of the previous	similarities or differences.	
main purpose of	lesson with the current one)	similarities of differences.	
the Lesson in the			
course manual/s	e.g. CLO 2 Demonstrate		
Identification of	understanding of the		
important or	processes involved in		
distinctive aspects	•		
of the lesson/s	conducting action		
Reading and	research in inclusive and		
discussion of the	multi-grade classroom		
introductory	(NTECF, NTS 3b, 3e, 3f, 3g,		
sections up to	3i).		
learning outcomes	NB : Let Tutors (individually)		
	note the similarities and		

		differences between CLOs 1		
		and 2 for discussion.		
				_
Th	e guidance notes for			
SL,	/HoD need to			
•	Provide short			
	overview of the			
	Lesson			
•	Identify important			
	or distinctive			
	features of the			
	Lesson			
٠	Identify assessment,			
	aligned to NTEAP			
•	Anticipate			
	questions that			
	might arise from			
	the introduction to			
	the Lesson and			
	provide responses			
	for SL/HoD.			
٠	Issues that			
	prompted questions			
	or discussion during			
	curriculum and			
	course writing may			
	well also be issues			
	for SL/HoD			
2.	Concept	2.1 Using think-pair-share	2.1 In pairs, state any two	25 mins
	Development (New	strategy, ask tutors to	processes involved in	
	learning likely to	generate various ways of	planning for data	
	arise in this Lesson):	planning for data	collection.	
		collection for discussion		
•	Identification and			
	discussion of	2.2 Randomly select a pair to	2.2 In pair, share your plan	
	concepts	share their plan for data	for data collection.	
•	Identification of	collection for whole	(Be guided by	
	possible challenging	group discussion,	standard/conventional ways	
	areas in teaching	suggestions and critique	of collecting data as	
	the concept.	(Be guided by	prescribed by reputable	
•	Identification of	standard/conventional ways	experts authors. Refer to any	
	needed resources	of collecting data as	good action research	
	for the teaching and	prescribed by reputable	textbooks suggested in the	
	learning of the	experts authors. Refer to any	curriculum manual)	
	concept.	good action research		

	textbooks suggested in the		
	curriculum manual)		
	 2.3 Task tutors to generate any GESI and ICT opportunities and challenges to be mindful of or addressed in the planning process. (e.g. those with speech challenges, shy or introverted learners, gender and leadership roles) 	 2.3 In pairs, write any two potential GESI and ICT opportunities and challenges in the planning process for discussion (e.g. those with speech challenges, shy or introverted learners, gender and leadership roles) 	
	2.4 Task tutors (in pairs) to generate some other resources (apart from the one provided in the course manual) required for the data collection.	2.4 In pairs, refer to the course manual and study the suggested resources to teach the Lesson and explore other resources (if any) that could be used.	
	2.5 Following up from last week's lesson, randomly select a pair of tutors to take the whole group through the processes of implementing the intervention for the problem identified	2.5 In pair, take the whole group through the processes of implementing the intervention for the problem identified	
Guidance notes for	· ·		
SL/HoD should			
Identify any aspect			
of the Lesson that			
might be			
challenging for			
tutors in terms of			
new learning and which needs to be			
considered prior to			
take tutors through			
the lesson activities			
"walk through".			
The resources			
needed must be			

			[1
	identified: literature			
	– page referenced			
	etc., on web,			
	youtube, physical			
	resources, power			
	point; how they			
	should be used.			
	Consideration needs			
	to be given to local			
	availability			
Th	is section can build			
on	the PD needs			
ide	entified from the			
со	urse manuals			
3.	Teaching, learning	3.1 Allow tutors some time to	3.1 Read through the	40 mins
	and assessment	read through the	teaching and learning	
	activities for the	teaching and learning	activities suggested for	
	Lesson	activities suggested for	the lesson and identify	
•	Reading of teaching	the lesson and identify	areas that may require	
	and learning	the areas that may	clarification or	
	activities and	require clarification or	explanation	
	identification of	explanation		
	areas that require			
	clarification	3.2 Request tutors to read	3.3 Read the assessment	
•	Reading of	the assessment	opportunities for the	
	assessment	opportunities for the	Lesson and explain how	
	opportunities and	Lesson. Then, in turn, ask	the assessment	
	ensuring they are	each tutor to explain how	opportunities are aligned	
	aligned to the	the assessment	to the NTEAP and	
	NTEAP and required	opportunities are aligned	required course	
	course assessment:	to the NTEAP and	assessment.	
	subject project	required course		
	(30%), subject	assessment		
	portfolio (30%) and	-		
	end of semester	3.4 In pairs, lead tutors to	3.4 Demonstrate how you	
	examination (40%)	demonstrate how they	will implement a selected	
•	Working through	will apply any one (1) of	assessment strategy	
	one or two	the assessment		
	activities,	strategies.		
		3.5 In pairs, let tutors identify	3.5 Identify the core and	
		the core and transferable	transferable skills being	
		skills being developed or	developed by using those	
		applied by engaging in	teaching and learning	
1		the selected assessment	strategies.	
			sualegies.	

	mode (Drement Turbers to	
	mode (Prompt Tutors to	
	refer to the relevant	
	pages in the PD Themes	
	for further reference and	
	support).	
Guidance notes for		
SL/HoD should		
• Select activities,		
linked to CLO and		
indicators, from the		
Lesson that are		
likely to be most		
different from		
tutors' previous		
experience. These		
could involve		
applying new		
content, e.g. from		
section 2, or		
approaches to		
teaching, learning		
and assessment,		
incl. gender		
responsive and		
inclusive		
approaches		
 Identify how any 		
assessments relate		
to course		
assessment		
components		
• The selected		
activities should be		
done with tutors in		
real or close to real		
time		
• Anticipate any		
issues for		
clarification or		
questions which		
might arise as the		
tutors work through		
the activities and		

				·
	provide guidance on			
	these			
•	Identify where, and			
	which, core and			
	transferable skills,			
	including 21 st skills			
	and the use of			
	information			
	technology, are			
	being developed or			
	applied			
•	Makes links to the			
	existing PD Themes			
	with page reference			
	where they can			
	support teaching,			
	for example: action			
	research,			
	questioning and to			
	other external			
	reference material			
•	Identify where			
	power point			
	presentations or			
	other resources			
	need to be			
	developed to			
	support learning			
	and provide			
	quidance			
•	5			
	Identify resources required for any			
	TLMs and provide			
	guidance on the			
	development of			
	these			
4	Evaluation and	4.1 Ask tutors to bring out	4.1 Ask questions for	5 mins
-	review of session:	any outstanding issues	clarifications	5 11113
•	identification of any	relating to this Lesson for		
	outstanding issues	clarification.		
	-		4.2 Refer to the course	
	relating to this Lesson for	4.2 Remind tutors of	manual and study lesson	
	clarification	subsequent week's	3 (for each specialisms	
_	Advance	meeting and topic to be	group) for the next PD	
		addressed	session.	
	preparation	auuresseu	35331011.	

	4.2 Domind tutors to pata	4.2. Take note of any	
In the case of	4.3 Remind tutors to note	4.3. Take note of any	
unresolved issues	and share any	challenges you face in	
	unexpected challenges	teaching for discussion in	
	they face in the	the next PD session.	
	classroom for the whole		
	group discussion.		
Course assessment			
according to the			
NTEAP: SWL needs to			
review assessment in			
the course manual to			
ensure it complies with			
NTEAP implementation			
and the 60%			
continuous assessment			
and 40 % End-of-			
semester examination.			
This means ensuring			
that: subject project,			
subject portfolio			
preparation and			
development are			
explicitly addressed in			
the PD sessions.			

Lesson Title: Data Collection and Analysis 1

Da				
pro wh Th ita pro ne	cus: the bullet points ovide the frame for nat is to be done. e guidance notes in lics identify the ompt the SL/HoD eds, and each one ust be addressed	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session)	Time in session
1.	Introduction/lesson overview Overview of subject/s age phase/s to be	 1.1 Start the session with anappropriate icebreaker to begin. 1.2 Lead tutors to brainstorm 	 1.1 Participate in the ice- breaker to warm up for the PD session. 1.2 Reflect and share views 	20 mins
	covered in this PD session and how it will be organised. Including guidance on grouping tutors according to the	the usefulness of the previous PD session, especially on GESI, NTEAP, and ICT to the lesson delivery.	on the usefulness of the previous PD session, especially onGESI, NTEAP, and ICT, to your lesson delivery.	
•	subject/s, age phase/s. Reflection on previous PD Session (Introduction to the course manual/s) Introduction and overview of the	1.3 Ask tutors to share views on some challenges in integrating GESI, NTEAP, and ICT in teaching Lesson 3, and suggest how they could be addressed.	1.3 Share with colleagues some challenges in integrating GESI, NTEAP, and ICT in teaching Lesson 3, and suggest how they could be addressed.	
•	main purpose of the lesson in the course manual/s Identification of	1.4 Ask tutors to read and discuss the overview and the purpose of Lesson 4.	1.4 Read and discuss the overview and purpose of Lesson 4.	
•	important or distinctive aspects of the lesson/s Reading and discussion of the introductory sections up to learning outcomes	1.5 Lead tutors to identify some cross-cutting issues such as GESI and ICT, to be considered in Lesson 4, and suggest how to integrate them (e.g. inquiry skills, critical analytical skills, report writing skills,	1.5 Identify some cross- cutting issues such as GESI and ICT to be considered in Lesson 4, and suggest how to integrate them (e.g. inquiry skills, critical analytical skills).	

presentation skills,

	communication skills, collaboration, attention and care skills through mixed ability/gender group activities).		
	1.6 Ask tutors to share their views on the distinctive aspects of Lesson 4 for the early grade, upper primary, and JHS (e.g. misconceptions about collecting research data).	1.6 Share your views on the distinctive aspects of Lesson 4 for the early grade, upper primary, and JHS (e.g.misconceptions about collecting research data).	
	1.7 Lead tutors to read and discuss the introductory sections of the lesson up to the learning outcomes and their indicators for the early grade, upper primary, and JHS. <i>Prompt</i> <i>tutors to check how they</i> <i>are aligned.</i> (NTS 3a, 3b, 3c, 3e, 3f, 3g, 3i).	1.7 Read and discuss the introductory sections of the lesson up to the learning outcomes and their indicators for the early grade, upper primary, and JHS. Check how they are aligned (NTS 3a, 3b, 3c, 3e, 3f, 3g, 3i).	
	1.8 Guide tutors to read thelesson descriptions for Lesson 4 for the early grade, upper primary, and JHS specialisms and discuss the main issues to be learned (e. g. understand and apply the procedures and methods in data collection when conducting mini–Action Research project).	1.8 Read the lesson descriptions for the early grade, upper primary and JHS specialisms, and discuss the main issues to be learned (e. g. understand and apply the procedures and methods in data collection when conducting a mini–Action Research project).	
 The guidance notes for SL/HoD need to Provide short overview of the lesson Identify important or distinctive 			

			[,
	features of the			
	lesson			
•	Identify assessment			
	aligned to NTEAP			
•	Anticipate			
	questions that			
	might arise from			
	the introduction to			
	the lesson and			
	provide responses			
	for SL/HoD.			
•	Issues that			
	prompted questions			
	or discussion during			
	curriculum and			
	course writing may			
	well also be issues			
1	for SL/HoD			
2.	Concept	2.1 Use shower thoughts to	2.1 Share your views on what	25 mins
	Development (New	enable tutors to review	was learned in the	
	learning likely to	what was learned in the	previous PD session or	
	arise in this lesson):	previous PD session or	previous lesson.	
1		previous lesson		
•	Identification and			
	discussion of	2.2 Using concept	2.2 Discuss the general data	
	concepts	cartooning, lead tutors to	collection procedures and	
	Identification of	discuss the general data	methods by focusing on	
	possible challenging	collection procedures and	selecting the methods;	
	areas in the	methods by focusing on	making a rational choice;	
		selecting the methods;	methods available;	
	teaching of the	making a rational choice,	considering practicalities;	
	concept.	methods available;	and categorising the	
•	Identification of		methods.	
	needed resources	considering practicalities, and categorising the	methous.	
	for the teaching and	methods.		
	learning of the	methous.		
	concept.	2.2 Liso groups based on	2.3 In your mixed	
		2.3 Use groups based on mixed-gender/mixed	2.3 In your mixed	
		0	gender/mixed ability	
		ability to surf the internet	groups, surf the internet	
		to discuss the pen and	to discuss the pen and	
		paper methods of data	paper methods of data	
		collection (tests, personal	collection (tests, personal	
		field notes or journals;	field notes or journals;	
		case study; quizzes;	case study; quizzes;	
		pupils' diaries; class	pupils' diaries; class	

exercises, questionnaires; portfolios), and how they could be used in the College and Basic School (early grade, upper primary, and JHS). Find ways of addressing the needs of tutors who may not have access to android phones or iPhones or who may not have the knowledge of surfing the internet.	exercises, questionnaires; portfolios), and how they could be used in the College and Basic School (early grade, upper primary, and JHS). Find ways of addressing the needs of student-teachers who may not have access to android phones or iPhones, or who may not have the knowledge of surfing the internet.
2.4 Use gender/mixed ability groups to enable tutors to discuss live methods of data collection (sociometric methods; one-on-one interview; group interview; focus- group interview/discussion; observation; rating scale), and how they could be used in the College and Basic School, especially during STS. Encourage tutors to surf the internet to help them in their discussion. <i>Find ways of</i> <i>addressing the needs of</i> <i>tutors who may not have</i> <i>access to android phones</i> <i>or iPhones or who may</i> <i>not have the knowledge</i> <i>of surfing the internet</i> .	2.4 In your groups, discuss the live methods of collecting data (sociometric methods; one-on-one interview; group interview or discussion; observation; rating scale), and how they could be used in the College and Basic School especially during STS. Surf the internet to assist you in the discussion. <i>Find ways of addressing</i> <i>the needs of tutors who</i> <i>may not have access to</i> <i>android phones or</i> <i>iPhones, or who may not</i> <i>have the knowledge of</i> <i>surfing the internet.</i>
2.5 Guide tutors in pairs to conduct a one-on-one interview in scenarios at the College and the Basic school (early grade, upper primary, and JHS) levels.	2.5 In pairs, conduct one-on- one interview in scenarios at the College and the Basic School (early grade, upper primary, and JHS) levels.

	2.6 Using brainstorming, lead tutors to identify aspects of the lesson (including GESI and ICT) that might challenge them in new learning (e. g. students with SEN issues).	2.6 Brainstorm on the aspects of the lesson (including GESI and ICT) that might be challenging to you in terms of new learning (e. g. students with SEN issues).	
	2.7 Lead tutors to discuss how these challenges, especially integrating issues on GESI and ICT, could be addressed for smooth lesson delivery.	2.7 Discuss how these challenges, especially integrating issues on GESI and ICT, could be addressed for smooth lesson delivery.	
	2.8 Lead a brainstorming session to enable tutors to identify appropriate, feasible, GESI responsive resources (especially for persons with SEN) that will aid in achieving learning outcomes and indicators for the lesson.	2.8 Share views by identifying appropriate, feasible, GESI responsive resources <i>(especially for persons with SEN)</i> that will assist in achieving learning outcomes and indicators for the lesson.	
Guidance notes for			
SL/HoD should			
 SL/HOD should Identify any aspect of the lesson that might be challenging for tutors in terms of new learning and which needs to be considered prior to taking tutors through the lesson activities "walk through". The resources needed must be identified: literature – page referenced etc, on web, youtube, physical resources, power 			

		[1
	point; how they			
5	should be used.			
(Consideration needs			
i	to be given to local			
	availability			
This	section can build			
on t	he PD needs			
iden	ntified from the			
	rse manuals			
3. T	eaching, learning	3.1 Lead tutors to identify	3.1 Identify and discuss the	40 mins
	and assessment	, and discuss the	ideal assessment	
	activities for the	appropriate assessment	activities in line with the	
	esson	activities which align to	NTEAP and as required in	
	Reading of teaching	the NTEAP and as	the course manual for	
	and learning	required in the course	Lesson 4 (NB: subject	
	activities and	manual for Lesson 4 (NB:	projects: presentation of	
-	dentification of	subject projects:	group report; subject	
	areas that require	presentation of group	portfolios: conducting	
	clarification	report; subject portfolios:	one-on-one interview).	
		conducting one-on-one		
	Reading of	-		
	assessment	interview).		
	opportunities and	2.2 Load tutors to brainstarm	2.2 Chara your views on how	
	ensuring they are	3.2 Lead tutors to brainstorm	3.2 Share your views on how	
	aligned to the	on how to integrate GESI	to integrate GESI and ICT	
	NTEAP and required	and ICT issues in the	issues in the assessment	
	course assessment:	assessment activities.	activities.	
	subject project			
-	30%), subject	3.3 Lead a discussion to	3.3 Share your views on how	
	portfolio (30%) and	enable tutors share views	the assessment activities	
e	end of semester	on how the assessment	relate to the	
e	examination (40%)	activities relate to	course/lesson assessment	
•	Working through	course/lesson assessment	components.	
	one or two	components		
	activities,			
		3.4 Use think-pair-share (with	3.4 Identify and discuss	
1		GESI in mind) to enable	which, and where 21 st	
		tutors identify and discuss	century core and	
		which, and where 21 st	transferrable skills are	
		century core and	developed or applied in	
		transferrable skills are	the lesson (e.g.,	
1		developed or applied in	collaboration, co-	
1		the lesson (e.g.,	operation, teamwork,	
		collaboration, co-	tolerance, honesty,	
		operation, teamwork,	listening, writing,	
		tolerance, honesty,	reporting, and	
L				1]

	listening, writing,	communication skills,	
	reporting, and	digital literacy etc.).	
	communication skills,		
	digital literacy etc.).		
	3.5 Ask tutors to identify links	3.5 Identify links in the	
	in the existing PD Themes	existing PD Themes on	
	on Action Research that	Action Research that	
	could be of help in	could be useful in	
	teaching Lesson 4.	teaching Lesson 4.	
Guidance notes for		Ŭ T	
SL/HoD should			
Select activities,			
linked to CLO and			
indicators, from the			
lesson that are			
likely to be most			
different from			
tutors' previous			
experience. These			
could involve			
applying new			
content, e.g. from			
section 2, or			
approaches to			
teaching, learning			
and assessment,			
incl. gender			
responsive and			
inclusive			
approaches			
Identify how any			
assessments relate			
to course			
assessment			
components			
The selected			
activities should be			
done with tutors in			
real or close to real			
time			
Anticipate any			
issues for			
clarification or			
questions which			
questions which			

	might arise as the			
	tutors work through			
	the activities and			
	provide guidance on			
	these			
	Identify where, and			
	which, core and			
	transferable skills,			
	including 21 st skills			
	and the use of			
	information			
	technology, are			
	being developed or			
	applied			
	 Makes links to the			
	existing PD Themes			
	with page reference			
	where they can			
	support teaching,			
	for example: action			
	research,			
	questioning and to			
	other external			
	reference material			
	Identify where			
	power point			
	presentations or			
	other resources			
	need to be			
	developed to			
	support learning			
	and provide			
	, guidance			
	Identify resources			
	required for any			
	TLMs and provide			
	, guidance on			
	development of			
	these			
4.	Evaluation and	4.4 Lead tutors to summarise	4.1 Recap the main issues in	5 mins
	review of session:	the main issues in the	the lesson and discuss	
•	identification of any	lesson and discuss any	any outstanding issues for	
	outstanding issues	outstanding issues for	clarification.	
	relating to this	clarification.		
	0			

lesson for	4.2 Encourage tutors to read	4.2 Read on the lesson for	
clarification	on the lesson for the next	the next PD session, and	
Advance	PD session, and look for	look for relevant	
preparation	relevant materials/	materials/resources	
 In the case of 	resources including	including laptops to be	
unresolved issues	laptops and projectors, to	used. Contact the IT	
	be used.	experts at the computer	
	Ask tutors to contact the	laboratory to Install	
	IT experts at the	appropriate software for	
	computer laboratory to	analysing quantitative	
	install appropriate	and qualitative data for	
	software for analysing	demonstration and	
	quantitative and	practice in the next PD	
	qualitative data for	session.	
	demonstration and		
	practice in the next PD		
	session.		
	NB: PDC should contact a		
	resource person to lead		
	the demonstration where		
	necessary.		
	4.3 Encourage tutors to	4.3 Identify a critical friend (if	
	identify a critical friend (if	any) who took part in the	
	any) who took part in the	PD session to sit in and	
	PD session to observe the	observe the lesson using	
	lesson using lesson	lesson observation guide,	
	observation guide, and	and report during next PD	
	report during next PD	session.	
	session.		
Course assessment in		sted assessment strategies for Lesson 4	
accordance with the	in the course manuals for Early	Grade, Upper Primary, and Junior High	
NTEAP: SWL need to	School.		
review assessment in	Presentation of group report	rt on paper and pen methods of	
the course manual to	collecting data.		
ensure it complies with	• Pairing to conduct one-on-o	one interview after which peer critiquing	
NTEAP implementation	is done.		
and the 60%			
continuous assessment			
and 40 % End of			
semester examination.			
This means ensuring:			
subject project, subject			
portfolio preparation			
and development are			

explicitly addressed in	
the PD sessions.	

Lesson Title: Data Collection and Analysis 2

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
 Introduction / lesson overview Overview of subject/s age phase/s to be covered in this PD session and how it will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s. Reflection on previous PD Session (Introduction to the course manual/s) Introduction and overview of the 	 1.1 Use an appropriate icebreaker to start the PD session. 1.2 Lead tutors to brainstorm on the benefits of the previous PD session on the lesson delivery, especially on issues of GESI, NTEAP, and ICT. 1.3 Use think-pair-share to enable tutors to share views on identified challenges faced in integrating GESI, NTEAP, and ICT in the delivery of Lesson 4. 	 1.1 Participate in the ice- breaker to warm up for the PD session. 1.2 Share views on how useful the previous PD session was to the lesson delivery, especially on issues of GESI, NTEAP, and ICT. 1.3 Share with colleagues, some challenges identified in integrating GESI, NTEAP, and ICT in teaching Lesson 4. 	20 mins
 an purpose of the lesson in the course manual/s Identification of important or distinctive aspects of the lesson/s Reading and discussion of the introductory sections up to learning outcomes 	1.4 Usebrainstorming to assist tutors to also share views on the likely challenges to face in integrating issues on GESI (especially persons with SEN), and ICT in conducting action research at the College level, and basic school level (early grade, upper primary, and JHS) during STS.	1.4 Share your views on the likely challenges to be faced in integrating GESI (especially persons with SEN), and ICT in the conduct of action research at the College level, and basic school (early grade, upper primary, and JHS) level during STS.	

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1.5 Use mixed ability/gender groups for tutors to discuss how these challenges could be addressed at the College level and basic school level (early grade, upper primary, and JHS) during STS.	1.5 In your groups, discuss the ways to address these challenges when conducting action research at the College level and basic school level (early grade, upper primary, and JHS) during STS.	
1.6 Ask tutors to read and discuss the overview and the purpose of Lesson 5.	1.6 Read and discuss the overview and purpose of Lesson 5.	
1.7 Lead tutors to identify some cross cutting issues such as GESI and ICT, to be considered in Lesson 5 (e.g inquiry, analytical, report writing, presentation, communication, and collaboration skills; as well as, attention and care skills through mixed ability/gender group activities), and suggest how to integrate them.	1.7 Identify some cross cutting issues such as GESI and ICT to be considered in Lesson 5 (e.g inquiry, analytical, report writing, presentation, communication, and collaboration skills; as well as, attention and care skills through mixed ability/gender group activities), and suggest how to integrate them.	
1.8 Use think-pair-share (with GESI in mind) to assist tutors to share their views on the distinctive aspects of Lesson 5. (e.g. identifying and applying the appropriate procedures in collecting data).	1.8 In pairs (with GESI in mind), share your views on the distinctive aspects of Lesson 5. (e.g. identifying and applying the appropriate procedures in collecting data).	
1.9 Lead tutors to read and discuss the introductory sections of the lesson up to the lesson learning outcomes and their indicators for early grade,	1.9 Read and discuss the introductory sections of the lesson up to the learning outcomes and their indicators for early grade, upper primary, and	

	upper primary, and JHS. Prompt tutors to check how they are aligned. (NTS 3a, 3b, 3c, 3e, 3f, 3g, 3i).	JHS. Check how they are aligned (NTS 3a, 3b, 3c, 3e, 3f, 3g, 3i) .	
	1.10 Guide tutors to read the lesson descriptions for Lesson 5 for early grade, upper primary, and JHS specialisms (e.g. understanding of the procedures and methods in data collection when conducting Action Research; applying data collection procedures in a mini– Action Research project; analyse data in action research), and discuss the main issues	1.10 Read the lesson descriptions for Lesson 5 for early grade, upper primary and JHS specialisms (e. g. understanding of the procedures and methods in data collection when conducting Action Research; applying data collection procedures in a mini–Action Research project; analyse data in action research), and discuss the main issues to be learned.	
	to be learned.		
The guidance notes for			
SL/HoD need to			
Provide short			
overview of the lesson			
 Identify important or distinctive 			
features of the			
lesson			
 Identify 			
assessment, aligned			
to NTEAP			
• Anticipate			
questions which			
might arise from			
the introduction to			
the lesson and			
provide responses			
for SL/HoD.			
Issues that promoted questions			
prompted questions			

2.	or discussion during curriculum and course writing may well also be issues for SL/HoD Concept Development (New learning likely to arise in this lesson): Identification and	2.1 Use think-pair-share (with GESI in mind) to enable tutors review what was learned in the previous PD session/lesson.	 2.1 In pairs, think about what was learned in PD session 4/Lesson 5, and share your views. 	25 mins
	discussion of concepts Identification of possible challenging areas in teaching of the concept. Identification of needed resources for the teaching and learning of the concept.	2.2 Use mixed ability/gender groups to discuss the ostensive methods of collecting data (<i>slide/tape</i> <i>presentations; audio-</i> <i>taped interviews;</i> <i>videotaping the action</i>), and identify the appropriate ones to be used in data collection at the College and basic school (early grade, upper primary, and JHS) levels.	2.2 In your mixed ability/gender groups, discuss the ostensive data collection methods (<i>slide/tape presentations;</i> <i>audio-taped interviews;</i> <i>videotaping the action</i>) and identify the appropriate ones to be used in collecting data at the College and basic school (early grade, upper primary, and JHS) levels.	
		2.3 Put tutors in mixed ability/gender groups and guide themto demonstrate and appreciate the use of approaches to data analysis (quantitative analysis; creating a data set; qualitative analysis; types of qualitative data; approaches to qualitative data analysis; processes of analysing data).	2.3 In groups, demonstrate the use of approaches to data analysis (Quantitative analysis; creating a data set; qualitative analysis; types of qualitative data; approaches to qualitative data analysis; processes of analysing data).	
		2.4 Lead a demonstration or make use of a resource person to demonstrate the various steps in	2.4 Observe critically, the demonstration on the steps in using appropriate software's to analyse	

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	analysing data using appropriate software's to analyse qualitative and quantitative data; action research data using qualitative approach, synthesise data; and appreciate the guidelines for analysing data. Prompt tutors to observe critically and put down notes on the various steps. Encourage tutors to ask questions for clarification as the demonstration goes on.	qualitative and quantitative data, action research using qualitative approach, synthesise data, and appreciate the guidelines for analysing data. Observe the demonstration critically and put down notes on the various steps. Ask questions for clarification.	
	2.5 Use mixed ability or gender groups to enable tutors demonstrate the various steps in data analysis using appropriate software to analyse qualitative and quantitative data, action research using qualitative approach, synthesise data, and appreciate the guidelines for analysing data. Encourage tutors with good knowledge in the use of the software for analysing data to support their groups and other groups.	2.5 In your mixed ability or gender groups, demonstrate the various steps in data analysis using appropriate software to analyse qualitative and quantitative data; action research using qualitative approach, synthesise data, and appreciate the guidelines for analysing data. Support colleagues (where necessary) (individually or in groups) on how to use software to analyse data.	
	2.6 Using think-pair-share (with GESI in mind), ask tutors to identify aspects of the lesson (<i>including</i> <i>GESI and ICT</i>) that might be challenging for them in terms of new learning.	2.6 In pairs, think and share your views on the aspects of the lesson <i>(including</i> <i>GESI and ICT)</i> that might be challenging for you in terms of new learning.	

	2.7 Lead tutors to discuss	2.7 Discuss how the
	how these challenges	challenges noted could be
	could be addressed for	addressed for smooth
	smooth lesson delivery.	lesson delivery.
	2.8 In mixed ability or mixed	2.8 In your groups identify
	gender groups, ask tutors	other applicable, feasible,
	to identify other suitable,	digital and GESI
	feasible, digital and GESI	(particularly for persons
	(particularly for persons	with SEN) responsive
	with SEN) responsive	resources apart from
	resources apart from	those prescribed in the
	those prescribed in the	course manual that could
	course manual that could	be used in teaching the
	be used in teaching the	lesson. E.g., Guidance
	lesson E.g., Guidance	Notes for Integrating GESI
	Notes for integrating GESI	and NTEAP
	and NTEAP.	
Guidance notes for		
SL/HoD should		
• Identify any aspect		
of the lesson that		
might be		
challenging for		
tutors in terms of		
new learning and		
which needs to be		
considered prior to		
taking tutors		
through the lesson		
activities "walk		
through".		
• The resources		
needed must be		
identified: literature		
– page referenced		
etc, on web,		
youtube, physical		
resources, power		
point; how they		
should be used.		
Consideration needs		
to be given to local		
availability		

This section can build			
on the PD needs			
identified from the			
course manuals			
3. Teaching, learning	3.1 Use mixed ability or	3.1 Identify and discuss the	40 mins
and assessment	gender groups to enable	appropriate assessment	40 111113
activities for the	tutors to identify and	activities (Subject	
lesson	-	projects: Conduct a mini	
	discuss the appropriate		
Reading of teaching	assessment activities	data collection activity	
and learning	(subject projects:	during STS, Use any or a	
activities and	Conduct a mini data	combination of pen and	
identification of	collection activity during	paper methods or live	
areas that require	STS, Use any or a	methods; subject	
clarification	combination of pen and	portfolios: mini action	
 Reading of 	paper methods or live	research report) which	
assessment	methods; subject	align to the NTEAP and as	
opportunities and	portfolios: mini action	required in the course	
ensuring they are	research report) which	manual for Lesson 5.	
aligned to the	align to the NTEAP and as		
NTEAP and required	required in the course		
course assessment:	manual for Lesson 5.		
subject project			
(30%), subject	3.2 Use mixed ability or	3.2 In your mixed ability or	
portfolio (30%) and	gender groups to enable	gender groups discuss	
end of semester	tutors to discuss and	and share your views on	
examination (40%)	share their views on how	how to integrate GESI,	
 Working through 	to integrate GESI, and ICT	and ICT in the assessment	
one or two	in the assessment	activities. (e.g., mixed	
activities,	activities (e.g., mixed	ability and mixed gender	
	ability and mixed gender	groupings to conduct a	
	groupings to conduct a	mini data collection	
	mini data collection	activity during STS;	
	activity during STS;	making provision for	
	making provision for	persons with special	
	persons with special	education needs; using	
	education needs; using	power point to present	
	power point to present	group report).	
	group report).		
	3.3 Use brainstorming to	3.3 Share your views on how	
	enable tutors share their	the assessment activities	
	views on how the	relate to the course	S.
	assessment activities	assessment components.	
	relate to course		
	assessment components		

		· · · · · ·
	3.4 Lead tutors to discuss	3.4 Discuss which, and where
	which, and where 21 st	21 st century core and
	century core and	transferrable skills are
	transferrable skills are	developed or applied in
	developed or applied in	Lesson 5. <i>(e.g.,</i>
	Lesson 5. <i>(e.g.,</i>	collaboration, co-
	collaboration, co-	operation, teamwork,
	operation, teamwork,	tolerance, honesty,
	tolerance, honesty,	listening, writing,
	listening, writing,	speaking, communication,
	speaking,	digital literacy, reporting
	communication, digital	skills etc.).
	literacy, reporting skills	
	etc.).	
	3.5 Ask tutors to identify links	3.5 Identify links in the
	in the existing PD Themes	existing PD Themes on
	on Action Research and	Action Research and
	Questioning that could be	Questioning that could be
	useful in teaching Lesson	of great help in teaching
	5.	Lesson 5.
Guidance notes for		
SL/HoD should		
Select activities,		
linked to CLO and		
indicators, from the		
lesson that are		
likely to be most		
different from		
tutors' previous		
experience. These		
could involve		
applying new		
content, e.g. from		
section 2, or		
approaches to		
teaching, learning		
and assessment,		
incl. gender		
responsive and		
inclusive		
approaches		
Identify how any		
assessments relate		
to course		
_	l	

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

Identify resources required for any TLMs and provide guidance on development of these			
 Evaluation and review of session: identification of any outstanding issues relating to this lesson for 	4.1 Lead tutors to summarise the main issues in the lesson and discuss any outstanding issues for clarification.	4.1 Recap the main issues in the lesson and discuss any outstanding issues for clarification.	5 mins
 clarification Advance preparation In the case of unresolved issues 	4.2Encourage tutors to practice the use of software in analysing quantitative and qualitative data.	4.2 Practice the use of software in analysing quantitative and qualitative data.	
	4.3 Inform tutors to read on the lesson for the next PD session, and look for relevant materials/ resources to be used.	4.3 Read on the lesson for the next PD session, and look for relevant materials/resources to be used.	
	4.4Encourage tutors to identify a critical friend (if any) who took part in the PD session to observe the lesson using lesson observation guide, and report during next PD session.	4.4 Identify a critical friend (if any) who took part in the PD session (if any) to observe the lesson using lesson observation guide, and report during next PD session.	
Course assessment in accordance with the NTEAP: SWL need to review assessment in	Subject Projects Conduct a mini data collection combination of pen and paper Subject Portfolio	activity during STS using any or a methods or live methods.	3
the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment	Write a 12-paged double spaci topic based on an experience of appendix for a proposed tool (etc) to be used in collecting pro	ng mini–Action Research propos luring STS The proposal must hav Interview guide, test, observatio eliminary data to conduct a mini- e, upper primary, or Junor High So	ve an n guide -Action
and 40 % End of semester examination. This means ensuring: subject project, subject	learners as applicable.		

portfolio preparation	
and development are	
explicitly addressed in	
the PD sessions.	

Lesson Title: Writing Action Research Report (Presentation Format and Introduction)

pro wh Th ita pro ne	cus: the bullet points ovide the frame for nat is to be done. e guidance notes in lics identify the ompt the SL/HoD eds and each one ust be addressed	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
1. •	Introduction / Iesson overview Overview of subject/s age phase/s to be	1.1 Begin the PD session with a relevant icebreaker.1.2 Using mixed ability or	1.1 Participate in the ice- breaker to warm up for the PD session.1.2 Discuss and share your	20 mins
•	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	mixed gender groups, ask tutors to discuss and share their views on the benefits derived from the previous PD session in relations to the delivery of Lesson 5, especially in terms of GESI, NTEAP, and ICT issues.	views on how beneficial the previous PD session was to the delivery of Lesson 5, especially on issues of GESI, NTEAP, and ICT.	
•	(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	1.3 Use shower thoughts to enable tutors to share their views on the challenges faced in teaching Lesson 5, especially with reference to GESI, NTEAP, and ICT issues.	1.3 Share with your colleagues, the challenges you faced in the delivery of Lesson 5, especially in relation to the integration of GESI, NTEAP, and ICT issues.	
•	distinctive aspects of the lesson/s Reading and discussion of the	1.4 Ask tutors to read and discuss the overview and the purpose of Lesson 6.1.5 Use think-pair-share to	1.4 Read and discuss the overview and the purpose of Lesson 6.1.5 In pairs, discuss and share	
	introductory sections up to learning outcomes	enable tutors to identify some cross cutting issues (e.g inquiry, analytical, report writing,	your views on some cross cutting issues (e.g inquiry, analytical, report writing, presentation,	

presentation, communication, and collaboration skills; as well as, attention and care skills through mixed ability/gender group activities), to be considered in Lesson 6, and suggest how to integrate them.	communication, and collaboration skills; as well as, attention and care skills through mixed ability/gender group activities), to be considered in Lesson 6, and suggest how to integrate them.
1.6 Put tutors into mixed ability or gender groups and ask them to discuss and share their views on the distinctive aspects of Lesson 6. (e.g., identification of various aspects of action research report).	1.6 In your mixed ability or mixed gender groups, discuss and share your views on the distinctive aspects of Lesson 6 (e.g., identification of various aspects of action research report).
1.7 Lead tutors to read and discuss the introductory sections of the lesson up to the lesson learning outcomes and their indicators for early grade, upper primary, and JHS. <i>Prompt tutors to check</i> <i>how they are aligned.</i> (<i>NTS 3a, 3b, 3c, 3e, 3f, 3g, 3i</i>).	1.7 Read and discuss the introductory sections of the lesson up to the learning outcomes and the learning indicators for early grade, upper primary, and JHS. Prompt tutors to check how they are aligned. (NTS 3a, 3b, 3c, 3e, 3f, 3g, 3i).
1.8 Guide tutors to read the lesson descriptions for Lesson 6 for early grade, upper primary, and JHS, and discuss the main issues to be learned. (e.g., procedures for writing an Action Research project; application of the procedures for writing Action Research; stages in	1.8 Read the lesson description for Lesson 6 for early grade, upper primary, and JHS, and discuss the main issues to be learned. (e.g., procedures for writing an Action Research project; application of the procedures for writing Action Research; stages in

The guidance notes for	 writing Action Research report) 1.9 Lead a brainstorm session to enable tutors to also share views on the possible challenges to be faced in writing an Action Research report bearing in mind GESI and ICT issues, and suggest how these could be addressed. 	 writing Action Research report). 1.9 Share your views on the possible challenges to be faced when writing an Action Research report bearing in mind issues on GESI and ICT, and suggest ways of addressing them. 	
 SL/HoD need to Provide short overview of the lesson Identify important or distinctive features of the lesson Identify assessment, aligned to NTEAP Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD 			
2. Concept Development (New learning likely to arise in this lesson):	 2.1 Use shower thoughts to enable tutors review the previous PD session/lesson. 2.2 Using mixed ability/gender groups, ask 	 2.1 Share your views on the issues learned in the previous PD session/lesson. 2.2 In your mixed ability or mixed gender groups, 	25 mins

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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.	 tutors to discuss and share their views on the format for presenting the preliminary pages of an Action Research report (declaration; acknowledgements; dedication; table of contents; list of tables; list of figures; list of diagrams; abstract). 2.3 Using concept cartooning, ask tutors to discuss the components and processes of Chapter One (Introduction) of an Action Research report. Components to be discussed are: background to the study; perceived problem; diagnosis of the problem in terms of evidence and causes; statement of the problem; purpose of the study; objectives; research questions; significance of the study; delimitations; definition of terms; organisation of the chapters of the study. 	discuss and share your views on the format used in presenting the preliminary pages of an Action Research report (declaration; acknowledgements; dedication; table of contents; list of tables; list of figures; list of diagrams; abstract). 2.3 Discuss the components and processes of Chapter One (Introduction) of an Action Research report. Components to be discussed are: background to the study; perceived problem; diagnosis of the problem in terms of evidence and causes; statement of the problem; purpose of the study; objectives; research questions; significance of the study; delimitations; definition of terms; organisation of the chapters of the study.	
	2.4 Using mixed ability or mixed gender groups, ask tutors to surf the internet or visit the library to identify a sample of an Action Research report and review the various components of the preliminary pages and Chapter One (Introduction) for	2.4 In your mixed ability or mixed gender groups, surf the internet or visit the library to identify a sample of an Action Research report and review the various components of the preliminary pages and Chapter One (Introduction) for	

	discussion and peer assessment.	discussion and peer assessment.	
	2.5 Using think-pair-share (with GESI in mind), ask tutors to identify aspects of the lesson (including GESI and ICT) that might be challenging for them in terms of new learning, and suggest how these challenges could be addressed.	2.5 In pairs, identify aspects of the lesson (<i>including</i> <i>GESI and ICT</i>) that could be a hinderance in terms of new learning, and suggest how these challenges could be addressed.	
	2.6 In mixed ability or mixed gender groups, ask tutors to identify other suitable, feasible, digital and GESI (particularly for persons with SEN) responsive resources apart from those prescribed in the course manual that could be used in teaching the lesson E.g., Guidance Notes for integrating GESI and NTEAP.	 2.6 In your mixed ability or mixed gender groups, identify other appropriate GESI responsive resources (particularly for persons with SEN) apart from those required in the course manuals that could be used in teaching the lesson. E.g., NTEAP, Guidance Notes for integrating GESI. 	
 Guidance notes for SL/HoD should Identify any aspect of the lesson that might be challenging for tutors in terms of new learning and which needs to be considered prior to taking tutors through the lesson activities "walk through". The resources needed must be identified: literature 			

			I
– page referenced			
etc, on web,			
youtube, physical			
resources, power			
point; how they			
should be used.			
Consideration needs			
to be given to local			
availability			
This section can build			
on the PD needs			
identified from the			
course manuals			
3. Teaching, learning	3.1 Use mixed ability or	3.1 In your mixed ability or	40 mins
and assessment	gender groups to enable	gender groups, identify	
activities for the	tutors to identify and	and discuss the	
lesson	discuss the appropriate	appropriate assessment	
• Reading of teaching	assessment activities	activities (<i>subject</i>	
and learning	(subject projects: mixed	projects: mixed	
activities and	ability/gender groups to	ability/gender groups to	
identification of	surfing the internet to	surfing the internet to	
areas that require	download an action	download an action	
clarification	research report and	research report and	
Reading of	discuss the components	discuss the components of	
assessment	of the preliminary pages,	the preliminary pages,	
opportunities and	and chapter one for peer	and chapter one for peer	
ensuring they are	critiquing; subject	critiquing; subject	
aligned to the	portfolios: semester	portfolios: semester	
NTEAP and required	project on writing chapter	project on writing chapter	
course assessment:	one of an action research)	one of an action research)	
subject project	which align to the NTEAP	which align to the NTEAP	
(30%), subject	and as required in the	and as required in the	
portfolio (30%) and	course manual for Lesson	course manual for Lesson	
end of semester	6.	6.	
examination (40%)			
Working through	3.2 Use mixed ability or	3.2 In your mixed ability or	
one or two	gender groups to enable	gender groups discuss	
activities,	tutors to discuss and	and share your views on	
	share their views on how	how to integrate GESI,	
	to integrate GESI, and ICT	and ICT in the assessment	
	in the assessment	activities.	
	activities.		
	3.3 Lead a brainstorming	3.3 Share your views on how	
	session to enable tutors	the assessment activities	

	share their views on how	relate to the course
	the assessment activities relate to course	assessment components and the NTEAP.
	assessment components	and the NTEAP.
	and the NTEAP	
	3.4 Lead a discussion on	3.4 Discuss which 21 st
	which 21 st century core	century core and
	and transferrable skills	transferrable skills <i>(e.g.,</i>
	(e.g., collaboration, co-	collaboration, co-
	operation, teamwork,	operation, teamwork,
	tolerance, honesty,	tolerance, honesty,
	listening, writing,	listening, writing,
	speaking,	speaking, communication,
	communication, digital	digital literacy, reporting
	literacy, reporting skills	skills etc.) are developed
	etc.) are developed or	or applied in Lesson 6.
	applied in Lesson 6.	
	3.5 Ask tutors to identify	3.5 Identify links in the
	links in the existing PD	existing PD Themes on
	Themes on Action	Action Research and
	Research and	Questioning that could be
	Questioning that could be	of great help in teaching
	useful in teaching Lesson	Lesson 6.
	6.	
Guidance notes for		
SL/HoD should		
Select activities,		
linked to CLO and indicators, from the		
lesson that are		
likely to be most		
different from		
tutors' previous		
experience. These		
could involve		
applying new		
content, e.g. from		
section 2, or		
approaches to		
teaching, learning		
and assessment,		
incl. gender		
responsive and		

inclusive	
approaches	
Identify how any	
assessments relate	
to course	
assessment	
components	
The selected	
activities should be	
done with tutors in	
real or close to real	
time	
Anticipate any	
issues for	
clarification or	
questions which	
might arise as the	
tutors work through	
the activities and	
provide guidance on	
these	
Identify where, and	
which, core and	
transferable skills,	
including 21 st skills	
and the use of	
information	
technology, are	
being developed or	
applied	
Makes links to the	
existing PD Themes	
with page reference	
where they can	
support teaching,	
for example: action	
research,	
questioning and to	
other external	
reference material	
Identify where	
power point	
presentations or	
other resources	
need to be	
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developed to			
support learning			
and provide			
guidance			
Identify resources			
required for any			
TLMs and provide			
guidance on			
development of			
these			
4. Evaluation and	4.1 Use brainstorming to	4.1 Summarise the main	5 mins
review of session:	enable tutors review the	issues raised in the PD	
• identification of any	main issues learned in the	session, and discuss any	
outstanding issues	PD session, and discuss	outstanding issues for	
relating to this	any outstanding issues	clarification.	
lesson for	for clarification.		
clarification			
	4.2 Inform tutors to read on	4.2 Read on the lesson for	
	the lesson for the next PD	the next PD session, and	
preparation	session, and look for	look for relevant	
In the case of			
unresolved issues	appropriate materials/ resources to be used.	materials/resources to be	
	resources to be used.	used.	
	4.3 Encourage tutors to	4.3 Identify a critical friend (if	
	identify a critical friend (if	any) who took part in the	
	any) who took part in the	PD session to observe	
	PD session to observe the	your lesson using lesson	
	lesson using lesson	observation guide, and	
	observation guide, and	report during next PD	
	report during next PD	session	
	session.	3033011	
Course assessment in	Subject Project	<u> </u>	
accordance with the		os students should surf the inte	ernet to
NTEAP: SWL need to		report or visit the library to rev	
review assessment in			
the course manual to	components of the preliminary pages, and Chapter One of an Action Research report for power point presentation in class for peer critiquing.		
ensure it complies with			······································
NTEAP implementation	Subject Portfolio		
and the 60%		on of Chapter One of an Action R	esearch
continuous assessment	as semester project.		
and 40 % End of			
semester examination.			
This means ensuring:			
inis incans chsullig.			
-			
subject project, subject portfolio preparation			

and development are	
explicitly addressed in	
the PD sessions.	

Lesson Title: Writing Action Research Report (Literature Review)

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
 Introduction / lesson overview Overview of subject/s age phase/s to be covered in this PD session and how it will be organised. Including guidance on grouping tutors 	 1.1 Start the session by asking tutors to individually reflect on the previous PD session and share their experiences especially how they integrated GESI in their teaching. NB: Address any concerns. 	1.1 Individually, reflect on the previous PD session and share your experiences especially how you integrated GESI in your teaching.	
 according to the subject/s, age phase/s. Reflection on previous PD Session (Introduction to the course manual/s) 	1.2 Introduce tutors to the lesson by asking them to read the lesson description for lesson 7 and discuss the main purpose.	1.2 Read the lesson description for lesson 7 and discuss the main purpose.	
 Introduction and overview of the main purpose of the lesson in the course manual/s Identification of 	 1.3 Using Think Pair Share, let tutors discuss the distinctive features of the lessen. Some distinctive features of the lessen is a design of the lessen is	1.3 In your pairs, discuss the distinctive features of the lesson.	
important or distinctive aspects of the lesson/s Reading and discussion of the introductory sections up to learning outcomes	the lesson include: what is literature review? materials to review; sources of materials to be reviewed; how to review literature; writing literature review); Types of Literature to Review- (Theoretical and Empirical).		

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	1.4 Ask tutors to read the	1.4 Read the introductory	
	introductory sections up	sections up to learning	
	to learning outcomes.	outcomes.	
	1.5 Ask tutors if they have	1.5 Do you have any	
	any unresolved issues	unresolved issues?	
	and assist them to		
	resolve them.		
The guidance notes for			
SL/HoD need to			
Provide short			
overview of the			
lesson			
Identify important			
or distinctive			
features of the			
lesson			
assessment, aligned			
to NTEAP			
Anticipate			
questions which			
might arise from			
the introduction to			
the lesson and			
provide responses			
for SL/HoD.			
Issues that prompted			
questions or discussion			
during curriculum and			
course writing may well			
also be issues for			
SL/HoD			
2. Concept	2.1 Put tutors in groups to	2.1 In your groups, identify	25 mins
Development (New	identify and discuss the	and discuss the key	
learning likely to	key concepts in the	concepts in the lesson.	
arise in this lesson):	lesson.		
Identification and	NB: The key concepts to be		
discussion of	developed are meaning of		
concepts	literature review, materials to		
Identification of	review, sources of literature,		
possible challenging	how to review literature,		
areas in teaching of	writing literature review),		
the concept.			
the concept.	1		

Identification of	types of literature		
needed resources for	(Theoretical and Empirical).		
the teaching and			
learning of the concept.	 2.2 Find out from tutors if there are aspects of the lesson whose teaching may pose a challenge to them. NB: Help tutors to address their challenges. 	2.2 Are there aspects of the lesson whose teaching may pose a challenge to you?	
	2.3 Using Think Pair Share, let tutors identify and discuss resources for the teaching and learning of the concepts. Examples are: You Tube, internet (Search Engines), books (journals, textbooks, newspapers, etc.).	2.3 In your pairs, identify and discuss resources for the teaching and learning of the concepts.	
	2.4 Ask tutors to discuss how GESI can be integrated into the lesson. For instance, making room for student teachers who may not have access to electronic devices or the internet.	2.4 How can GESI be integrated into the lesson?	
Guidance notes for			
SL/HoD should			
a. Identify any aspect of the lesson that might be challenging for			
tutors in terms of			
new learning and			
which needs to be			
considered prior to			
taking tutors			
through the lesson			
activities "walk			
through".			
b. The resources			
needed must be			

[]			
identified: literature			
– page referenced			
etc, on web,			
Youtube, physical			
resources, power			
point; how they			
should be used.			
Consideration needs			
to be given to local			
availability			
This section can			
build on the PD			
needs identified			
from the course			
manuals			
3. Teaching, learning	3.1 Let tutors read the	3.1 Read the teaching and	
and assessment	teaching and learning	learning activities section	
activities for the	activities section in the	in the course manual and	
lesson	course manual and	identify areas that	
c. Reading of teaching	identify areas that	require clarification.	
and learning	require clarification.		
activities and			
identification of	3.2 Ask tutors to discuss in	3.2 Discuss in pairs how the	
areas that require	pairs how the activities	activities and strategies	
clarification	and strategies can be	can be used to enhance	
d. Reading of	used to enhance the core	the core and transferable	
assessment	and transferable skills	skills (like digital literacy,	
opportunities and	(like digital literacy,	collaboration, and critical	
ensuring they are	collaboration, and critical	thinking) and GESI in	
aligned to the	thinking) and GESI in	lesson delivery in both	
NTEAP and required	lesson delivery in both	the Colleges of Education	
course assessment:	the Colleges of Education	B.Ed. and the Basic	
subject project	B.Ed. and Basic School	School Curricula.	
(30%), subject	Curricula.		
portfolio (30%) and			
end of semester	3.3 Discuss with tutors the	3.3 Discuss the assessment	
examination (40%)	assessment instruments	instruments and	
Working through one	and procedures used in	procedures used in this	
or two activities,	this lesson for assessing	lesson for assessing	
	student teachers and	student teachers and	
	ensure they are aligned	ensure they are aligned	
	with the NTEAP.	with the NTEAP.	
	3.4 From the discussion, ask	3.4 From the discussion,	
	tutors to demonstrate	demonstrate how you	

	how they will <u>use specific</u>	will use specific examples
	examples of continuous	of continuous assessment
	assessment to assess the	to assess the learning of
	learning of student	student teachers in class.
	teachers in class.	
	E.g. Demonstrating how to	E. g. Demonstrate how to do
	do an empirical review of	an empirical review of
	<u>literature.</u>	<u>literature.</u>
	3.5 Ask tutors to discuss in	3.5 In your groups, discuss
	groups the main teaching	the main teaching and
	and learning resources	learning resources
	available in Lesson 7 and	available in Lesson 7 and
	how they will use them	how you will use them
	effectively to promote	effectively to promote
	learning at both the new	learning at both the new
	4-year B. Ed and Basic	4-year B. Ed and Basic
	School Curricula.	School Curricula.
Guidance notes for		
SL/HoD should		
e. Select activities,		
linked to CLO and		
indicators, from the		
lesson that are		
likely to be most		
different from		
tutors' previous		
experience. These		
could involve		
applying new		
content, e.g. from		
section 2, or		
approaches to		
teaching, learning		
and assessment,		
incl. gender		
responsive and		
inclusive		
approaches		
f. Identify how any		
assessments relate		
to course		
assessment		
components		

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

guidance on			
development of			
these			
4. Evaluation and	4.1 Ask tutors if there any	4.1 Are there any	5 mins
review of session:	outstanding issues to be	outstanding issues to be	
 identification of any 	resolved. Help them to	resolved?	
outstanding issues	address any such issues.		
relating to this			
lesson for	4.2 Encourage tutors to read	4.2 Read lesson 8 from the	
clarification	lesson 8 from the PD	PD manual and find	
Advance	manual and find relevant	relevant materials for the	
preparation	materials for the next	next session.	
In the case of	session.		
unresolved issues			
Course assessment in	Subject Portfolio:		
accordance with the	Individuals should review 5		
NTEAP: SWL need to	articles on an identified		
review assessment in	classroom related problem.		
the course manual to	They should indicate		
ensure it complies	problem investigated,		
with NTEAP	purpose of the study,		
implementation and	research questions,		
the 60% continuous	methodology and some		
assessment and 40 %	findings of each.		
End of semester			
examination. This			
means ensuring:			
subject project,			
subject portfolio			
preparation and			
development are			
explicitly addressed in			
the PD sessions.			

Lesson Title: Writing Action Research Report (Methodology)

Fo	cus: the bullet points	Guidance notes on Leading	Guidance Notes on Tutor	Time in
	ovide the frame for	the session. What the	Activity during the PD	session
-	at is to be done.	<i>SL/HoDs will have to say</i>	Session. What PD Session	
	e guidance notes in	during each stage of the	participants (Tutors) will do	
	lics identify the	session	during each state of the	
	ompt the SL/HoD		session)	
-	eds and each one			
	ist be addressed			
	Introduction /	1.1 Provide tutors with stick-	1.1 On your stick-on sheets,	
	lesson overview	on sheets and ask them	individually write at least	
•	Overview of	to individually write at	4 main issues discussed	
	subject/s age	, least 4 main issues	during the previous PD	
	phase/s to be	discussed during the	session on	
	covered in this PD	previous PD session on	Writing Action Research	
	session and how it	Writing Action Research	Report (Literature Review)	
	will be organised.	Report (Literature Review)	and share with the whole	
	Including guidance	and share with the whole	group.	
	on grouping tutors	group.		
	according to the	C .		
	subject/s, age	1.2 Allow tutors to also share	1.2 Share your experiences in	
	phase/s.	their experiences in	teaching unit 7.	
•	Reflection on	teaching unit 7.	_	
	previous PD Session			
	(Introduction to the	1.3 Ask tutors to read the	1.3 Read the lesson	
	course manual/s)	lesson description for	description for lesson 8	
•	Introduction and	lesson 8 and discuss the	and discuss the main	
	overview of the	main purpose.	purpose.	
	main purpose of			
	the lesson in the	1.4 Using shower thoughts,	1.4 Using shower thoughts,	
	course manual/s	ask tutors to discuss the	discuss the distinctive	
•	Identification of	distinctive features of	features of lesson 8.	
	important or	lesson 8.(The distinctive		
	distinctive aspects	features of lesson 8		
	of the lesson/s	include: research design;		
•	Reading and	setting of the study;		
	discussion of the	population; sample;		
	introductory	sampling technique.)		
	, sections up to			
	learning outcomes	1.5 Find out if tutors have	1.5 Do you have any	
	<u> </u>	any unresolved issues	unresolved issues?	
		and assist them to		
		resolve them.		

Th	e guidance notes for			
	/HoD need to Provide short overview of the lesson Identify important or distinctive features of the lesson Identify assessment, aligned to NTEAP Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. Issues that prompted questions or discussion during curriculum and course writing may			
•	well also be issues for SL/HoD Concept Development (New learning likely to arise in this lesson): Identification and discussion of concepts Identification of possible challenging areas in teaching of the concept. Identification of needed resources for the teaching and learning of the concept.	 2.1 Using concept cartoons, ask tutors to discuss the various implementation interventions (instruments, type of data collected; ethical issues; problems in data collection; method of data analysis to be used) 2.2 Find out from tutors if there are aspects of the lesson whose teaching may pose a challenge to them. NB: Help tutors to resolve concerns about any challenges aspects of the lesson. 	 2.1 Using concept cartoons, discuss the various implementation interventions (instruments, type of data collected; ethical issues; problems in data collection; method of data analysis to be used). 2.2 Are there aspects of the lesson whose teaching may pose a challenge to you? 	25 mins

			· · · · · · · · · · · · · · · · · · ·
	 2.3 In groups, ask tutors to identify and discuss resources for the teaching and learning of lesson 8. Examples are: NVIVO ATLACE 	2.3 In your groups, identify and discuss resources for the teaching and learning of lesson 8.	
	 ii. ATLAS Ti iii. SPSS iv. TESSA Online Educational Resources (www.tessafrica.net) v. T-TEL Modules (www.t- tel.org). vi. Other Relevant Online Resources (www.Tess- india.net, www.oerafrica.org,www .futureLearn.com, www.telmooc.org, www.col.org, Khan academy) vii. The iBox (CENDLOS) 		
	 viii. YouTube 2.4 Ask tutors to discuss how GESI can be integrated in teaching lesson 8. For example, ensuring easy access to low or no cost resources for teaching the lesson. Show tutors how the resources can be acquired. 	2.4 How can GESI be integrated in teaching lesson 8?	
Guidance notes for SL/HoD should Identify any aspect of the lesson that might be challenging for tutors in terms of new learning and which needs to be considered prior to			

	taking tutors			
	through the lesson			
	activities "walk			
	through".			
•	The resources			
	needed must be			
	identified: literature			
	– page referenced			
	etc, on web,			
	Youtube, physical			
	resources, power			
	point; how they			
	should be used.			
	Consideration needs			
	to be given to local			
	availability			
Th	is section can build			
on	the PD needs			
ide	entified from the			
со	urse manuals			
3.	Teaching, learning	3.1 Ask tutors to read the	3.1 Read the teaching and	40 mins
	and assessment	teaching and learning	learning activities section	
	activities for the	activities section in the	in the course manual and	
	lesson	course manual and	identify areas that	
•	Reading of teaching	identify areas that	require clarification.	
	and learning	require clarification.		
	activities and			
	identification of	3.2 Ask tutors to discuss in	3.2 Discuss in groups how the	
	areas that require	groups how the activities	activities and strategies	
	clarification	and strategies can be	can be used to enhance	
•	Reading of	used to enhance the core	the core and transferable	
	assessment	and transferable skills	skills (such as	
	opportunities and	(such as collaboration,	collaboration, digital	
1	••	digital literacy,	literacy, communication,	
	ensuring they are	communication, etc.) and	etc.) and GESI in the	
	aligned to the	GESI in the lesson	lesson delivery in both	
	NTEAP and required	delivery in both the	the Colleges of Education	
	course assessment:		B.Ed. and the Basic	
	subject project	Colleges of Education B.Ed. and Basic School		
	(30%), subject		School Curricula.	
1	portfolio (30%) and	Curricula.		
1				
	end of semester			
	end of semester examination (40%)	3.3 Ask tutors to read the	3.3 Read the assessment	
•	end of semester	assessment section in the	section in the course	
•	end of semester examination (40%)			

	3.4 Allow them to discuss how the assessment instruments and procedures suggested in the course manual align with the NTEAP.	3.4 Discuss how the assessment instruments and procedures suggested in the course manual align with the NTEAP.
	 3.5 Lead tutors in discussing the continuous assessment activities they will take student teachers through during the lesson. For example, demonstrating how to select sample for a study. 	3.5 Discuss the continuous assessment activities you will take student teachers through during the lesson.
	3.6 Invite volunteer tutors to demonstrate how they will assist student teachers to use a given sampling technique to select the sample for an imaginary study. NB: Provide tutors with sample data.	3.6 Demonstrate how you will assist student teachers to use a given sampling technique to select the sample for an imaginary study.
	3.7 Ask tutors to read the teaching and learning resources section in the course manual for teaching lesson 8 and discuss how they will use them effectively to promote learning at both the new 4-year B. Ed and Basic School Curricula.	3.7 Read the teaching and learning resources section in the course manual for teaching lesson 8 and discuss how you will use them effectively to promote learning at both the new 4-year B. Ed and Basic School Curricula.
Guidance notes for		
 SL/HoD should Select activities, 		
linked to CLO and		
indicators, from the		
lesson that are		
likely to be most		
different from		

	tutors' previous	
	experience. These	
	could involve	
	applying new	
	content, e.g. from	
	section 2, or	
	approaches to	
	teaching, learning	
	and assessment,	
	incl. gender	
	responsive and	
	inclusive	
	approaches	
•	Identify how any	
	assessments relate	
	to course	
	assessment	
	components	
•	The selected	
	activities should be	
	done with tutors in	
	real or close to real	
	time	
•	Anticipate any	
	issues for	
	clarification or	
	questions which	
	might arise as the	
	tutors work through	
	the activities and	
	provide guidance on	
	these	
•	Identify where, and	
	which, core and	
	transferable skills,	
	including 21 st skills	
	and the use of	
	information	
	technology, are	
1	being developed or	
	applied	
•	Makes links to the	
1	existing PD Themes	
	with page reference	
	where they can	

ensure it complies with			
review assessment in the course manual to			
accordance with the NTEAP: SWL need to			
Course assessment in			
	 4.1 Ask tutors to summarise the main issues in the PD session and discuss any outstanding issues that relate to it for clarification. 4.2 Encourage tutors to read PD session 9. 4.3 Remind tutors to identify a critical friend to sit in their class during lesson and report on observation during next PD session. 	 4.1 Summarise the main issues in the PD session and discuss any outstanding issues that relate to it for clarification. 4.2 Read on PD session 9. 4.3 Remember to identify a critical friend to sit in your class during lesson delivery and report on his/her observations for discussion during next PD session. 	5 mins
support teaching, for example: action research, questioning and to other external reference material • Identify where			

NTEAP implementation
and the 60%
continuous assessment
and 40 % End of
semester examination.
This means ensuring:
subject project, subject
portfolio preparation
and development are
explicitly addressed in
the PD sessions.

Lesson Title: Writing Action Research Report (Data Presentation, Analysis and Discussion)

pro wh Th ita pro ne mu	cus: the bullet points ovide the frame for nat is to be done. e guidance notes in lics identify the ompt the SL/HoD eds and each one ust be addressed	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
•	Introduction / lesson overview Overview of subject/s age phase/s to be covered in this PD session and how it	1.1 Reflection: Lead tutors to share their views on how useful PD session 8 was (including issues on the NTEAP) to the delivery of the previous lesson.	1.1 Share your views on how useful PD session 8 was (including issues on the NTEAP) to the delivery of the previous lesson.	
•	will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s. Reflection on previous PD Session	1.2 Allow some critical friends to briefly report how tutors made use of issues discussed in PD session 8 in the delivery of Lesson 8 in the course manual.	1.2 One critical friend should briefly report how tutors made use of issues discussed in PD session 8 in the delivery of Lesson 8 in the course manual.	
•	(Introduction to the course manual/s) Introduction and overview of the main purpose of the lesson in the course manual/s	 1.3 Ask tutors to share their views on the challenges faced in delivering lesson 8 and how these challenges could be addressed in lesson 9. 	1.3 Share your views on the challenges you faced delivering lesson 8 and how these challenges could be addressed in lesson 9.	
•	Identification of important or distinctive aspects of the lesson/s Reading and	1.4 Lead tutors to read and discuss the overview and the purpose of the PD session for Lesson 9.	1.4 Read and discuss the overview and the purpose of the PD session for Lesson 9.	
	discussion of the introductory sections up to learning outcomes	1.5 Ask tutors to reflect on the need to make use of cross cutting themes (GESI, and ICT) in lessons.	1.5 Reflect on the need to make use of cross cutting themes (GESI, and ICT) in lessons.	

		 1.6 Ask tutors to suggest ways to integrate issues on GESI and ICT in Lesson 9. 	1.6 Suggest ways to integrate issues on GESI and ICT in Lesson 9.	
		1.7 Using two groups, ask tutors to share their views on the important or distinctive aspects of Lesson 9.	1.7 In two groups, share your views on the important or distinctive aspects of Lesson 9.	
Th	e guidance notes for			
	/HoD need to			
•	Provide short			
	overview of the			
	lesson			
•	Identify important			
	or distinctive			
	features of the			
	lesson			
•	Identify assessment,			
	aligned to NTEAP			
•	Anticipate			
	questions which			
	might arise from			
	the introduction to			
	the lesson and			
	provide responses			
	for SL/HoD.			
•	Issues that			
	prompted questions			
	or discussion during			
	curriculum and			
	course writing may			
	well also be issues			
	for SL/HoD			
2.	Concept	2.1 Ask tutors to read the	2.1 Read the lesson	25 mins
	Development (New	lesson description for	description for Lesson 9	
	learning likely to	Lesson 9 and discuss the	and discuss the main	
	arise in this lesson):	main issues to be learned	issues to be learned in	
		in the lesson.	the lesson.	
•	Identification and			
	discussion of	2.2 Put tutors into two	2.2 In two groups	
	concepts	groups (considering	(considering gender	
•	Identification of	gender representation,	representation, where	
	possible challenging	where applicable) and ask	applicable) identify the	

areas in tead	-	them to identify the	practical approaches to	
the concept.		practical approaches to	synthesising the data and	
Identificatio		synthesising the data and	presenting data from	
needed reso		presenting data from	pupils' diaries, journal,	
for the teach	ning and	pupils' diaries, journal,	photograph or videos.	
learning of t	he	photograph or videos.		
concept.				
	2.3	Using concept cartoons,	2.3 Using concept cartoons,	
		ask tutors to discuss the	discuss the various ways	
		various ways used in	used in interpretation of	
		interpretation of data	data and discussion, and	
		and discussion, and how	how to answer research	
		to answer research	questions using analysed	
		questions using analysed	data.	
		data.		
	2.4	Ask tutors to discuss how	2.4 Discuss how GESI can be	
		GESI can be integrated	integrated into the	
		into the lesson. E. g.	lesson.	
		equal representation for		
		girls, and other minority		
		groups (religious and		
		ethnic).		
Cuidana a sta	f = 1			
Guidance notes	jor			
SL/HoD should	achaot			
Identify any	-			
of the lesson	i that			
might be	6 a a			
challenging ;				
tutors in teri	-			
new learning	-			
which needs				
considered p				
taking tutors				
through the				
activities "w	UIK			
through".				
The resource needed must				
identified: lit				
– page refer				
etc, on web,				
Youtube, phy				
resources, p	ower			

		1	
point; how they			
should be used.			
Consideration need			
to be given to loca	1		
availability			
This section can build			
on the PD needs			
identified from the			
course manuals			
3. Teaching, learning	3.1 Lead a whole-group	3.1 Discuss the suggested	40 mins
and assessment	discussion on the	teaching and learning	
activities for the	suggested teaching and	activities to be used in	
lesson	learning activities to be	teaching lesson 9, and	
Reading of teachin	_	how they will promote	
and learning	and how they will	the content delivery of	
activities and	promote the content	the lesson, including	
identification of	delivery of the lesson,	issues on GESI and ICT	
areas that require	including issues on GESI	and show how student	
clarification	and ICT and show how	teachers can be helped to	
Reading of	student teachers can be	use same or similar	
assessment	helped to use same or	activities to support the	
opportunities and	similar activities to	delivery of the Basic	
ensuring they are	support the delivery of	School Curriculum	
aligned to the	the Basic School	through STS activities.	
NTEAP and require			
•			
course assessment			
subject project	3.2 Ask tutors to discuss the	3.2 Discuss the	
(30%), subject			
portfolio (30%) and		appropriateness of the	
end of semester	activities and strategies	activities and strategies	
examination (40%)		and how they will be	
Working through	used to enhance the core	used to enhance the core	
one or two	and transferable skills	and transferable skills	
activities,	(e.g., critical thinking,	(e.g., critical thinking,	
	problem solving,	problem solving,	
	communication,	communication,	
	collaboration, digital	collaboration, digital	
	literacy), and GESI in the	literacy), and GESI in the	
	lesson and show how	lesson and show how	
	they will guide student	they will guide student	
	teachers to support basic	teachers to support basic	
	school learners to	school learners to	
	develop these skills	develop these skills	
	through STS activities.	through STS activities.	
L	`		

3.3 Ask tutors to identify the appropriate and feasible learning resources (as suggested in the course manual that will enhance the achievement of the learning outcomes and indicators for the lesson.	3.3 identify the appropriate and feasible learning resources (as suggested in the course manual that will enhance the achievement of the learning outcomes and indicators for the lesson.
3.4 Ask some tutors to model a selected activity in a teaching situation for lesson 9. For example, how to analyse quantitative or qualitative data.	3.4 Two of you should model a selected activity in a teaching situation for lesson 9.
3.5 Ask tutors to read the assessment components of the lesson of the course manual and compare with the components prescribed in the NTEAP and review as appropriate, highlighting the relevance of the subject project and the subject portfolio.	3.5 Read the assessment components of the lesson of the course manual and compare with the components prescribed in the NTEAP and review as appropriate, highlighting the relevance of the subject project and the subject portfolio.
3.6 Ask tutors to suggest some continuous assessment activities which can be used to assess student teachers during the teaching of lesson 9.	3.6 Suggest some continuous assessment activities which can be used to assess student teachers during the teaching of lesson 9.
3.7 Call one tutor to demonstrate how to use one of the suggested continuous assessment activities to assess student teachers during the teaching of lesson 9.	3.7 One of you should come forward and demonstrate how to use one of the suggested continuous assessment activities to assess student teachers during the teaching of lesson 9.

Gu	idance notes for	
	/HoD should	
•	Select activities,	
	linked to CLO and	
	indicators, from the	
	lesson that are	
	likely to be most	
	different from	
	tutors' previous	
	experience. These	
	, could involve	
	applying new	
	content, e.g. from	
	section 2, or	
	approaches to	
	teaching, learning	
	and assessment,	
	incl. gender	
	responsive and	
	inclusive	
	approaches	
•	Identify how any	
	assessments relate	
	to course	
	assessment	
	components	
•	The selected	
	activities should be	
	done with tutors in	
	real or close to real	
	time	
٠	Anticipate any	
	issues for	
	clarification or	
	questions which	
	might arise as the	
	tutors work through	
	the activities and	
	provide guidance on	
	these	
•	Identify where, and	
	which, core and	
	transferable skills,	
	including 21 st skills	
	and the use of	

			,
information			
technology, are			
being developed of	r		
applied			
Makes links to the			
existing PD Theme			
with page reference	re		
where they can			
support teaching,			
for example: action	1		
research,			
questioning and to			
other external			
reference material			
• Identify where			
power point			
presentations or			
other resources			
need to be			
developed to			
support learning			
and provide			
guidance			
• Identify resources			
required for any			
TLMs and provide			
guidance on			
development of			
these			
4. Evaluation and	4.1 Ask tutors to recap the	4.1 Recap the session on	5 mins
review of session:	session on lesson 9.	lesson 9.	
 identification of an 	y		
outstanding issues	4.2 Ask tutors if there are any	4.2 Are there any	
relating to this	outstanding issues to be	outstanding issues to be	
lesson for	resolved. Help them to	resolved?	
clarification	address any such issues.		
Advance			
preparation	4.3 Encourage tutors to read	4.3 Read lesson 10 from the	
 In the case of 	lesson 10 from the PD	PD manual and find	
unresolved issues	manual and find relevant	relevant materials for the	
	materials for the next	next session.	
	session.		
Course assessment in			
accordance with the			
NTEAP: SWL need to			
accordance with the		·	

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

lesson Topic: Writing Action Research Report (Summary, Conclusions and Recommendations)

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. What the <i>SL/HoDs will have to say</i> <i>during each stage of the</i> <i>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
 Introduction / lesson overview Overview of subject/s age phase/s to be covered in this PD session and how it 	1.1 Ask tutors to tell the usefulness of the previous PD session and how it facilitated their lesson delivery over the week	 1.1 Share your views on how usefulness the previous PD session was and how it facilitated your lesson delivery over the week 	
 will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s. Reflection on previous PD Session (Introduction to the 	1.2 Ask tutors to reflect and provide feedback on the challenges encountered in implementing the previous PD session over the week and suggest how they could overcome them.	1.2 Reflect and provide feedback on the challenges encountered in implementing the previous PD session over the week and suggest and how you intend to overcome them	
 course manual/s) Introduction and overview of the main purpose of the lesson in the 	1.3 Invite the critical friend to provide feedback on his/her observed lesson with the group.	1.3 As a critical friend, share with the group your observation on the enacted lesson.	
 course manual/s Identification of important or distinctive aspects of the lesson/s Reading and discussion of the introductory sections up to learning outcomes 	1.4 Ask tutors to read the introductory aspect of lesson 10 (up to the learning outcomes and their corresponding indicators) and ensure they align, discuss issues that may arise, noting the relevance of student teachers' previous knowledge on which lesson 10 can be built on.	1.4 Read the introductory aspect of lesson 10 (up to the learning outcomes and their corresponding indicators) and ensure they align, discuss issues that may arise, noting the relevance of student teachers' previous knowledge on which lesson 10 can be built on.	

				·
		1.5 Discuss in pairs and share	1.5 In pairs, discuss the	
		ideas with the group, the	important or distinctive	
1		important or distinctive	features of the lesson and	
		features of the lesson	share ideas with the	
		(refer to lesson 10 of	group (refer to lesson 10	
		course manual and note	of course manual (NTECF,	
		NTECF, NTS 3b, 3e, 3f, 3g, 3i,	NTS 3b, 3e, 3f, 3g, 3i, 3j,	
		3j, 3l).	31).)	
	e guidance notes for			
SL,	/HoD need to			
•	Provide short			
	overview of the			
	lesson			
•	Identify important			
	or distinctive			
	features of the			
	lesson			
•	Identify assessment,			
1	aligned to NTEAP			
•	Anticipate			
	questions which			
	might arise from			
	the introduction to			
	the lesson and			
	provide responses			
	for SL/HoD.			
•	Issues that			
	prompted questions			
	or discussion during			
	curriculum and			
	course writing may			
	well also be issues			
	for SL/HoD			
2.	Concept	2.1 Ask tutors to list the	2.1 list the major concepts to	25 mins
	Development (New	major concepts to be	be covered in the lesson,	
	learning likely to	covered in the lesson,	share with group and	
1	arise in this lesson):	share with group and	clarify issues that may	
		clarify issues that may	arise for discussion and	
•	Identification and	arise for discussion and	clarification.	
1	discussion of	clarification.		
	concepts			
•	Identification of	2.2 Ask tutors to identify and	2.2 Identify and brainstorm	
	possible challenging	brainstorm on strategies	on strategies that can be	
	areas in teaching of	that can be used in the	used in the enactment of	
	the concept.	enactment of the lesson	the lesson	
L	the concept.			

 Identification of needed resources for the teaching and learning of the concept. 	2.3 Discuss with tutors challenges they are likely to encounter when presenting the topics in lessons 10 and what could be done to minimise them.	2.3 Discuss challenges you are likely to encounter when presenting the topics in lessons 10 and what could be done to minimise them.	
	2.4 Lead tutors to identify the resources needed for the successful implementation of lesson 10, ensuring that the meet GESI specification and ICT (web, power point slides and illustrations that are GESI sensitive etc.)	2.4 Identify the resources needed for the successful implementation of lesson 10, ensuring that the meet GESI specification and ICT (web, power point slides illustrations that are GESI sensitive etc.)	
Guidance notes for			
SL/HoD should			
 Identify any aspect of the lesson that might be challenging for tutors in terms of new learning and which needs to be considered prior to taking tutors through the lesson activities "walk through". The resources needed must be identified: literature – page referenced etc, on web, Youtube, physical resources, power point; how they should be used. Consideration needs to be given to local availability 			

This section can build on the PD needs identified from the course manuals			
 3. Teaching, learning and assessment activities for the lesson Reading of teachin and learning activities and identification of areas that require 	of each the course manual to study the suggested teaching and	3.1 Refer to lesson 10 of the course manual and study the suggested teaching and learning activities for the lesson and discuss any area that may need clarification.	40 mins
 clarification Reading of assessment opportunities and ensuring they are aligned to the NTEAP and require course assessment subject project (30%), subject portfolio (30%) and end of semester examination (40%) 	enactment taking into account GESI (e.g., paying attention to both males	3.2 Suggest additional teaching and learning activities in line with the LOs and the corresponding LIs to be used the lesson enactment to be used in the lesson taking into account GESI (<i>e.g., paying</i> <i>attention to both males</i> <i>and female and SEN: ICT</i> <i>e.g., videos, internet</i>)	
Working through one or two activities,	3.3 Ask tutors to study assessment strategies suggested in the course manual for teaching the lesson and review these in line with the NTEAP and GESI.	3.3 Study the assessment strategies suggested in the course manual for teaching the lesson and review these in line with and the NTEAP and GESI.	
	3.4 Ask tutors to identify additional modes of assessments that can be used in the lesson and which align to the NTEAP (refer to PD theme 7- assessing the teacher trainee) and ensure that they meet GESI requirement ()	3.4 Identify additional modes of assessments that can be used in the lesson and which align to the NTEAP (refer to PD theme 7- assessing the teacher trainee) and ensure that they meet GESI requirement ()	

3.5 Ask tutors to identify potential challenges in the teaching of lesson 10 and the way forward (including GESI and ICT) especially the accessibility to computers and utilisation of software by student teachers with SEN in their inquiry studies during STS activities.	3.5 Identify potential challenges in teaching lesson 10 and the way forward (including GESI and ICT) especially the accessibility to computers and utilisation of software by student teachers with SEN in their inquiry studies during STS activities.
3.6 Encourage tutors to refer to previous PD manuals and note down appropriate teaching strategies that can support the delivery of lesson 10. Example, theme 7 (the tutor as a researcher)	3.6 Refer to previous PD manuals and note down appropriate teaching strategies that can support the delivery of lesson 10. <i>Example,</i> <i>theme 7 (the tutor as a</i> <i>researcher)</i>
3.7 Ask tutors to identify appropriate teaching and learning resources for teaching the lesson and how to develop them, taking into consideration ICT and GESI <i>(ensuring</i> <i>that traditional gender</i> <i>roles are not reinforced</i> <i>and that resources are</i> <i>equally distributed</i> <i>lesson).</i>	3.7 Identify appropriate teaching and learning resources for teaching lesson and how you can develop them, taking into consideration ICT and GESI (ensuring that traditional gender roles are not reinforced and that resources and that equally distributed) Refer to PD theme 1- Creative approaches.
3.4 Ask tutors to discuss how they can incorporate transferable skills in their teaching of the lesson and show how they will guide student teachers to develop these skills through STS activities,	3.4 Discuss how you can incorporate core and transferable skills in your teaching of the lesson and show how you will guide student teachers to develop these skills through STS activities,

		child study and action	child study and action	
		research projects.	research projects.	
	idance notes for			
SL,	/HoD should			
•	Select activities,			
	linked to CLO and			
	indicators, from the			
	lesson that are			
	likely to be most			
	different from			
	tutors' previous			
	experience. These			
	could involve			
	applying new			
	content, e.g. from			
	section 2, or			
	approaches to			
	teaching, learning			
	and assessment,			
	incl. gender			
	responsive and			
	inclusive			
	approaches			
•	Identify how any			
	assessments relate			
	to course			
	assessment			
	components			
•	The selected			
	activities should be			
	done with tutors in			
	real or close to real			
	time			
•	Anticipate any			
	issues for			
	clarification or			
1	questions which			
	might arise as the			
	tutors work through			
1	the activities and			
1	provide guidance on			
	these			
•	Identify where, and			
	which, core and			

transferable ski including 21 st si and the use of information technology, are being develope applied Makes links to existing PD The with page refer where they can support teachir for example: ac research, questioning an other external reference mate Identify where power point presentations of other resources need to be developed to support learnin and provide guidance Identify resourd required for an TLMs and provi guidance on development of	kills d or the mes ence ng, tion d to rial g g tes v de		
 these 4. Evaluation and review of sessi identification o outstanding iss 	on:the main conceptsf anydiscussed in the session	discussed in the session.	5 mins
 relating to this lesson for clarification Advance preparation In the case of 	4.2 Task tutors to read further on the concepts discussed and note any outstanding issues for clarification(s).	•	
unresolved issues	4.3 Remind tutors to identi a critical friend from th same or related area, to	e from the same or related	

	observe their lesson during the enactment. Remind the critical friend to share his/her observation during the next PD session with the group.	lesson during the enactment and remind the critical friend to share his/her observation during the next PD session with the group.
Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring: subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.		

lesson Topic: Critical Issues in Action Research

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
 Introduction / lesson overview Overview of subject/s age phase/s to be 	1.1 Ask tutors to share their experiences from the previous week's lesson with the members.	1.1 Share your experiences (both high and low) from the previous week's lesson with members.	
covered in this PD session and how it will be organised. Including guidance on grouping tutors	1.2 Ask the critical friend to share his/her observation of the enacted lesson with the entire group	1.2 As a critical friend share your observation of the enacted lesson with the entire group	
 according to the subject/s, age phase/s. Reflection on previous PD Session (Introduction to the course manual/s) 	1.3 Lead tutors to read the overview and main purpose of lesson 11 in the course manual taking note of NTS 3b, 3e, 3f, 3g & 3i.	 1.3 Read the overview and main purpose of lesson 11 in the course manual taking note of (NTS 3b, 3e, 3f, 3g, 3i, & 3j). 	
 Introduction and overview of the main purpose of the lesson in the course manual/s Identification of important or distinctive aspects 	 1.4 Prompt tutors to specifically note (at least 2) any GESI and ICT issues within the lesson overview and compare with their elbow partners compare with your elbow partner 	1.4 Write at least 2 GESI and ICT issues within the lesson overview and compare with your elbow partners	
 of the lesson/s Reading and discussion of the introductory sections up to learning outcomes 	1.5 Ask tutors to identify and write down two distinctive aspects of the lesson 11 and discuss these with the group	1.5 Identify and write two distinctive aspects of lesson 11 and discuss these with the group	

	1		1
	1.6 Tell tutors to read the sections from the introduction up to learning outcomes and corresponding learning indicators, discuss issues noted and indicate the nature of student teachers' relevant previous knowledge this lesson can be built on.	1.6 Read the sections from the introduction up to learning outcomes and corresponding indicators, discuss issues noted and indicate the nature of student teachers' relevant previous knowledge this lesson can be built on.	
The guidance notes for			
SL/HoD need to			
 Provide short 			
overview of the			
lesson			
Identify important			
or distinctive			
features of the			
lesson			
• Identify assessment,			
aligned to NTEAP			
Anticipate			
questions which			
might arise from			
the introduction to			
the lesson and			
provide responses			
for SL/HoD.			
 Issues that prompted questions 			
prompted questions or discussion during			
curriculum and			
course writing may			
well also be issues			
for SL/HoD			
2. Concept	2.1 Ask tutors to scan	2.1 Scan through the lesson	25 mins
Development (New	through the lesson in the	in the course manual to	
learning likely to	course manual to identify	identify and discuss the	
arise in this lesson):	and discuss the main	main concepts of the	
	concepts of the lesson	lesson (summary,	
Identification and	(summary, conclusions	conclusions and	
discussion of	and recommendations).	recommendations).	
concepts			

 Identification of possible challenging areas in teaching of the concept. Identification of needed resources for the teaching and learning of the concept. 	 2.2 Ask tutors to generate likely challenges to be encountered in teaching the lesson and suggest possible solutions to minimise them particularly the incorporation of GESI pedagogy and ICT (<i>e.g., accessibility to computers and utilisation of software-JAWS by student teachers with SEN in their inquiry studies during STS activities</i>). 2.3 Ask tutors to brainstorm on possible teaching approaches that will support an effective enactment of the lesson (<i>e.g., using shower thought, diamond nine, presentations etc.</i>) Remind tutors to <i>make reference to PD Theme 1 – creative approaches</i> and as well address GESI (<i>by considering both minority and majority</i>) 	 2.2 Generate likely challenges to be encountered in teaching the lesson and suggest possible solutions to minimise them particularly the incorporation of GESI pedagogy and IC (<i>e.g.</i>, accessibility to computers and utilisation of software-JAWS by student teachers with SEN in their inquiry studies during STS activities). 2.3 Brainstorm on possible teaching strategies that will support an effective enactment of the lesson (<i>e.g.</i>, using shower thought, diamond nine, presentations etc.) Remind tutors to make reference to PD Theme 1 – creative approaches and as well address GESI (by considering both minority and majority groups in the choice and
	groups in the choice and use of these strategies) 2.4 Ask tutors to share their	use of these strategies)
	experiences on the practical and theoretical matters of action research using power point slides and ensuring that they GESI compliant (using gender responsive language and graphics in	2.4 Share your experiences on the practical and theoretical matters of action research using power point slides and ensuring that they GESI compliant (using gender responsive language and graphics in the presentation). Focus your
	the presentation). Encourage tutors to focus	presentation). Focus your presentations on

their presentations on planning, monitoring and evaluation.planning, monitoring and evaluation.2.5 Ask tutors to identify the resources mentioned in the course manual and suggest other appropriate additional ones that can be used in the lesson (computers, phones, projectors, SPSS, JAWS, STS portfolios, NTS etc.)2.5 Identify the resources mentioned in the course manual and suggest other appropriate additional ones that can be used in the lesson (computers, projectors, SPSS, JAWS, STS portfolios, NTS etc.)Guidance notes for SL/HOD should3.5 Sportfolios, NTS etc.)3.5 Sportfolios, NTS etc.)Guidance notes for sL/HOD should3.5 Sportfolios, NTS etc.)3.5 Sportfolios, NTS etc.)Guidance notes for sL/HOD should3.5 Sportfolios, NTS etc.)3.5 Sportfolios, NTS etc.)For we learning and which needs to be considered prior to to toking tutors through the lesson activities "walk through".3.5 Sportfolios, NTS etc.)The resources needed must be identified: literature - page referenced etc, on web, Youtube, physical resources, power point; how they should be used, Consideration needs to be given to local availability4.5 Statement additional sources, power point; how they should be used, Consideration needs to be given to local availabilityThe resources to the physical resources, power point; how they should be used, Consideration needs to be given to local availabilityThis section can build on the PD needs identified from the course manuals				
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availability This section can build on the PD needs identified from the	to be given to local			
This section can build on the PD needs identified from the	=			
on the PD needs identified from the				
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		40.
discuss the suggested teaching and learning activities for the lesson in the course manuals ensure they align to the LOs and LIs of the lesson.	suggested teaching and learning activities for the lesson in each the course manuals (lower grade, upper grade and JHS.	40 mins
3.2 Encourage tutors through questions and answers to note and discuss areas that require further clarification	that require further clarification	
assessment opportunities stated in the Course manuals and ensure they are aligned to the NTEAP	opportunities stated in the various Course manuals and ensure they are aligned to the NTEAP.	
3.4 Ask tutors to identify additional modes of assessments that can be used in the lesson and which align to the NTEAP (refer to PD theme 7- assessing the teacher trainee) and ensure that they meet GESI requirement	3.4 Identify additional modes of assessments that can be used in the lesson and which align to the NTEAP (refer to PD theme 7- assessing the teacher trainee)	
3.5 Ask tutors to identify appropriate teaching and learning resources for teaching the lesson and how to develop them, taking into consideration ICT and GESI (power point presentation slides, how to surf the internet for information) and GESI (use GESI sensitive graphics and language in the presentation)	3.5 Identify appropriate teaching and learning resources for teaching the lesson and how to develop them, taking into consideration ICT (power point presentation slides, how to surf the internet for information) and GESI (use GESI sensitive graphics and language in the presentation)	
	 teaching and learning activities for the lesson in the course manuals ensure they align to the LOs and LIs of the lesson. 3.2 Encourage tutors through questions and answers to note and discuss areas that require further clarification 3.3 Ask tutors to identify the assessment opportunities stated in the Course manuals and ensure they are aligned to the NTEAP 3.4 Ask tutors to identify additional modes of assessments that can be used in the lesson and which align to the NTEAP <i>(refer to PD theme 7- assessing the teacher trainee)</i> and ensure that they meet GESI requirement 3.5 Ask tutors to identify appropriate teaching and learning resources for teaching the lesson and how to develop them, taking into consideration ICT and GESI (power point presentation slides, how to surf the internet for information) and GESI (use GESI sensitive 	 discuss the suggested teaching and learning activities for the lesson in the course manuals ensure they align to the LOS and LIs of the lesson. 3.2 Encourage tutors through questions and answers to note and discuss areas that require further clarification 3.3 Ask tutors to identify the assessment opportunities stated in the Course manuals and ensure they are aligned to the NTEAP 3.4 Ask tutors to identify additional modes of assessments that can be used in the lesson and which align to the NTEAP (refer to PD theme 7- assessing the teacher trainee) and ensure that they meet GESI requirement 3.5 Ask tutors to identify appropriate teaching and learning resources for teaching the lesson and how to develop them, taking into consideration ICT and GESI (power point presentation slides, how to surf the internet for information) and GESI (use GESI sensitive graphics and language in the presentation)

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	3.6 Ask tutors to discuss ways	3.6 Discuss ways of	
	of incorporating core and	incorporating core and	
	transferable skills in the	transferable skills in the	
	teaching of the lesson	teaching of the lesson	
	(use of PPP, internet) and	and show how they will	
	show how they will guide	guide student teachers to	
	student teachers to	develop and use these	
	develop and use these	skills (in STS activities,	
	skills (in STS activities,	child study and action	
	child study action	research projects at the	
	research projects at the	basic schools).	
	basic schools).		
Guidance notes for			
SL/HoD should			
• Select activities,			
linked to CLO and			
indicators, from the			
lesson that are			
likely to be most			
different from			
tutors' previous			
experience. These			
could involve			
applying new			
content, e.g. from			
section 2, or			
approaches to			
teaching, learning			
and assessment,			
incl. gender			
responsive and			
inclusive			
approaches			
 Identify how any 			
assessments relate			
to course			
assessment			
components			
• The selected			
activities should be			
done with tutors in			
real or close to real			
time			
Anticipate any			
issues for			
issues jui			

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

4. Evaluation and review of session:	4.1 Ask two tutors to recap the main concepts	4.1 Recap the main concepts discussed in the session.	5 mins
• identification of any outstanding issues	discussed in the session.		
 relating to this lesson for clarification Advance preparation In the case of unresolved issues 	4.2 Task tutors to read further on the concepts explained and note any issues for clarification(s) and remember to prepare for the next PD session.	4.2 Read further on the concepts explained and note any issues for clarification(s), and remember to prepare for the next PD session.	
	4.3 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/her observation during the next PD session	4.3 Identify a critical friend from the same or related area, to observe their lesson during the enactment. Let the critical friend share his/her observation during the next PD session	
Course assessment in			•
accordance with the			
NTEAP: SWL need to			
review assessment in the course manual to			
ensure it complies with			
NTEAP implementation			
and the 60%			
continuous assessment			
and 40 % End of			
semester examination.			
This means ensuring: subject project, subject			
portfolio preparation			
and development are			
explicitly addressed in			
the PD sessions.			

lesson Topic: Proposal for an Action Research

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
 Introduction / lesson overview Overview of subject/s age phase/s to be covered in this PD session and how it will be organised. Including guidance on grouping tutors 	1.1 Ask tutors to tell their colleagues how useful the previous PD sessions (session 1 - 11) were and how theses influenced their teaching over the weeks PDC now introduces the last session to the group	1.1 Tell your colleagues how useful the previous PD sessions (session 1 - 11) were and how they influenced your teaching over the weeks	
 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 	 1.2 Invite the critical friend to provide feedback on his/her observed lesson with the group 1.3 Lead tutors to read the overview and the purpose of lesson 12 in the course manual taking note of (<i>NTS 3b, 3e, 3f, 3g & 3i</i>). Also prompt them the write at least 2 CEC 	 1.2 As a critical friend, share with the group your observation on the enacted lesson. 1.3 Read the overview and purpose of lesson 12 in the course manual taking note of (NTS 3b, 3e, 3f, 3g, 3i, & 3j). Write at least 2 GESI and 2 ICT is suggestible to a lesson. 	
 course manual/s Identification of important or distinctive aspects of the lesson/s Reading and discussion of the introductory sections up to learning outcomes 	to write at least 2 GESI and 2 ICT issues within the lesson overview and compare with your elbow partners 1.4 Using question and answer, let tutors brainstorm for a moment and let them discuss the main purpose of the current PD Session	issues within the lesson overview and compare with your elbow partners 1.4 Brainstorm and later discuss the main purpose of the current PD Session (session 12) and the lesson 12 in the course manuals.	

	(session 12) in the course manuals.		
	1.5 Using questions and answers, lead tutors to discuss the learning outcomes (LOs) and the learning indicators (LIs) raised in lesson 12 and ensure their proper alignment. Provide opportunity for clarification.	1.5 Discuss the main learning outcomes and the learning indicators raised in lesson 12 and ensure their proper alignment. You may ask questions for clarification.	
	1.6 Ask tutors to identify and write down two distinctive aspects of the lesson 12 and discuss these with the group (<i>E-</i> <i>Portfolio</i>)	1. 6 Identify and write two distinctive aspects of lesson 12 and discuss these with the group (E- Portfolio)	
	1.5 Ask tutors to identify and discuss areas and nature of student teachers' relevant previous knowledge this lesson can be built on. (Student teachers have undertaken child study in schools)	1.5 Identify and discuss areas and nature of student teachers' relevant previous knowledge this lesson can be built on. (Student teachers have undertaken child study in schools)	
The guidance notes for			
SL/HoD need to			
Provide short			
overview of the lesson			
 Identify important 			
or distinctive			
features of the			
lesson			
 Identify assessment, aligned to NTEAP 			
Anticipate			
questions which			
might arise from			

•	the introduction to the lesson and provide responses for SL/HoD. Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD			
•	Concept Development (New learning likely to arise in this lesson): Identification and discussion of concepts	2.1 Ask tutors to read through the lesson in the course manual to identify and discuss the main concepts of the lesson (action research proposal, E-Portfolio).	2.1 Read the lesson in the course manual to identify and discuss the main concepts of the lesson (action research proposal E-Portfolio).	25 mins
•	Identification of possible challenging areas in teaching of the concept. Identification of needed resources	2.2 Engage tutors to identify and discuss familiar and unfamiliar concepts which relates to writing action research proposal.	2.2 Identify and discuss familiar and unfamiliar concepts related to writing action research proposal.	
	for the teaching and learning of the concept.	2.2 Ask tutors to write down their understanding of critical issue to be considered in writing an action research proposal and, possible biases and prejudices student teachers may have about it.	2.2 Write your understanding of critical issues to be considered in writing an action research proposal and possible biases and prejudices student teachers may have about it.	
		2.3 Ask tutors to generate possible challenges and solutions of teaching the writing of proposal for an action research and which student teachers may encounter in conducting child study at partner schools, particularly the	2.3 Generate possible challenges and solutions of teaching the writing proposal for an action research and which student teachers may encounter in conducting child study at partner schools, particularly the	

incorporation of GESI and	incorporation of GESI and
ICT	ICT
2.4 Ask tutors to identify and share issues to look out for when supporting student teachers in action research proposal presentation. Remind tutors to address GESI by considering (both minority and majority groups) and encourage students' use of ICT (power point	2.4 identify and share issues to look out for when supporting student teachers in action research proposal presentation. Remind tutors to address GESI by considering (both minority and majority groups) and encourage students' use of ICT (power point
presentation)	presentation)
presentationy	presentation
2.5 Let tutors brainstorm on ways to guide students to create an e-portfolio using their Action Research Proposals	2.5 Brainstorm on ways to guide students to create an e-portfolio using their Action Research Proposals
2.6 Let tutors share their experiences on the practical and theoretical matters of action research using power point slides and ensuring that they GESI compliant. (GESI sensitive language and graphics).	2.6 Share your experiences on the practical and theoretical matters of action research using power point slides and ensuring that they GESI compliant (GESI sensitive language and graphics).
2.7 Ask tutors to identify the resources mentioned in the course manual and suggest other ICT and GESI compliant ones appropriate for the lesson (computers, phones, projectors, SPSSS, JAWS, STS portfolios, NTS etc.)	2.7 Identify the resources mentioned in the course manual and suggest other ICT and GESI compliant ones appropriate for the lesson (computers, projectors, SPSSS, JAWS, STS portfolios, NTS etc.)

Guidance notes for			
SL/HoD should			
•			
This section can build			
on the PD needs			
identified from the			
course manuals			
 3. Teaching, learning and assessment activities for the lesson Reading of teaching and learning activities and identification of areas that require clarification 	3.1 Let tutors read the suggested teaching and learning activities for lesson 12 of each the course manuals (lower grade, upper grade and JHS) tell their appropriateness to the lesson.	3.1 Read the suggested teaching and learning activities for lesson 12 of each the course manuals (lower grade, upper grade and JHS) tell their appropriateness to the lesson.	40 mins
 Reading of assessment opportunities and ensuring they are aligned to the 	3.2 Ask tutors to suggest additional teaching and learning activities in line with the lesson 12 LOs and LIs to be used in the	3.2 Suggest additional teaching and learning activities in line with the lesson 12 LOs and LIs to be used in enactment of	

NTEAP and required	enactment taking into	the lesson taking into
course assessment:	account GESI pedagogy	account GESI pedagogy
subject project	(e.g., paying attention to	(e.g., paying attention to
(30%), subject	both males and female	both males and female
portfolio (30%) and	and SEN: ICT e.g., videos,	and SEN: ICT e.g., videos,
end of semester	and use of internet	use of internet)
examination (40%)		
 Working through 	3.3 Ask tutors to identify the	3.3 Identify appropriate
one or two	teaching and learning	teaching and learning
activities,	resources mentioned in	resources for teaching
	the course manual and	lesson 11 and how to
	suggest other appropriate	develop them, taking into
	for teaching lesson 12,	consideration ICT and
	take into consideration	GESI (by using computers,
	ICT and GESI (by using	power point presentation
	computers, power point	and ensuring that
	presentation and	traditional gender roles
	ensuring that traditional	are not reinforced and
	gender roles are not	that resources will be
	reinforced and that	equally distributed)
	resources will be equally	
	distributed)	
	uistributeuy	
	3.4 Refer tutors to the	3.4 Refer to the assessment
	assessment section of	section of lesson 12 in the
	lesson 12 in the course	course manual to find out
	manual to find out	whether it aligns to the
	whether it aligns to the	NTEAP.
	NTEAP.	
	3.5 Ask tutors to discuss way	3.5 Ask tutors to discuss way
	of incorporating core and	of incorporating core and
	transferable skills in the	transferable skills in the
	teaching of the lesson	teaching of the lesson
	and show how they will	and show how they will
	guide student teachers to	guide student teachers to
	and use them in STS	and use them in STS
	activities, child study and	activities, child study and
	action research projects.	action research projects.
	(e.g., communicating	(e.g., communicating
	appropriately to student	appropriately to student
	teachers, giving student	teachers, giving student
	teachers challenging task	teachers challenging task
	to solve, using projectors	to solve, using projectors
	to teach them)	to teach them)

	1	
	3.6 Ask tutors to identify potential challenges in enacting lesson 12 and the way forward (including GESI and ICT) especially the accessibility to computers and utilisation of software by student teachers with SEN in their inquiry studies during STS activities.	3.6 Identify potential challenges in enacting lesson 12 and the way forward (including GESI and ICT) especially the accessibility to computers and utilisation of software by student teachers with SEN in their inquiry studies during STS activities.
	3.7 Let tutors discuss how they can incorporate core and transferable skills in the teaching of lesson 12 and show how they will guide student teachers to develop these skills through STS activities and also to undertake action research projects at the basic schools.	3.7 Discuss how you can incorporate core and transferable skills in their teaching of the lesson 12 and show how you will guide student teachers to develop these skills through STS activities and also to undertake action research projects at the basic schools.
Guidance notes for		
SL/HoD should		
 Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, e.g. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive and 		

		1
	inclusive	
	approaches	
•	Identify how any	
	assessments relate	
	to course	
	assessment	
	components	
•	The selected	
	activities should be	
	done with tutors in	
	real or close to real	
	time	
•	Anticipate any	
	issues for	
	clarification or	
	questions which	
	might arise as the	
	tutors work through	
	the activities and	
	provide guidance on	
	these	
•	Identify where, and	
	which, core and	
	transferable skills,	
	including 21 st skills	
	and the use of	
	information	
	technology, are	
	being developed or	
	applied	
•	Makes links to the	
	existing PD Themes	
	with page reference	
	where they can	
	support teaching,	
	for example: action	
	research,	
	questioning and to	
	other external	
	reference material	
•	Identify where	
	power point	
	presentations or	
	other resources	
	need to be	

 developed to support learning and provide guidance Identify resources required for any TLMs and provide guidance on development of these Evaluation and review of session: identification of any outstanding issues relating to this lesson for clarification Advance preparation 	 4.1 Ask a tutor to recap the main concepts discussed in the session. 4.2 Task tutors to read further on the concepts explained and note any issues for clarification(s). 	 4.1 Recap the main concepts discussed in the session. 4.2 Read further on the concepts explained and note any issues for clarification(s). 	5 mins
 In the case of unresolved issues 	4.3 Ask tutors to review the PD sessions for year three semester one and indicate how the sessions	4.3 Review the PD sessions for year three semester one and indicate how the sessions have impacted	
	have impacted their teaching of the lessons in the course manuals (EG, UP and JHS)	your teaching of the lessons in the course manuals (EG, UP and JHS)	
Course assessment in	Subject Project:		
accordance with the	Submit a proposal for action	research to be conducted ta	king into
NTEAP: SWL need to	consideration the critical comp	onents of a proposal.	
review assessment in			
the course manual to			
ensure it complies with			
NTEAP implementation			
and the 60%			
continuous assessment			
and 40 % End of			
semester examination.			
This means ensuring:			
subject project, subject			
portfolio preparation			
and development are			
explicitly addressed in			
the PD sessions.			

SPECIAL EDUCATION NEEDS (SEN)

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 21st century 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 CoEs.
- 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 TLRSs 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.

Lesson Title: Lesson 1

A: Inclusive Teaching Strategies

- The Concept of Inclusive Education

B: Practicum in Special Educational Needs

- Teaching Sign Language

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
 Introduction / lesson overview Overview of subject/s age phase/s to be covered in this PD session and how it will be organized. Including guidance on grouping tutors according to the subject/s, age phase/s. Reflection on previous PD Session (Introduction to the course manual/s) Introduction and overview of the main purpose of the lesson in the course manual/s Identification of important or distinctive aspects of the lesson/s Reading and discussion of the introductory 	 Begin the lesson with an Ice breaker 1.1 Discuss the overview of the subject or learning area to be covered in this PD session (Refer to the course manual for the goals and course description) E.g., The goal is to equip student teachers with knowledge and competencies towards the education of all learners with exceptionalities in regular school settings in Ghana as well as integrating ICT in teaching and learning of learners with SEN. Although, teachers are aware of differences among learners in classrooms, they focus more on whole class teaching which does not favour learners with different abilities/special educational needs. 	1.1 Tutors discuss the overview of the subject or learning area to be covered in this PD session.	

sections up to	Note: Remind tutors that the		
learning outcomes	grouping for this PD session		
learning outcomes	is based on the JHS level.		
	is based on the firs level.		
	1.2 Ask tutors to reflect on	1.2 Reflect and share	
	how useful previous PD	experiences on how	
	sessions were to Tutors in	previous PD sessions	
	the delivery of their	aided you in your lesson	
	lessons.	delivery.	
	1.2.1 Ask tutors to list what	1.2.1 Make a list of what you	
	they learnt in the PD sessions	learned in the PD sessions of	
	of Semester 2 year 2 and	Semester 2 year 2 and how	
	how they applied same in	they applied same in their	
	their teaching.	teaching. Share what you	
		have learned with the whole	
		group	
	1.3 Ask tutors to share their	1.3 Think, pair and share	
	views and understandings	your views on the	
	of (a) the concept of	concept of Inclusive	
	inclusive education, its	education.	
	goal, objectives and		
	principles that govern its		
	practices in Ghana. E.g		
	the goal of inclusive		
	education system is to		
	provide all students with		
	the most appropriate		
	learning environments		
	and opportunities for		
	them to best achieve		
	their potential.		
	(b) The concept of		
	communication,		
	knowledge and skills in		
	communicating effectively with learners with different		
	types/categories of SEN at		
	the JHS levels. E.g		
	-Communicatioin disorders		
	involve a wide variety of		
	problems in speech, language		
	and hearing. For example,		
	speech and language		
	disorders include stuttering,		

 aphasia, dysfluency, voice disorders or sudden breaks in loudness or pitch -A child with a communiation disorder has trouble communicating with others. 1.4 Ask Tutors to read the section of the course manual on <i>important or</i> 	1.4 Read the section of the course manual on important or distinctive	
distinctive features of the lesson(s) A. Misconceptions: Eg. a) Disability is contagious b) inclusive education solely focuses on only those with disabilities c) Negative societal attitudes may influence their acceptance of inclusiveness. B. (a) knowledge and skills in communicating effectively with learners with different types/categories of SEN at the JHS levels. E.g., -Draw the learner's attention to yourself before you begin to talk to them; -re-phrase your subsequent sentences if the learner does not seem to understand you	features of the lesson(s)	
 in the first instance 1.5 Ask tutors to identify and discuss the relationship between CLOs and LIs of lesson one in the course manual 1.5.1 Ask tutors to identify and explain the benefits of practicing inclusive education in Ghana 	 1.5 Tutors identify and discuss the relationship between CLOs and LIs of lesson one in the course manual 1.5.1 Identify and explain the benefits of practicing inclusive education in Ghana 	

		1	
	For example: The benefits of		
	inclusion are:		
	-Friendships		
	-Increased social initiations,		
	relationships and networks		
	-Peer role models for		
	academic, social and		
	behaviour skills		
	-Increased achievement of		
	IEP goals		
	-Greater access to general		
	curriculum		
	-Enhanced skill acquisition		
	and generalization		
	-Increased Inclusion in future		
	environments		
	1.5.2 Ask tutors to identify	1.5.2. Reflect, Identify and	
	and explain benefits of	explain how inclusive	
	practicing inclusive education	education benefits various	
	to various stakeholders of	stakeholders of education in	
	education in Ghana	Ghana	
		Ghalla	
	1.5.3 Ask tutors to discuss	1.5.3 Tutors discuss benefits	
	benefits of communicating	of communicating effectively	
	effectively with learners with	with learners with different	
	different types/categories of	types/categories of SEN at	
	SEN at the JHS levels.	the JHS levels.	
The guidance notes for			
SL/HoD need to			
Provide short			
overview of the			
lesson			
Identify important			
or distinctive			
features of the			
lesson			
 Identify 			
assessment, aligned			
to NTEAP			
 Anticipate 			
questions which			
might arise from			
the introduction to			
the lesson and			

		l		1
1	provide responses			
	for SL/HoD.			
•	Issues that			
	prompted questions			
	or discussion during			
	curriculum and			
	course writing may			
	well also be issues			
	for SL/HoD			
2.	Concept	2.1 Ask tutors to identify and	2.1 Tutors identify and	25 mins
	Development (New	discuss concepts in	discuss concepts in	
	learning likely to	Inclusive education and in	inclusive education and in	
	arise in this lesson):	communication. E.g.,	communication	
	,	i. Misconceptions		
•	Identification and	- Disability is contagious		
	discussion of	- Inclusive education solely		
	concepts	focuses on only those with		
•	Identification of	disabilities		
–	possible challenging	- Negative societal attitudes		
	areas in teaching of	may influence their		
	the concept.	acceptance of inclusiveness.		
	Identification of	ii. Diversity		
•	needed resources	iii. Disabilities		
		iv. Equity		
	for the teaching and	v. Equality		
	learning of the	vi. Augmentative and		
	concept.	alternative communication.		
		2.2 Ask tutors to discuss	2.2 Tutors discuss some	
		possible challenges in	possible challenges in	
		teaching the concept of	teaching the concept of	
		Inclusive education and	Inclusive education and	
		Augmentative and	Augmentative and	
		alternative	alternative	
		communication.	communication.	
		-Challenges with internet		
		connectivity (e.g. poor		
		internet connectivity)		
		-Large Class Sizes		
		-Lack of sign language		
		teachers/Interpreters		
		inadequate equipment to		
		support of sign language		
		teaching e.g., sign language		
		mirrors		

 2.3. Lead Tutors to discuss challenges in terms of new learning e.g., -Tutors misconception about causes of disabilities - Lack of interest in learning sign language - Sign language is difficult to learn -Unavailability of relevant assistive technology for demonstration purposes 	2.3 Tutors discuss challenges in terms of new learning
 2.4 Ask Tutors to discuss some of resources needed for the teaching and learning of the concept of Inclusive education and alternative communication (sign language) -Resource Persons needed to facilitate teaching sessions -Specialized equipment/Technology for demonstration purposes (e,g, sign language mirrors) -sign language dictionaries -Disability friendly environment needed to facilitate mobility by persons with orthopaedic impairments Adequate lighting in classrooms to facilitate clear view of the sign language teacher Note: Make sure the resources are enough and age and gender appropriate to all learners (males, females) 	2.4 Tutors identify some of resources needed for the teaching and learning of the concept of Inclusive education and alternative communication (sign language)

Guidance notes for			
-			
 Guidance notes for SL/HoD should Identify any aspect of the lesson that might be challenging for tutors in terms of new learning and which needs to be considered prior to taking tutors through the lesson activities "walk through". The resources needed must be identified: literature – page referenced etc, on web, YouTube, physical resources, power point; how they should be used. Consideration needs to be given to local availability 			
on the PD needs			
identified from the			
course manuals			
 3. Teaching, learning and assessment activities for the lesson Reading of teaching and learning activities and 	3.1 Ask tutors to read silently the teaching and learning activities of lesson one from the course manual and identify areas that require clarification.	3.1 Read silently the teaching and learning activities and identify areas that require clarification.	40 mins
 identification of areas that require clarification Reading of assessment opportunities and ensuring they are aligned to the 	3.2 Ask tutors to form small mixed ability groups to brainstorm on teaching and learning activities and identify areas that require clarification	3.2 Tutors brainstorm on teaching and learning activities and identify areas that require clarification	

NTEAP and required	3.3 Request Tutors to read	3.3 Tutors read assessment
 NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) Working through one or two activities, 	the assessment activites in the manual and identify areas that require clarification especially on issues in assessment in alignment with the NTEAP and required course assessment: (e.g., assessment arrangements are reviewed in line with NTEAP).	activities in the manual and identify issues in assessment in alignment with the NTEAP and required course assessment:
	3.4. Ask tutors in their various groups to discuss how the different activities would be carried out in both CoE and basic school classroom to achieve the LOs and the LIs of the course manual for lesson 1.	3.4 tutors, in various groups discuss how the different activities would be carried out in both CoE and basic school classroom to achieve the LOs and the LIs of the course manual for lesson 1.
	Note: Tutors should go through the activities one after the other taking into consideration the time available, continuous assessment opportunities, resources and nature of learners, coherency and methodology.	
	3.5 Lead tutors to discuss activities linked to CLOs and indicators, from the lesson that are likely to be most different from tutors' previous experience. For example, applying new content	3.5 Tutors discuss activities linked to CLOs and indicators, from the lesson that are likely to be most different from tutors' previous experience. For example, applying new content

-CA is used to evaluate the depth and breadth of Tutors' grasp/understanding of concepts in IE such as diversity, equity, equality		
-CA is used to cross-check whether Tutors actually appreciate the challenges e.g. inadequate sign language intepreters. And to discuss ways to address these challenges		
3.7 Ask tutors to refer to the NTEAP document and focus on subject portolio and subject project especiallyl(e.g., assessments are reviewed in line witth NTEAP)	3.7 Tutors refer to the NTEAP document and focus on subject portfolio and subject project especially.	
3.8 Ask tutors to identify issues for clarification or questions which might arise	3.8 Tutors identify issues for clarification or questions which might arise	
 3.9 Ask tutors to identify where, and which, core and transferable skills, including 21st Century skills and the use of information technology, are being developed or applied YouTube; Internet; Zoom, Loom. To support teaching For example: -critical thinking -creativity -collaboration -Communication -Information literacy 	3.9 Tutors identify where, and which, core and transferable skills, including 21 st skills and the use of information technology, are being developed or applied	
-Media literacy		

-Technology literacy	
Flexibility	
3.9 Lead tutors to make links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material	3.9 Tutors refer to the existing PD Themes with page references
3.10 Ask tutors to identify where power point presentations or other resources need to be developed to support learning and provide guidance	3.10 Tutors identify where power point presentations or other resources need to be developed to support learning and provide guidance
3.11 Ask tutors to list resources required for any TLRs and provide guidance on development of these: Example: Laptops; smart phones; projectors; sign language mirrors	3.11 Tutors list resources required for any TLMs and provide guidance on development of these
 3.12. Let tutors discuss how GESI issues that relate to the teaching and learning activities of the lesson will be addressed. Note: Let tutors understand that Inclusion in itself is a GESI issue. Similarly, the attempt to privide opportunities for using different communication modes to augment the communication efforts of persons with 	3.12. Tutors discuss how GESI issues that relate to the teaching and learning activities of the lesson will be addressed: Noting that Inclusion in itself is a GESI issue

		speech and language	
		speech and language	
		problems (SEN) is in itself a	
<u> </u>	idamaa wataa faw	GESI issue.	
	idance notes for		
SL/	HoD should		
•	Select activities,		
	linked to CLO and		
	indicators, from the		
	lesson that are		
	likely to be most		
	different from		
	tutors' previous		
	experience. These		
	could involve		
	applying new		
	content, e.g. from		
	section 2, or		
	approaches to		
	teaching, learning		
	and assessment,		
	incl. gender		
	responsive and		
	inclusive		
	approaches		
•	Identify how any		
	assessments relate		
	to course		
	assessment		
	components		
•	The selected		
	activities should be		
	done with tutors in		
	real or close to real		
	time		
•	Anticipate any		
	issues for		
	clarification or		
	questions which		
	might arise as the		
	tutors work through		
	the activities and		
	provide guidance on		
	these		
•	Identify where, and		
L	which, core and		

			[ر
	transferable skills,			
	including 21 st skills			
	and the use of			
	information			
	technology, are			
	being developed or			
	applied			
•	Makes links to the			
	existing PD Themes			
	with page reference			
	where they can			
	, support teaching,			
	for example: action			
	research,			
	questioning and to			
	other external			
	reference material			
	Identify where			
	power point			
	presentations or			
	other resources			
	need to be			
	developed to			
	support learning			
	and provide			
	guidance			
	-			
•	Identify resources			
	required for any			
	TLMs and provide			
	guidance on			
	development of			
	these			
4.	Evaluation and	4.1. Ask tutors identify any	4.1. Tutors identify any	5 mins
	review of session:	outstanding issues	outstanding issues	
•	identification of any	relating to this lesson for	relating to this lesson for	
	outstanding issues	clarification	clarification	
	relating to this			
	lesson for	4.2 Ask tutors to identify a	4.2 Identify a critical friend	
	clarification	critical friend who took	who took part in the PD	
•	Advance	part in the PD session to	session to sit in your class	
	preparation	sit in their class during	during the lesson and	
•	In the case of	lesson and report on	report on observation	
	unresolved issues	observation made during	during the next PD	
		next PD session.	session.	
1				

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	 4.3 Ask tutors to read from the PD manual and find relevant materials for the next session. Note: Make sure that everybody has a concrete plan for teaching the given topics. In the case of unresolved issues consult the subject writing leads. 	4.3 Tutors read from the PD manual and look for relevant materials for the next session.	
Course assessment in	Discuss possible ways by which	to assess this course in alignme	nt with
accordance with the	NTEAP		
NTEAP: SWL need to			
review assessment in			
the course manual to			
ensure it complies with			
NTEAP implementation			
and the 60%			
continuous assessment			
and 40 % End of			
semester examination.			
This means ensuring:			
subject project, subject			
portfolio preparation			
and development are explicitly addressed in			
the PD sessions.			

Lesson Title: Lesson 2

A: Inclusive Teaching Strategies

- Key Elements in Inclusive Education

B: Practicum in Special Educational Needs

- Teaching Sign Language

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
1. Introduction / lesson overview	Begin the lesson with an Ice breaker		
 Overview of subject/s age phase/s to be covered in this PD session and how it will be organized. Including guidance on grouping tutors according to the subject/s, age phase/s. Reflection on previous PD Session (Introduction to the course manual/s) Introduction and overview of the main purpose of the lesson in the course manual/s Identification of important or distinctive aspects of the lesson/s Reading and discussion of the introductory 	 1.1 Discuss the overview of the subject or learning area to be covered in this PD session (Refer to the course manual for the goals and course description) E.g., The goal is to equip student teachers with knowledge and competencies towards the education of all learners with exceptionalities in regular school settings in Ghana as well as integrating ICT in teaching and learning of learners with SEN. Although, teachers are aware of differences among learners in classrooms, they focus more on whole class teaching which does not favour learners with different abilities/special educational needs. Note: Remind tutors that the grouping for this PD session is 	1.1 Tutors discuss the overview of the subject or learning area to be covered in this PD session.	

sections up to	1.2 Ask tutors to reflect on	1.2 Tutors to reflect on how	
learning outcomes	how useful PD session for Lesson 1 was, to tutors in the delivery of their lessons.	useful PD session for Lesson 1 was, to tutors in the delivery of their lessons	
	1.2.1 Ask tutors to list what they learnt in the PD sessions of previous Lesson (1) and how they applied same in their teaching.	1.2.1 Tutors list what they learned in the PD sessions of previous lesson (1) and how they applied same in their teaching. Share what you have learned with the whole group	
	1.3 Ask tutors to share their views and understandings of (a) the key element of inclusive education, its goal, objectives and principles that govern its practices in Ghana. (e.g Inclusion fosters friendships; learners with SEN have an opportunity to model and compete with their classmates who do not have SEN (b) The concept of communication, knowledge and skills in communicating effectively with learners with different types/categories of SEN at the JHS levels. (e.g., learners with SEN build their self confidence when they are able to communicate effectively among themselves, with their peers and their teachers)	1.3 Think, pair and share your views on the key element of Inclusive education and the concept of communication.	
	1.4. Ask Tutors to read the section of the course manual on <i>important or</i>	1.4 Tutors read the section of the course manual on important or distinctive features of the lesson(s)	

distinctive features of the	Tutors read the section of
lesson(s)	the course manual on
A. Misconceptions:	important or distinctive
a) Disability is contagious	features of the lesson(s)
b) inclusive education solely	
focuses on only those with	
disabilities	
c) Negative societal attitudes	
may influence their	
acceptance of inclusiveness.	
B.	
(d) knowledge and skills in	
communicating effectively	
with learners with different	
types/categories of SEN at the	
JHS levels.	
1.5 Ask tutors to identify and	1.5 Tutors identify and
discuss the relationship	discuss the relationship
between CLOs and LIs of	between CLOs and LIs of
lesson one in the course	lesson one in the course
manual	manual
1.5.1 Ask tutors to identify and	1.5.1 Identify and explain
explain the benefits of	the benefits of practicing
practicing inclusive education	inclusive education in
in Ghana (e.g., Friendships,	Ghana
learners with SEN gain self-	Ghana
confidence	
connuence	
1.5.2 Ask tutors to identify and	1.5.2. Reflect, Identify and
explain benefits of practicing	explain how inclusive
inclusive education to various	education benefits various
stakeholders of education in	stakeholders of education
Ghana	in Ghana
1.5.3 Ask tutors to discuss	1.5.3 Tutors discuss
benefits of communicating	benefits of communicating
effectively with learners with	effectively with learners
different types/categories of	with different
SEN at the JHS levels. (e.g.,	types/categories of SEN at
effective communication	the JHS levels.
builds self confidence: learners	
with SEN gain a sense of	
belonging)	

Th	e guidance notes for			
	e guidance notes for /HoD need to Provide short overview of the lesson Identify important or distinctive features of the lesson Identify assessment, aligned to NTEAP Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. Issues that prompted questions or discussion during			
	prompted questions			
2.	Concept Development (New learning likely to arise in this lesson):	 2.1 Ask tutors to identify and discuss concepts in Inclusive education and in communication i. Misconceptions 	2.1 Tutors identify and discuss concepts in inclusive education and in communication	25 mins
•	Identification and discussion of concepts Identification of possible challenging	 Disability is contagious Inclusive education solely focuses on only those with disabilities Negative societal attitudes 		
•	areas in teaching of the concept. Identification of needed resources for the teaching and learning of the concept.	may influence their acceptance of inclusiveness. ii. Diversity iii. Disabilities iv. Equity v. Equality vi. Augmentative and alternative communication.		

 2.2 Ask tutors to discuss possible challenges in teaching the concept of Inclusive education and Augmentative and alternative communication. -Challenges with internet connectivity (poor internet connectivity) -Large Class Sizes -Lack of sign language teachers/Interpreters inadequate equipment to support of sign language teaching e.g., sign language mirrors 	2.2 Tutors discuss some possible challenges in teaching the concept of Inclusive education and Augmentative and alternative communication.
 2.3 Lead Tutors to discuss challenges in terms of new learning Tutors misconception about causes of disabilities (e.g., disabilities are caused by evil spirits) Lack of interest in learning sign language Sign language is difficult to learn Unavailability of relevant assistive technology for demonstration purposes 	2.3 Tutors discuss challenges in terms of new learning
 2.4. Ask Tutors to discuss some of resources needed for the teaching and learning of the concept of Inclusive education and alternative communication (sign language) -Resource Persons needed to facilitate teaching sessions -Specialized equipment/Technology for 	2.4. Tutors identify some of resources needed for the teaching and learning of the concept of Inclusive education and alternative communication (sign language)

		demonstration purposes (e,g, sign language mirrors) -sign language dictionaries -Disability friendly environment needed to facilitate mobility by persons with orthopaedic impairments Adequate lighting in classrooms to facilitate clear view of the sign language teacher Note : Make sure the resources are enough and age and gender appropriate to all learners (males, females)	
	idance notes for		
SL/	HoD should		
•	Identify any aspect		
	of the lesson that		
	might be		
	challenging for		
	tutors in terms of		
	new learning and		
	which needs to be		
	considered prior to		
	taking tutors		
	through the lesson activities "walk		
	through".		
-	The resources		
-	needed must be		
	identified: literature		
	– page referenced		
	etc, on web,		
	YouTube, physical		
	resources, power		
	point; how they		
	should be used.		
	Consideration needs		
	to be given to local		
	availability		
Thi	s section can build		
on	the PD needs		

	entified from the urse manuals			
	Teaching, learning	3.1 Ask tutors to read silently	3.1 Read silently the	40 mins
•	and assessment activities for the lesson Reading of teaching and learning activities and	the teaching and learning activities of lesson one from the course manual and identify areas that require clarification.	teaching and learning activities and identify areas that require clarification.	
•	identification of areas that require clarification Reading of assessment opportunities and	3.2 Ask tutors to brainstorm on teaching and learning activities and identify areas that require clarification	3.2 Tutors brainstorm on teaching and learning activities and identify areas that require clarification	
	ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%)	3.3 Request tutors to identify issues in assessment in alignment with the NTEAP and required course assessment: (e.g., assessment arrangements are reviewed in line with NTEAP).	3.3 Tutors identify issues in assessment in alignment with the NTEAP and required course assessment	
•	Working through one or two activities,	3.4. Ask tutors in their various groups do discuss how the different activities would be carried out in both CoE and basic school classroom to achieve the LOs and the LIs of the course manual for lesson 1.	3.4 In your various groups discuss how the different activities would be carried out in both CoE and basic school classroom to achieve the LOs and the LIs of the course manual for lesson 1.	
		Note: Tutors should go through the activities one after the other taking into consideration the time available, resources and nature of learners, coherency and methodology.		
		3.5 Lead tutors to discuss activities linked to LOs and indicators, from the lesson that are likely to be most	3.5 Tutors discuss activities linked to LOs and indicators, from the lesson that are likely to	

different from tutors' previous experience. For example, applying new content	be most different from tutors' previous experience. For example, applying new content
3.6 Ask tutors to identify how any assessments relate to course assessment components	3.6 Tutors identify how any assessments relate to course assessment component
3.7 Ask tutors to identify issues for clarification or questions which might arise	3.7 Tutors identify issues for clarification or questions which might arise
 3.8 Ask tutors to identify where, and which, core and transferable skills, including 21st Century skills and the use of information technology, are being developed or applied YouTube; Internet; Zoom, Loom. To support teaching 	3.8 Tutors identify where, and which, core and transferable skills, including 21 st skills and the use of information technology, are being developed or applied
3.9 Lead Tutors to make links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material	3.9 Refer to the existing PD Themes with page references
3.10 Ask Tutors to identify where power point presentations or other resources need to be developed to support learning and provide guidance	3.10 Tutors identify where power point presentations or other resources need to be developed to support learning and provide guidance
3.11 Ask Tutors to list resources required for any	3.11 List resources required for any TLRs and

	TLMs and provide guidance	provide guidance on	
	on development of these:	development of these	
	Laptops; smart phones;		
	projectors; sign language		
	mirrors		
Guidance notes for			
SL/HoD should			
• Select activities,			
linked to CLO and			
indicators, from the			
lesson that are			
likely to be most			
different from			
tutors' previous			
experience. These			
could involve			
applying new			
content, e.g. from			
section 2, or			
approaches to			
teaching, learning			
and assessment,			
incl. gender			
responsive and			
inclusive			
approaches			
Identify how any			
assessments relate			
to course			
assessment			
components			
• The selected			
activities should be			
done with tutors in			
real or close to real			
time			
Anticipate any			
issues for			
clarification or			
questions which			
might arise as the			
tutors work through			
the activities and			
provide guidance on			
these			

•	Identify where, and			
	which, core and			
	transferable skills,			
	including 21 st skills			
	and the use of			
	information			
	technology, are			
	being developed or			
	applied			
•	Makes links to the			
	existing PD Themes			
	with page reference			
	where they can			
	support teaching,			
1	for example: action			
1	research,			
	questioning and to			
	other external			
	reference material			
•	Identify where			
	power point			
	presentations or			
	, other resources			
	need to be			
	developed to			
	support learning			
	and provide			
	guidance			
•	Identify resources			
	required for any			
	TLMs and provide			
	guidance on			
	development of			
	these			
4.	Evaluation and	4.1. Ask tutors identify any	4.1. Tutors identify any	5 mins
1	review of session:	outstanding issues relating	outstanding issues	
•	Identification of any	to this lesson for	relating to this lesson	
	outstanding issues	clarification	for clarification	
	relating to this			
	lesson for	4.2 Ask tutors to identify a	4.2 Identify a critical friend	
1	clarification	critical friend who took	who took part in the PD	
•	Advance	part in the PD session to sit	session to sit in your	
1	preparation	in their class during lesson	class during the lesson	
		and report on observation	and report on	

In the case of	made during next PD	observation during the	
unresolved issues	session.	next PD session.	
	 4.3 Ask tutors to read from the PD manual and find relevant materials for the next session. Note: Make sure that everybody has a concrete plan for teaching the given topics. In the case of unresolved 	4.3 Read from the PD manual and look for relevant materials for the next session.	
	issues consult the subject		
	writing leads.		
Course assessment in	Discuss possible ways by which t	o assess this course in alignmer	nt with
accordance with the	NTEAP		
NTEAP: SWL need to			
review assessment in			
the course manual to			
ensure it complies with			
NTEAP implementation			
and the 60%			
continuous assessment			
and 40 % End of			
semester examination.			
This means ensuring:			
subject project, subject			
portfolio preparation			
and development are			
explicitly addressed in			
the PD sessions.			

Lesson Title: Lesson 3 A: Inclusive Teaching Strategies - Barriers to Learning B: Practicum in Special Educational Needs Basic Sign Language Interpreting

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
 Introduction / lesson overview Overview of subject/s age phase/s to be covered in this PD session and how it will be organized. Including guidance on grouping tutors according to the subject/s, age phase/s. Reflection on previous PD Session (Introduction to the course manual/s) Introduction and overview of the main purpose of the lesson in the course manual/s Identification of important or distinctive aspects of the lesson/s Reading and discussion of the introductory 	 Begin the lesson with an Ice breaker 1.1 Discuss the overview of the subject or learning area to be covered in this PD session (Refer to the course manual for the goals and course description) E.g., The goal is to equip student teachers with knowledge and competencies towards the education of all learners with exceptionalities in regular school settings in Ghana as well as integrating ICT in teaching and learning of learners with SEN. Although, teachers are aware of differences among learners in classrooms, they focus more on whole class teaching which does not favour learners with different abilities/special educational needs. 	1.1 Tutors discuss the overview of the subject or learning area to be covered in this PD session.	

soctions up to	Note: Remind tutors that the	
sections up to learning outcomes	grouping for this PD session	
learning outcomes	is based on the JHS level.	
	is based on the firs level.	
	1.2 Ask tutors to reflect on how useful PD session for Lesson 2 was, to tutors in the delivery of their lessons.	1.2 Tutors to reflect on how useful PD session for Lesson 2was, to tutors in the delivery of their lessons
	1.2.1 Ask tutors to list what they learnt in the PD sessions of previous Lesson (2) and how they applied same in their teaching.	1.2.1 Tutors list what they learned in the PD sessions of previous lesson (2) and how they applied same in their teaching. Share what you have learned with the whole group
	 1.3 Ask tutors to share their views and understandings on Barriers to Learning (b) The concept of Sign language interpreting communication, knowledge and skills in communicating effectively with learners with different types/categories of SEN at the JHS levels. 	1.3 Tutors share their views on the Barriers to Learning, the concepts of communication and sign language interpreting.
	 1.4 Ask Tutors to read the section of the course manual on <i>important or distinctive features of the lesson(s)</i> A. Misconceptions: (a) inclusive education solely focuses on only those with disabilities c) Negative societal attitudes may influence their acceptance of inclusiveness. B. (d) knowledge and skills in 	1.4 Read the section of the course manual on <i>important or distinctive</i> <i>features of the lesson(s)</i>
	(d) knowledge and skills in communicating effectively	

	with learners with different		
	types/categories of SEN at		
	the JHS levels.		
	(c) Basic skills in sign		
	language interpreting		
	1.5 Ask tutors to identify and discuss the relationship between LOs and LIs of lesson one in the course manual	1.5 Tutors identify and discuss the relationship between LOs and LIs of lesson one in the course manual	
	1.5.1 Ask tutors to identify	1.5.1 Identify and explain the	
	and explain the benefits of	benefits of practicing	
	practicing inclusive education in Ghana	inclusive education in Ghana	
	1.5.2 Ask tutors to identify	1.5.2. Reflect, Identify and	
	and explain benefits of	explain how inclusive	
	practicing inclusive education	education benefits various	
	to various stakeholders of	stakeholders of education in	
	education in Ghana	Ghana	
		Glialia	
	1.5.3 Ask tutors to discuss	1.5.3 Tutors discuss benefits	
	benefits of communicating	of communicating effectively	
	effectively with learners with	with learners with different	
	different types/categories of	types/categories of SEN at	
	SEN at the JHS levels.	the JHS levels.	
The guidance notes for			
SL/HoD need to			
Provide short			
• Provide short overview of the			
lesson			
 Identify important or distinctive 			
features of the lesson			
Identify			
assessment, aligned to NTEAP			
Anticipate			
questions which			
might arise from			
the introduction to			
the lesson and			

•	provide responses for SL/HoD. Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD			
2. •	Concept Development (New learning likely to arise in this lesson): Identification and discussion of concepts Identification of possible challenging areas in teaching of	 2.1 Ask tutors to identify and discuss barriers to learning i. Environmental barriers-inaccessible facilities, attitudes, etc. - ii. Augmentative and alternative communication. 2.2 Ask tutors to discuss possible challenges in the set of th	 2.1 Tutors identify and discuss barriers to learning and augmentative and alternative communication. 2.2 Tutors discuss some possible challenges in the other states and the states and	25 mins
•	the concept. Identification of needed resources for the teaching and learning of the concept.	teaching the concept of barriers to learning and augmentative and alternative communication (sign language interpreting). -Challenges with internet connectivity -Large Class Sizes -Lack of sign language teachers/Interpreters inadequate equipment to support of sign language teaching e.g., sign language mirrors	teaching the concept of barriers to learning and Augmentative and alternative communication (sign language interpreting).	
		 2.3. Lead Tutors to discuss challenges in terms of new learning -Tutors' misconception: - Lack of interest in learning sign language - misconception that sign language is difficult to learn 	2.3 Tutors discuss challenges in terms of new learning	

	Γ	Γ	,
	-Unavailability of relevant		
	assistive technology for		
	demonstration purposes		
	demonstration purposes 2.4. Ask Tutors to discuss some of resources needed for the teaching and learning of the concept of Inclusive education and alternative communication (sign language) -Resource Persons needed to facilitate teaching sessions -Specialized equipment/Technology for demonstration purposes (e,g, sign language mirrors) -sign language dictionaries -Disability friendly environment needed to facilitate mobility by persons with orthopaedic impairments Adequate lighting in classrooms to facilitate clear view of the sign language teacher Note: Make sure the resources are enough and age and gender appropriate	2.4. Tutors identify some of resources needed for the teaching and learning of the barriers to learning and alternative communication (sign language)	
	to all learners (males, females)		
Guidance notes for			
SL/HoD should			
 Identify any aspect 			
of the lesson that			
might be			
challenging for			
tutors in terms of			
new learning and			
which needs to be			
considered prior to			
considered prior to			

		I		,
	taking tutors			
	through the lesson			
	activities "walk			
	through".			
•	The resources			
	needed must be			
	identified: literature			
	– page referenced			
	etc, on web,			
	YouTube physical			
	resources, power			
	point; how they			
	should be used.			
	Consideration needs			
1	to be given to local			
	availability			
Th	, is section can build			
on	the PD needs			
ide	entified from the			
со	urse manuals			
3.	Teaching, learning	3.1 Ask tutors to read silently	3.1 Read silently the teaching	40 mins
	and assessment	the teaching and learning	and learning activities	
	activities for the	activities of lesson one	and identify areas that	
	lesson	from the course manual	require clarification.	
•	Reading of teaching	and identify areas that		
	and learning	require clarification.		
	activities and			
	identification of	3.2 Ask tutors to brainstorm	3.2 Tutors brainstorm on	
	areas that require	on teaching and learning	teaching and learning	
	clarification	activities and identify	activities and identify	
•	Reading of	areas that require	areas that require	
	assessment	clarification	clarification	
	opportunities and			
	ensuring they are	3.3 Request Tutors to identify	3.3 Tutors identify issues in	
	aligned to the	issues in assessment in	assessment in alignment	
1	NTEAP and required	alignment with the NTEAP	with the NTEAP and	
	course assessment:	and required course	required course	
	subject project	assessment:	assessment:	
	(30%), subject			
1	portfolio (30%) and	3.4. Ask tutors in their various	3.4 In your various groups	
	end of semester	groups do discuss how the	discuss how the different	
	examination (40%)	different activities would	activities would be carried	
•	Working through	be carried out in both CoE	out in both CoE and basic	
	one or two	and basic school	school classroom to	
1	activities,	classroom to achieve the	achieve the LOs and the	
	activities,			

LOs and the LIs of the course manual for lesson	LIs of the course manual for lesson 1.	
1.		
Note: Tutors should go through the activities one		
after the other taking into consideration the time		
available, resources and nature of learners, coherency		
and methodology.		
3.5 Lead tutors to discuss activities linked to LOs and indicators, from the lesson that are likely to	3.5 Tutors discuss activities linked to LOs and indicators, from the lesson that are likely to	
be most different from tutors' previous	be most different from tutors' previous	
experience. For example,	experience. For example,	
applying new content	applying new content	
3.6 Ask tutors to identify how any assessments relate to	3.6 Tutors identify how any assessments relate to	
course assessment components	course assessment component	
3.7 Ask tutors to identify issues for clarification or questions which might arise	3.7 Tutors identify issues for clarification or questions which might arise	
3.8. Ask tutors to identify	3.8. Tutors identify where,	
where, and which, core and transferable skills,	and which, core and transferable skills,	
including 21 st Century skills and the use of	including 21 st skills and the use of information	
information technology, are being developed or	technology, are being developed or applied	
applied		
YouTube; Internet; Zoom, Loom. To support teaching		
3.9. Lead Tutors to make links	3.9 Refer to the existing PD	
to the existing PD Themes with page reference	Themes with page references	

	I		,ı
	where they can support teaching, for example: action research, questioning and to other external reference material		
	3.10. Ask Tutors to identify where power point presentations or other resources need to be developed to support learning and provide guidance	3.10 Tutors identify where power point presentations or otherresources need to be developed to support learning and provide guidance	
	 3.11 Ask Tutors to list resources required for any TLMs and provide guidance on development of these: Laptops; smart phones; projectors; sign language mirrors 	3.11 List resources required for any TLMs and provide guidance on development of these	
Guidance notes for			
SL/HoD should			
• Select activities,			
linked to CLO and			
indicators, from the			
lesson that are			
likely to be most			
different from			
tutors' previous			
experience. These			
could involve			
applying new			
content, e.g. from			
section 2, or			
approaches to			
teaching, learning			
and assessment,			
incl. gender			
responsive and inclusive			
approaches			
uppioucites			

		1
•	Identify how any	
	assessments relate	
	to course	
	assessment	
	components	
•	The selected	
	activities should be	
	done with tutors in	
	real or close to real	
	time	
•	Anticipate any	
_	issues for	
	clarification or	
	questions which	
	might arise as the	
	tutors work through	
	the activities and	
	provide guidance on	
	these	
•	Identify where, and	
	which, core and	
	transferable skills,	
	including 21 st skills	
	and the use of	
	information	
	technology, are	
	being developed or	
	applied	
•	Makes links to the	
	existing PD Themes	
	with page reference	
	where they can	
	support teaching,	
	for example: action	
	research,	
	questioning and to	
	other external	
1	reference material	
•	Identify where	
1	power point	
	presentations or	
	other resources	
	need to be	
	developed to	
	support learning	
	Support learning	

		1	,
 and provide guidance Identify resources required for any TLMs and provide guidance on development of these Evaluation and 	4.1. Ask tutors identify any	4.1. Tutors identify any	5 mins
 review of session: identification of any outstanding issues relating to this lesson for 	outstanding issues relating to this lesson for clarification 4.2 Ask tutors to identify a	outstanding issues relating to this lesson for clarification 4.2 Identify a critical friend	
 clarification Advance preparation In the case of unresolved issues 	critical friend who took part in the PD session to sit in their class during lesson and report on observation made during next PD session.	who took part in the PD session to sit in your class during the lesson and report on observation during the next PD session.	
	4.3 Ask tutors to read lesson 3 from the PD manual and find relevant materials for the next session.	4.3 Read lesson 3 from the PD manual and look for relevant materials for the next session.	
	Note: Make sure that everybody has a concrete plan for teaching the given topics. In the case of unresolved issues consult the subject writing leads.		
Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of	Discuss possible ways by which NTEAP	to assess this course in alignme	nt with

semester examination.	
This means ensuring:	
subject project, subject	
portfolio preparation	
and development are	
explicitly addressed in	
the PD sessions.	

Lesson Title: Lesson 4

A: Inclusive Teaching Strategies

- The National Basic Education Curriculum for Junior High School Level

B: Practicum in Special Educational Needs

- Basic Sign Language Interpreting

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
 Introduction / lesson overview Overview of subject/s age phase/s to be covered in this PD session and how it will be organized. Including guidance on grouping tutors according to the subject/s, age phase/s. Reflection on previous PD Session (Introduction to the course manual/s) Introduction and overview of the main purpose of the lesson in the course manual/s Identification of important or distinctive aspects of the lesson/s Reading and discussion of the introductory 	Begin the lesson with an Ice breaker 1.1 Discuss the overview of the subject or learning area to be covered in this PD session (Refer to the course manual for the goals and course description) E.g., The goal is to equip student teachers with knowledge and competencies towards the education of all learners with exceptionalities in regular school settings in Ghana as well as integrating ICT in teaching and learning of learners with SEN. Although, teachers are aware of differences among learners in classrooms, they focus more on whole class teaching which does not favour learners with different abilities/special educational needs.	1.1 Tutors discuss the overview of the subject or learning area to be covered in this PD session.	

sections up to	Note: Remind tutors that the		
learning outcomes	grouping for this PD session		
	is based on the JHS level.		
	1.2 Ask tutors to reflect on	1.2 Tutors to reflect on how	
	how useful PD session for	useful PD session for	
	Lesson 3 was, to tutors in	Lesson 3 was, to tutors in	
	the delivery of their	the delivery of their	
	lessons.	lessons	
	1.2.1 Ask tutors to list what	1.2.1 Tutors list what they	
	they learnt in the PD sessions	learned in the PD sessions of	
	of previous Lesson and how	previous lesson and how they	
	they applied same in their	applied same in their	
	teaching.	teaching. Share what you	
		have learned with the whole	
		group	
	1.3 Ask tutors to share their	1.3 Tutors share their views	
	views and understandings	and understandings on	
	on The National Basic	The National Basic	
	Education Curriculum for	Education Curriculum for	
	Junior High Schools	Junior High Schools	
	(b) The concept of Sign	sign language interpreting,	
	language interpreting	communication and skills in	
	communication,	communicating effectively	
	knowledge and skills in	with learners with different	
	communicating effectively	types/categories of SEN at	
	with learners with different	the JHS levels.	
	types/categories of SEN at		
	the JHS levels.		
	1.4 Ask Tutors to read the	1.4 Read the section of the	
	section of the course	course manual on	
	manual on <i>important or</i>	important or distinctive	
	distinctive features of the	features of the lesson(s)	
	lesson(s)		
	A. Misconceptions:		
	(a) inclusive education solely		
	focuses on only those with		
	disabilities		
	c) Negative societal attitudes		
	may influence their		
	acceptance of inclusiveness.		
	В.		

	(d) knowledge and skills in		
	communicating effectively		
	with learners with different		
	types/categories of SEN at		
	the JHS levels.		
	(c) Basic skills in sign		
	language interpreting		
	1.5 Ask tutors to identify and	1.5 Tutors identify and	
	discuss the relationship	discuss the relationship	
	between LOs and LIs of	between LOs and LIs of	
	lesson one in the course	lesson one in the course	
	manual	manual	
	manadi	manadi	
	1.5.1 Ask tutors to identify	1.5.1 Identify and explain the	
	and explain the benefits of	benefits of the National Basic	
	the National Basic Education	Education Curriculum	
	Curriculum		
	1.5.2 Ask tutors to identify	1.5.2. Tutors identify and	
	and explain benefits of sign	explain the benefits of sign	
	language Interpreting	language Interpreting	
	1.5.3 Ask tutors to discuss	1.5.3 Tutors discuss benefits	
	benefits of communicating	of communicating effectively	
	effectively with learners with	with learners with different	
	different types/categories of	types/categories of SEN at	
	SEN at the JHS levels.	the JHS levels.	
The guidance notes for			
SL/HoD need to			
Provide short			
overview of the			
lesson			
• Identify important			
or distinctive			
features of the			
lesson			
Identify			
assessment, aligned			
to NTEAP			
Anticipate			
questions which			
might arise from			
the introduction to			
the lesson and			

•	provide responses for SL/HoD. Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD			
2.	Concept Development (New learning likely to arise in this lesson): Identification and	2.1 Ask tutors to discuss the importance of spoken linguistics with specific reference to sign language	2.1 Tutors discuss the importance of spoken linguistics with specific reference to sign language	25 mins
•	discussion of concepts Identification of possible challenging areas in teaching of the concept. Identification of needed resources	2.2 Ask tutors to discuss the goals, objectives and components of the National Basic Education Curriculum for JHS Level as well as the teaching and learning activities defined in it.	2.2 Tutors discuss the goals, objectives and components of the National Basic Education Curriculum for JHS Level as well as the teaching and learning activities defined in it.	
	for the teaching and learning of the concept.	2.3 Ask tutors to discuss the challenging areas in teaching of concepts in the lesson (Reference to the Course Manual) e.g. challenges with internet connectivity, -Large Class Sizes, Lack of sign language teachers/Interpreters inadequate equipment to support of sign language teaching e.g., sign language mirrors	2.3 Tutors discuss the challenging areas in teaching of concepts in the lesson (Reference to the Course Manual) e.g. challenges with internet connectivity, -Large Class Sizes, Lack of sign language teachers/Interpreters inadequate equipment to support of sign language teaching e.g., sign language mirrors	
		 2.3 Ask tutors to discuss challenges in terms of new learning e.g. -Tutors' misconception: 	 2.3 Tutors discuss challenges in terms of new learning e.g. -Tutors' misconception: 	

	1		
	- Lack of interest in learning	- Lack of interest in learning	
	sign language	sign language	
	- misconception that sign	- misconception that sign	
	language is difficult to learn	language is difficult to learn	
	-Unavailability of relevant	-Unavailability of relevant	
	assistive technology for	assistive technology for	
	demonstration purposes	demonstration purposes	
	2.4. Ask Tutors to discuss	2.4. Tutors identify some of	
	some of theresources	Ask Tutors to discuss	
	needed for the teaching	some of resources needed	
	and learning of the	for the teaching and	
	concepts in the lesson e.g.	learning of the concepts	
	-Resource Persons needed to	in the lesson e.g.	
	facilitate teaching sessions;	-Resource Persons needed to	
	-Specialized	facilitate teaching sessions	
	equipment/Technology for	-Specialized	
	demonstration purposes (e,g.	equipment/Technology for	
	sign language mirrors;	demonstration purposes (e,g,	
	-sign language dictionaries	sign language mirrors; sign	
	-laptops; projectors	language dictionaries;	
		Laptops; projectors	
	Note: Make sure the		
	resources are adequate		
Guidance notes for			
SL/HoD should			
 Identify any aspect 			
of the lesson that			
might be			
challenging for			
tutors in terms of			
new learning and			
which needs to be			
considered prior to			
taking tutors			
through the lesson			
activities "walk			
through".			
The resources			
needed must be			
identified: literature			
 page referenced 			
etc, on web, Utube, physical resources,			

		1		1
	power point; how			
	they should be			
	used. Consideration			
	needs to be given to			
	local availability			
Th	is section can build			
on	the PD needs			
ide	entified from the			
со	urse manuals			
3.	Teaching, learning	3.1 Ask tutors to read silently	3.1 Read silently the teaching	40 mins
	and assessment	the teaching and learning	and learning activities	
	activities for the	activities of lesson one	and identify areas that	
	lesson	from the course manual	require clarification.	
•	Reading of teaching	and identify areas that		
1	and learning	require clarification.		
1	activities and			
	identification of	3.2 Ask tutors to brainstorm	3.2 Tutors brainstorm on	
	areas that require	on teaching and learning	teaching and learning	
	clarification	activities and identify	activities and identify	
	Reading of	areas that require	areas that require	
•	-	clarification	clarification	
	assessment	clarification	claimeation	
	opportunities and	3.3 Request Tutors to identify	3.3 Tutors identify issues in	
	ensuring they are	issues in assessment in	assessment in alignment	
	aligned to the	alignment with the NTEAP	with the NTEAP and	
	NTEAP and required	and required course	required course	
	course assessment:	assessment:	assessment:	
	subject project	assessment.	assessment.	
	(30%), subject	2.4. Ack tutors in their various	2.4 In your various groups	
	portfolio (30%) and	3.4. Ask tutors in their various	3.4 In your various groups	
	end of semester	groups do discuss how the	discuss how the different	
	examination (40%)	different activities would	activities would be carried	
•	Working through	be carried out in both CoE	out in both CoE and basic	
	one or two	and basic school	school classroom to	
	activities,	classroom to achieve the	achieve the LOs and the	
		LOs and the LIs of the	LIs of the course manual	
		course manual for the	for he lesson.	
		lesson.		
		Note: Tutors should go		
1		through the activities one		
1		after the other taking into		
		consideration the time		
		available, resources and		
		nature of learners, coherency		
		and methodology.		
L			1	

3.5 Lead tutors to discuss activities linked to LOs and indicators, from the lesson that are likely to be most different from tutors' previous experience. For example, applying new content	3.5 Tutors discuss activities linked to LOs and indicators, from the lesson that are likely to be most different from tutors' previous experience. For example, applying new content
3.6 Ask tutors to identify how any assessments relate to course assessment components	3.6 Tutors identify how any assessments relate to course assessment component
3.7 Ask tutors to identify issues for clarification or questions which might arise	3.7 Tutors identify issues for clarification or questions which might arise
 3.8 Ask tutors to identify where, and which, core and transferable skills, including 21st Century skills and the use of information technology, are being developed or applied YouTube; Internet; Zoom, Loom. To support teaching 	3.8 Tutors identify where, and which, core and transferable skills, including 21 st skills and the use of information technology, are being developed or applied
3.9 Ask tutors to make links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material	3.9 Tutors to make links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material
3.10 Ask Tutors to identify where power point presentations or other resources need to be developed to support	3.10 Tutors identify where power point presentations or other resources need to be developed to support

		Τ	
	learning and provide	learning and provide	
	guidance	guidance	
	3.11 Ask Tutors to list	3.11 List resources required	
	resources required for any	for any TLMs and provide	
	TLMs and provide	guidance on development	
	guidance on development	of these	
	of these:		
	Laptops; smart phones;		
	projectors; sign language		
	mirrors		
Guidance notes for			
-			
SL/HoD should			
• Select activities,			
linked to CLO and			
indicators, from the			
lesson that are			
likely to be most			
different from			
tutors' previous			
experience. These			
could involve			
applying new			
content, e.g. from			
section 2, or			
approaches to			
teaching, learning			
and assessment,			
incl. gender			
responsive and			
inclusive			
approaches			
 Identify how any 			
assessments relate			
to course			
assessment			
components			
The selected			
activities should be			
done with tutors in			
real or close to real			
time			
Anticipate any issues for			
issues for			
clarification or			

questions which might arise as the tutors work through the activities and provide guidance on these Identify where, and which, core and transferable skills, including 21 st skills and the use of information technology, are being developed or applied Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material Identify where power point presentations or other resources need to be developed to support learning and provide guidance identify resources required for any TLMs and provide guidance on development of these 4.1. Ask tutors identi				1	
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information technology, are being developed or appliedImage: second se		including 21 st skills			
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4. Evaluation and review of session:4.1. Ask tutors identify any outstanding issues4.1. Tutors identify any outstanding issues5 mins• identification of anyrelating to this lesson forrelating to this lesson forrelating to this lesson for		development of			
review of session:outstanding issuesoutstanding issues• identification of anyrelating to this lesson forrelating to this lesson for		these			
identification of any relating to this lesson for relating to this lesson for	4.	Evaluation and	4.1. Ask tutors identify any	4.1. Tutors identify any	5 mins
identification of any relating to this lesson for relating to this lesson for		review of session:			
	•	identification of any	_		
	1	outstanding issues	clarification	clarification	
relating to this		relating to this			

 lesson for clarification Advance preparation In the case of unresolved issues 	 4.2 Ask tutors to identify a critical friend who took part in the PD session to sit in their class during lesson and report on observation made during next PD session. 4.3 Ask tutors to read from the PD manual and find relevant materials for the next session. Note: Make sure that everybody has a concrete plan for teaching the given topics. In the case of unresolved issues consult the subject writing leads. 	 4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on observation during the next PD session. 4.3 Read from the PD manual and look for relevant materials for the next session. 	
Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring: subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.	Discuss possible ways by which NTEAP	to assess this course in alignmen	t with

Lesson Title: Lesson 5 A: Inclusive Teaching Strategies - Curriculum Differentiation and Adaption at the Junior High School Level B: Practicum in Special Educational Needs

- Basic Sign Language Interpreting

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
 Introduction / lesson overview Overview of subject/s age phase/s to be covered in this PD session and how it will be organized. Including guidance on grouping tutors according to the subject/s, age phase/s. Reflection on previous PD Session (Introduction to the course manual/s) Introduction and overview of the main purpose of the lesson in the course manual/s Identification of important or distinctive aspects of the lesson/s Reading and discussion of the introductory 	 Begin the lesson with an Ice breaker 1.1 Discuss the overview of the subject or learning area to be covered in this PD session (Refer to the course manual for the goals and course description) E.g., The goal is to equip student teachers with knowledge and competencies towards the education of all learners with exceptionalities in regular school settings in Ghana as well as integrating ICT in teaching and learning of learners with SEN. Although, teachers are aware of differences among learners in classrooms, they focus more on whole class teaching which does not favour learners with different abilities/special educational needs. 	1.1 Tutors discuss the overview of the subject or learning area to be covered in this PD session.	

sections up to	Note: Remind tutors that the	
learning outcomes	grouping for this PD session	
	is based on the JHS level.	
	1.2 Ask tutors to reflect on	1.2 Tutors reflect on how
	how useful PD session for	useful PD session for the
	the previous lesson was,	previous lesson was, to
	to tutors in the delivery	them in the delivery of
	of their lessons.	their lessons
	1.2.1 Ask tutors to list and	1.2.1 Tutors list and discuss
	discuss what they learnt in	with the whole group, what
	the PD sessions of previous	they learned in the PD
	Lesson and how they applied	sessions of previous lesson
	same in their teaching.	and how they applied same
		in their teaching.
	1.2 Ask tutors to share their	1.2 Tutors share their views
	views and understandings	and understandings on
	on Curriculum	Curriculum
	differentiation and	differentiation and
	adaptation at Junior High	adaptation at Junior High
	Schools	Schools for Junior High
		Schools
	1.3 Ask tutors to share their	1.3 Tutors share their views
	views and understandings	and understandings on
	on the concept of Sign	the concept of Sign
	language interpreting and	language interpreting and
	skills in communicating	skills in communicating
	effectively with learners	effectively with learners
	with different	with different
	types/categories of deaf	types/categories of deaf
	and hard of hearing at the	and hard of hearing at the
	JHS levels.	JHS levels.
	1.4 Ask Tutors to read the	1.4 Tutors read the section of
	section of the course	the course manual on
	manual on important or	important or distinctive
	distinctive features of the	features of the lesson(s)
	lesson(s) For example,	For example,
	A. Content differentiation,	Content differentiation,
	Teaching differentiation,	Teaching differentiation,
μ	, ,	, ,

	 Assessment differentiation and Selection of teaching/learning materials B. skills in interpreting in sign language for learners who are deaf and hard of hearing in JHS. 1.5 Ask tutors to identify and discuss the relationship between LOs and LIs of lesson one in the course manual 	 Assessment differentiation and Selection of teaching/learning materials B. skills in interpreting in sign language for learners who are deaf and hard of hearing in JHS. 1.5 Tutors identify and discuss the relationship between LOs and LIs of lesson one in the course manual 	
	 1.5.1 Ask tutors to discuss the following A. Content differentiation, Teaching differentiation, Assessment differentiation and Selection of teaching/learning materials B. skills in interpreting in sign language for learners who are deaf and hard of hearing in JHS. C. benefits of sign language Interpreting to learners who are deaf and hard of hearing in JHS. 	 1.5.1 Tutors discuss the following A. Content differentiation, Teaching differentiation, Assessment differentiation and Selection of teaching/learning materials B. skills in interpreting in sign language for learners who are deaf and hard of hearing in JHS. C. benefits of sign language Interpreting to learners who are deaf and hard of hearing in JHS 	
 The guidance notes for SL/HoD need to Provide short overview of the lesson Identify important or distinctive features of the lesson Identify assessment, aligned to NTEAP Anticipate questions which might arise from 			

•	the introduction to the lesson and provide responses for SL/HoD. Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD			
•	Concept Development (New learning likely to arise in this lesson): Identification and discussion of concepts Identification of possible challenging areas in teaching of the concept. Identification of needed resources for the teaching and learning of the concept.	 2.1 Ask tutors to discuss the following: i) goals and objectives of Curriculum Differentiation and Adaptation for JHS Level; ii) the major components- Content differentiation, Teaching differentiation - selection of teaching/learning materials of the National Basic Education Curriculum for JHS Level that require Curriculum Differentiation. - how content differentiation, assessment differentiation, assessment differentiation and Adaptation. - how content differentiation, assessment differentiation, 	 2.1 Tutors discuss the following: i) goals and objectives of Curriculum Differentiation and Adaptation for JHS Level; ii) the major components- Content differentiation, Teaching differentiation - selection of teaching/learning materials of the National Basic Education Curriculum for JHS Level that require Curriculum Differentiation. - how content differentiation, assessment differentiation, assessment differentiation and Adaptation. - how content differentiation, assessment differentiation, 	25 mins
		Curriculum for JHS Level as well as the teaching and learning activities defined in it.	Curriculum for JHS Level as well as the teaching and learning activities defined in it.	

2.3 Ask tutors to read the	2.3 Tutors read the literature	
literature on sign	on sign language	
language interpreting	interpreting skills and	
skills and write notes	write notes them.	
them.		
2.4 Ask tutors to pair and	2.4 Tutors pair and interpret	
interpret sign language to	sign language to each	
each other (Reference	other (Reference Course	
Course Manual)	Manual)	
2.5 Ask tutors to discuss	2.5 Tutors discuss the	
possible challenging areas	possible challenges in	
in teaching of the	teaching of the concepts	
concepts in the lesson.	in the lesson	
e.g. challenges with internet	e.g. challenges with internet	
connectivity, -Large Class	connectivity, -Large Class	
Sizes, Lack of sign language	Sizes, Lack of sign language	
teachers/Interpreters	teachers/Interpreters	
inadequate equipment to	inadequate equipment to	
support of sign language	support of sign language	
teaching e.g., sign language	teaching e.g., sign language	
mirrors	mirrors	
2.6 Ask tutors to discuss	2.6 Tutors, discuss shallongos	
	2.6 Tutors discuss challenges	
challenges in terms of	in terms of new learning	
new learning e.g.	e.g.	
-Tutors' misconception:	-Tutors' misconception:	
- Lack of interest in learning	- Lack of interest in learning	
sign language	sign language	
- misconception that sign	- misconception that sign	
language is difficult to learn	language is difficult to learn	
-Unavailability of relevant	-Unavailability of relevant	
assistive technology for	assistive technology for	
demonstration purposes	demonstration purposes	
2.7 Ask Tutors to discuss	2.7 Tutors discuss some of	
some of the resources	resources needed for the	
needed for the teaching	teaching and learning of	
	0 0	
and learning of the	the concepts in the lesson	
concepts in the lesson e.g.	e.g. Bosource Borcons peoded to	
-Resource Persons needed to	-Resource Persons needed to	
facilitate teaching sessions;	facilitate teaching sessions	
-Specialized	-Specialized	
equipment/Technology for	equipment/Technology for	

	1.		,
	demonstration purposes (e,g.	demonstration purposes (e,g,	
	sign language mirrors;	sign language mirrors; sign	
	-sign language dictionaries	language dictionaries;	
	-laptops; projectors	Laptops; projectors	
	Note: Make sure the		
	resources are adequate		
Guidance notes for	•		
SL/HoD should			
• Identify any aspect			
of the lesson that			
might be			
challenging for			
tutors in terms of			
new learning and			
which needs to be			
considered prior to			
taking tutors			
through the lesson			
activities "walk			
through".			
• The resources			
needed must be			
identified: literature			
– page referenced			
etc, on web, Utube,			
physical resources,			
power point; how			
they should be			
used. Consideration			
needs to be given to			
local availability			
This section can build			
on the PD needs			
identified from the			
course manuals			40
3. Teaching, learning	3.1 Ask tutors to read silently	3.1 Tutors read silently, the	40 mins
and assessment	the teaching and learning	teaching and learning	
activities for the	activities of the lesson	activities of the lesson	
lesson	from the course manual	from the course manual	
Reading of teaching and loarning	and identify areas that	and identify areas that	
and learning	require clarification.	require clarification.	
activities and identification of	3.2 Ask tutors to brainstorm	3.2 Tutors brainstorm on	
	on teaching and learning	teaching and learning	

areas that require	activities and identify	activities and identify
clarification	areas that require	areas that require
Reading of	clarification	clarification
assessment		
opportunities and	3.3 Request tutors to identify	3.3 Tutors identify issues in
ensuring they are	issues in assessment in	assessment in alignment
aligned to the	alignment with the NTEAP	with the NTEAP and
NTEAP and required	and required course	required course
course assessment:	assessment:	assessment:
subject project		
	3.4. Ask tutors in their various	3.4 Tutors in their various
(30%), subject		
portfolio (30%) and	groups do discuss how the	groups discuss how the
end of semester	different activities would	different activities would
examination (40%)	be carried out in both CoE	be carried out in both CoE
Working through	and basic school	and basic school
one or two	classroom to achieve the	classroom to achieve the
activities,	LOs and the LIs of the	LOs and the LIs of the
	course manual for the	course manual for the
	lesson.	lesson.
	Note: Tutors should go	
	through the activities one	
	after the other taking into	
	consideration the time	
	available, resources and	
	nature of learners, coherency	
	and methodology.	
	3.5 Ask tutors to discuss	3.5 Tutors discuss activities
	activities linked to LOs	linked to LOs and
	and indicators, from the	indicators, from the
	lesson that are likely to	lesson that are likely to
	be most different from	be most different from
	tutors' previous	tutors' previous
	experience. For example,	experience. For example,
	applying new content	applying new content
	3.6 Ask tutors to how any	3.6 Tutors identify how any
	assessments relate to	assessments relate to
	course assessment	course assessment
	components	component
	3.7 Ask tutors to identify	3.7 Tutors identify issues for
	issues for clarification or	clarification or questions
		-
	questions which might	which might arise
	arise	

	1	1	
	 3.8 Ask tutors to identify where, and which, core and transferable skills, including 21st Century skills and the use of information technology, are being developed or applied YouTube; Internet; Zoom, Loom. To support teaching 	3.8 Tutors identify where, and which, core and transferable skills, including 21 st skills and the use of information technology, are being developed or applied	
	3.9 Ask tutors to make links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material	3.9 Tutors make links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material	
	3.10 Ask Tutors to identify where power point presentations or other resources need to be developed to support learning and provide guidance	3.10 Tutors identify where power point presentations or other resources need to be developed to support learning and provide guidance	
	 3.11 Ask Tutors to list resources required for any TLMs and provide guidance on development of these: E.g. Laptops; smart phones; projectors; sign language mirrors 	3.11 List resources required for any TLMs and provide guidance on development of these.	
Guidance notes for			
SL/HoD should			
• Select activities,			
linked to CLO and			
indicators, from the			
lesson that are likely to be most			
different from			

	tutors' previous		
	experience. These		
	could involve		
	applying new		
	content, e.g. from		
	section 2, or		
	approaches to		
	teaching, learning		
	and assessment,		
	incl. gender		
	responsive and		
	inclusive		
	approaches		
•	Identify how any		
	assessments relate		
	to course		
	assessment		
	components		
•	, The selected		
	activities should be		
	done with tutors in		
	real or close to real		
	time		
•	Anticipate any		
	issues for		
	clarification or		
	questions which		
	, might arise as the		
	tutors work through		
	the activities and		
	provide guidance on		
	these		
•	Identify where, and		
	which, core and		
	transferable skills,		
	including 21 st skills		
	and the use of		
	information		
	technology, are		
	being developed or		
	applied		
•	Makes links to the		
1	existing PD Themes		
	with page reference		
	where they can		
L	-/		

• • 4.	for example: action research, questioning and to other external reference material Identify where power point presentations or other resources need to be developed to support learning and provide guidance Identify resources required for any TLMs and provide guidance on development of these Evaluation and review of session: identification of any outstanding issues	4.1. Ask tutors identify any outstanding issues relating to this lesson for clarification	4.1. Tutors identify any outstanding issues relating to this lesson for clarification	5 mins
•	and provide guidance Identify resources			
	TLMs and provide guidance on development of			
_				
4.				5 mins
		-	-	
	•	_	-	
	lesson for	4.2 Ask tutors to identify a	4.2 Identify a critical friend	
	clarification	critical friend who took	who took part in the PD	
•	Advance	part in the PD session to	session to sit in your class	
1			during the lesson and	
	preparation	sit in their class during		
•	In the case of	lesson and report on	report on observation	
•	• •	u u u u u u u u u u u u u u u u u u u		
•	In the case of	 lesson and report on observation made during next PD session. 4.3 Ask tutors to read from the PD manual and find 	report on observation during the next PD session. 4.3 Read from the PD manual and look for relevant	
•	In the case of	lesson and report on observation made during next PD session.4.3 Ask tutors to read from	report on observation during the next PD session. 4.3 Read from the PD manual	
•	In the case of	 lesson and report on observation made during next PD session. 4.3 Ask tutors to read from the PD manual and find relevant materials for the 	report on observation during the next PD session. 4.3 Read from the PD manual and look for relevant materials for the next	
•	In the case of	 lesson and report on observation made during next PD session. 4.3 Ask tutors to read from the PD manual and find relevant materials for the next session. 	report on observation during the next PD session. 4.3 Read from the PD manual and look for relevant materials for the next	
•	In the case of	 lesson and report on observation made during next PD session. 4.3 Ask tutors to read from the PD manual and find relevant materials for the next session. Note: Make sure that 	report on observation during the next PD session. 4.3 Read from the PD manual and look for relevant materials for the next	

	In the case of unresolved issues consult the subject writing leads.		
Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring: subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.	Discuss possible ways by which NTEAP	to assess this course in alignme	nt with

Lesson Title: Lesson 6 A: Inclusive Teaching Strategies - Strategies for Teaching in Inclusive Classrooms at JHS Level (1) B: Practicum in Special Educational Needs - Braille (1)

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
 Introduction / lesson overview Overview of subject/s age phase/s to be covered in this PD session and how it will be organized. Including guidance on grouping tutors according to the subject/s, age phase/s. Reflection on previous PD Session (Introduction to the course manual/s) Introduction and overview of the main purpose of the lesson in the course manual/s Identification of important or distinctive aspects of the lesson/s Reading and discussion of the introductory 	 Begin the lesson with an Ice breaker 1.1 Discuss the overview of the subject or learning area to be covered in this PD session (Refer to the course manual for the goals and course description) E.g., The goal is to equip student teachers with knowledge and competencies towards the education of all learners with exceptionalities in regular school settings in Ghana as well as integrating ICT in teaching and learning of learners with SEN. Although, teachers are aware of differences among learners in classrooms, they focus more on whole class teaching which does not favour learners with different abilities/special educational needs. 	1.1 Tutors discuss the overview of the subject or learning area to be covered in this PD session.	

contione un to	Note: Remind tutors that the		
sections up to			
learning outcomes	grouping for this PD session		
	is based on the JHS level.		
	1.2 Ask tutors to reflect on	1.2 Tutors reflect on how	
	how useful the previous	useful the previous PD	
	PD session was, in the	session was, in the	
	delivery of their lessons.	delivery of their lessons.	
		1 2 1 Tutore list and discuss	
	1.2.1 Ask tutors to list and	1.2.1 Tutors list and discuss	
	discuss what they learnt in	with the whole group, what	
	the PD sessions of the	they learned in the PD	
	previous Lesson and how	sessions of previous lesson	
	they applied what they	and how they applied what	
	learned in their teaching.	they learned in their	
		teaching.	
	1.3 Ask tutors to share their	1.3 Tutors share their views	
	views and understandings	and understandings on	
	on Strategies for Teaching	Strategies for Teaching in	
	in Inclusive Classrooms at	Inclusive Classrooms at	
	the JHS level	the JHS level	
	1.4 Ask tutors to share their	1.4 Tutors share their views	
	views and understandings	and understandings on	
	on the concept of Braille	the concept of Braille as a	
	as a skill and skills in	skill and skills in	
	communicating effectively with learners with	communicating effectively with learners with	
	different types/categories	different types/categories	
	of blindness and low	of blindness and low	
	vision at the JHS levels.	vision at the JHS levels.	
	1.5 Ask Tutors to read the	1.5 Tutors read the section of	
	section of the course	the course manual on	
	manual on <i>important or</i>	important or distinctive	
	-	•	
	distinctive features of the	features of the lesson(s)	
	<i>lesson(s)</i> For example,	For example,	
	A. Pedagogical tools designed to meet the needs of all	Pedagogical tools designed to meet the needs of all	
	learners and	learners and	
	Resource teachers'	Resource teachers'	
	resourcefulness in inclusive	resourcefulness in inclusive	
		classrooms.	
	classrooms.		

	l .		
	 B. ways to effectively teach learners who are blind and those with low vision. - appropriate techniques to employ in teaching learners who are blind and those with low vision. 1.5 Ask tutors to identify and discuss the relationship between LOs and LIs of lesson one in the course manual 	 B. ways to effectively teach learners who are blind and those with low vision. - appropriate techniques to employ in teaching learners who are blind and those with low vision. 1.5 Tutors identify and discuss the relationship between LOs and LIs of lesson one in the course manual 	
	 1.5.1 Ask tutors to discuss the following A. Pedagogical tools designed to meet the needs of all learners and Resource teachers' resourcefulness in inclusive classrooms. B. ways to effectively teach learners who are blind and those with low vision. appropriate techniques to employ in teaching learners who are blind and those with low vision. 	 1.5.1 Tutors discuss the following A. Pedagogical tools designed to meet the needs of all learners and Resource teachers' resourcefulness in inclusive classrooms. B. ways to effectively teach learners who are blind and those with low vision. appropriate techniques to employ in teaching learners who are blind ind those with low vision. 	
 The guidance notes for SL/HoD need to Provide short overview of the lesson Identify important or distinctive features of the lesson Identify assessment, aligned to NTEAP Anticipate questions which might arise from 			

	the introduction to the lesson and			
	provide responses for SL/HoD.			
	Issues that			
	prompted questions			
	or discussion during			
	curriculum and			
	course writing may			
	well also be issues			
	for SL/HoD			25
Ζ.	Concept	2.1 Ask tutors to discuss the	2.1 Tutors discuss the	25 mins
	Development (New	following:	following:	
	learning likely to	i) Pedagogical tools designed to meet the needs of all	i) Pedagogical tools designed to meet the needs of all	
	arise in this lesson):	learners and	learners and	
	Identification and	Resource teachers'	Resource teachers'	
•	discussion of	resourcefulness in inclusive	resourcefulness in inclusive	
		classrooms.	classrooms.	
	concepts			
•	Identification of	ii) ways to effectively teach learners who are blind and	ii) ways to effectively teach learners who are blind and	
	possible challenging	those with low vision.	those with low vision.	
	areas in teaching of			
	the concept.	- appropriate techniques to	- appropriate techniques to	
•	Identification of	employ in teaching learners who are blind and those with	employ in teaching learners who are blind and those with	
	needed resources		low vision.	
	for the teaching and	low vision.	low vision.	
	learning of the	2.2. Ask to take to identify	2.2 Tutors identify ovalais	
	concept.	2.2 Ask tutors to identify,	2.2 Tutors identify, explain and discuss:	
		explain and discuss:		
		(i) Strategies for Inclusive Classrooms at the JHS Level	(i) Strategies for Inclusive Classrooms at the JHS Level	
		(ii) the pedagogical tools	(ii) the pedagogical tools	
		designed to meet the needs	designed to meet the needs	
		of all learners in inclusive	of all learners in inclusive	
		classrooms	classrooms	
		(iii) Resource teachers'	(iii) Resource teachers'	
		resourcefulness in inclusive	resourcefulness in inclusive	
		classrooms in Ghana.	classrooms in Ghana.	
		2.3 Ask tutors to:	2.3 Tutors:	
		(i) Reflect and produce a	(i) Reflect and produce a	
		report on ways to effectively	report on ways to effectively	
		teach learners who are blind	teach learners who are blind	
		and those with low vision.	and those with low vision.	
		and those with low vision.	and those with low vision.	

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(ii) In groups, demonstrate appropriate techniques to employ in teaching learners who are blind and those with low vision.(e.g. ensure the use of magnifiers by those who have low vision) Ask tutors to discuss possible challenging areas in teaching of the concepts in the lesson. e.g. challenges with internet connectivity, -Large Class Sizes, Lack of sign language teachers/Interpreters inadequate equipment to support of sign language teaching e.g., sign language mirrors	 (ii) In groups, demonstrate appropriate techniques to employ in teaching learners who are blind and those with low vision. (Reference Course Manual) 	
 2.4 Ask tutors to discuss challenges in terms of new learning e.g. -Tutors' misconceptions: - Lack of interest in learning Braille - misconception that Braille is difficult to learn -Unavailability of relevant assistive technology for demonstration purposes e.g., Perkins Braille Machines, stylus and hand frames 	 2.4 Tutors discuss the possible challenges in new learning e.g. -Tutors' misconceptions: Lack of interest in learning Braille misconception that Braille is difficult to learn -Unavailability of relevant assistive technology for demonstration purposes e.g., Perkins Braille Machines, stylus and hand frames 	
 2.5 Ask Tutors to discuss some of the resources needed for the teaching and learning of the concepts in the lesson e.g. -Resource Persons needed to facilitate teaching sessions; -Specialized equipment/Technology for demonstration purposes (e,g. 	 2.5 Tutors discuss resources needed for the teaching and learning of the concepts in the lesson e.g. -Resource Persons needed to facilitate teaching sessions; -Specialized equipment/Technology for demonstration purposes (e,g. Perkins Braille Machines, stylus and hand frames 	

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- 1

•	Reading of	areas that require	areas that require
	assessment	clarification	clarification
	opportunities and		
	ensuring they are	3.3 Request tutors to identify	3.3 Tutors identify issues in
	aligned to the	issues in assessment in	assessment in alignment
	NTEAP and required	alignment with the NTEAP	with the NTEAP and
	course assessment:	and required course	required course
	subject project	assessment:	assessment:
	(30%), subject		
	•	3.4. Ask tutors in their various	3.4 Tutors in discuss how the
	portfolio (30%) and		different activities would
	end of semester	groups do discuss how the	
	examination (40%)	different activities would	be carried out in both CoE
•	Working through	be carried out in both CoE	and basic school
	one or two	and basic school	classroom to achieve the
	activities,	classroom to achieve the	LOs and the LIs of the
		LOs and the LIs of the	course manual for the
		course manual for the	lesson.
		lesson.	
		Note: Tutors should go	
		through the activities one	
		after the other taking into	
		consideration the time	
		available, resources and	
		nature of learners,	
		coherency and	
		methodology.	
		3.5 Ask tutors to discuss	3.5 Tutors discuss activities
		activities linked to LOs	linked to LOs and
		and indicators, from the	indicators, from the
		lesson that are likely to	lesson that are likely to
		be most different from	be most different from
		tutors' previous	tutors' previous
		experience. For example,	experience. For example,
		applying new content	applying new content
		3.6 Ask tutors to identify how	3.6 Tutors identify how any
			3.6 Tutors identify how any
		any assessments relate to	assessments relate to
		course assessment	course assessment
		components	component
		3.7 Ask tutors to identify	3.7 Tutors identify issues for
		issues for clarification or	clarification or questions
1			which might arise

		1	
	questions which might		
	arise		
	3.8 Ask tutors to identify where, and which, core and transferable skills, including 21 st Century skills and the use of information technology,	3.8 Tutors identify where, and which, core and transferable skills, including 21 st skills and the use of information technology, are being	
	are being developed or applied YouTube; Internet; Zoom, Loom. To support teaching	developed or applied	
	3.9 Ask tutors to make links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material	3.9 Tutors make links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material	
	3.10 Ask Tutors to identify where power point presentations or other resources need to be developed to support learning and provide guidance	3.10 Tutors identify where power point presentations or other resources need to be developed to support learning and provide guidance	
	3.11 Ask Tutors to list resources required for any TLMs and provide guidance on development of these: E.g.	 3.11 Tutors list resources required for any TLMs and provide guidance on development of these. e.g Laptops; smart phones; projectors: Braille machines 	
	Laptops; smart phones; projectors; Braille machines, white canes, lenses, magnifying glasses	projectors; Braille machines, white canes, lenses, magnifying glasses	
Guidance notes for			
SL/HoD should			
• Select activities,			
linked to CLO and			

	indicators, from the	
	lesson that are	
	likely to be most	
	different from	
	tutors' previous	
	experience. These	
	could involve	
	applying new	
	content, e.g. from	
	section 2, or	
	approaches to	
	teaching, learning	
	and assessment,	
	incl. gender	
	responsive and	
	inclusive	
	approaches	
•	Identify how any	
	assessments relate	
	to course	
	assessment	
	components	
•	The selected	
	activities should be	
	done with tutors in	
	real or close to real	
	time	
•	Anticipate any	
	issues for	
	clarification or	
	questions which	
	might arise as the	
	tutors work through	
	the activities and	
	provide guidance on	
	these	
•	Identify where, and	
	which, core and	
	transferable skills,	
	including 21 st skills	
	and the use of	
	information	
	technology, are	
	being developed or	
	applied	

•	Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material Identify where power point presentations or other resources need to be developed to support learning and provide guidance Identify resources required for any TLMs and provide guidance on development of			
4 • •	these Evaluation and review of session: identification of any outstanding issues relating to this lesson for clarification Advance preparation In the case of unresolved issues	 4.1. Ask tutors identify any outstanding issues relating to this lesson for clarification 4.2 Ask tutors to identify a critical friend who took part in the PD session to sit in their class during lesson and report on observation made during next PD session. 4.3 Ask tutors to read from the PD manual and find relevant materials for the next session. Note: Make sure that everybody has a concrete 	 4.1. Tutors identify any outstanding issues relating to this lesson for clarification 4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on observation during the next PD session. 4.3 Tutors read from the PD manual and look for relevant materials for the next session. 	5 mins

	plan for teaching the given topics. In the case of unresolved issues consult the subject writing leads.		
Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring: subject project, subject portfolio preparation and development are explicitly addressed in	Discuss possible ways by which	to assess this course in alignme	nt with
the PD sessions.			

Lesson Title: Lesson 7 A: Inclusive Teaching Strategies - Strategies and tools for inclusive Teaching (II) B: Practicum in Special Educational Needs - Braille (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. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
 Introduction / lesson overview Overview of subject/s age phase/s to be covered in this PD session and how it will be organized. Including guidance on grouping tutors according to the subject/s, age phase/s. Reflection on previous PD Session (Introduction to the course manual/s) Introduction and overview of the main purpose of the lesson in the course manual/s Identification of important or distinctive aspects of the lesson/s Reading and discussion of the introductory 	 Begin the lesson with an Ice breaker 1.1 Discuss the overview of the subject or learning area to be covered in this PD session (Refer to the course manual for the goals and course description) E.g., The goal is to equip student teachers with knowledge and competencies towards the education of all learners with exceptionalities in regular school settings in Ghana as well as integrating ICT in teaching and learning of learners with SEN. Although, teachers are aware of differences among learners in classrooms, they focus more on whole class teaching which does not favour learners with different abilities/special educational needs. 	1.1 Tutors discuss the overview of the subject or learning area to be covered in this PD session.	

sections up to	Note: Remind tutors that the		
learning outcomes	grouping for this PD session		
	is based on the JHS level.		
	1.2 Ask tutors to reflect on	1.2 Tutors reflect on how	
	how useful the previous	useful the previous PD	
	PD session was, in the	session was, in the	
	delivery of their lessons.	delivery of their lessons.	
	1.2.1 Ask tutors to list and	1.2.1 Tutors list and discuss	
	discuss what they learnt in	with the whole group, what	
	the PD sessions of the	they learned in the PD	
	previous Lesson and how	sessions of previous lesson	
	they applied what they	and how they applied what	
	learned in their teaching.	they learned in their	
		teaching.	
	1.3 Ask tutors to share their	1.3 Tutors share their views	
	views and understandings	and understandings on	
	on Strategies and tools for	Strategies and tools for	
	inclusive Teaching (II)	inclusive Teaching (II)	
	2		
	1.4 Ask tutors to share their	1.4 Tutors share their views	
	views and understandings	and understandings on	
	on the concept of Braille	the concept of Braille as a	
	as a skill and skills in	skill and skills in	
	communicating effectively	communicating effectively	
	with learners with	with learners with	
	different types/categories	different types/categories	
	of blindness and low	of blindness and low	
	vision at the JHS levels.	vision at the JHS levels.	
	1.5 Ask Tutors to read the	1.5 Tutors read the section of	
	section of the course	the course manual on	
	manual on <i>important or</i>	important or distinctive	
	distinctive features of the	features of the lesson(s)	
	lesson(s)	For example,	
	For example,	Pedagogical tools designed to	
	A. Pedagogical tools designed	meet the needs of all	
	to meet the needs of all	learners and	
	learners and	Resource teachers'	
	Resource teachers'	resourcefulness in inclusive	
	resourcefulness in inclusive	classrooms.	
	classrooms.		

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	 B. ways to effectively teach learners who are blind and those with low vision. - appropriate techniques to employ in teaching learners who are blind and those with low vision. 1.6 Ask tutors to identify and discuss the relationship between LOs and LIs of lesson one in the course manual 1.6.1 Ask tutors to discuss 	 B. ways to effectively teach learners who are blind and those with low vision. - appropriate techniques to employ in teaching learners who are blind and those with low vision. 1.6 Tutors identify and discuss the relationship between LOs and LIs of lesson one in the course manual 1.6.1 Tutors discuss the 	
	 the following A. Pedagogical tools designed to meet the needs of all learners and Resource teachers' resourcefulness in inclusive classrooms. B. ways to effectively teach learners who are blind and those with low vision. appropriate techniques to employ in teaching learners who are blind and those with low vision. 	following A. Pedagogical tools designed to meet the needs of all learners and Resource teachers' resourcefulness in inclusive classrooms. B. ways to effectively teach learners who are blind and those with low vision. - appropriate techniques to employ in teaching learners who are blind and those with low vision.	
 The guidance notes for SL/HoD need to Provide short overview of the lesson Identify important or distinctive features of the lesson Identify assessment, aligned to NTEAP Anticipate questions which might arise from 			

 the introduction to the lesson and provide responses for SL/HoD. Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD 			
 2. Concept Development (New learning likely to arise in this lesson): Identification and discussion of concepts Identification of possible challenging areas in teaching of the concept. Identification of needed resources for the teaching and learning of the concept. 	 2.1 Ask tutors to discuss the following: i) Pedagogical tools designed to meet the needs of all learners and Resource teachers' resourcefulness in inclusive classrooms. ii) ways to effectively teach learners who are blind and those with low vision. appropriate techniques to employ in teaching learners who are blind and those with low vision. 2.2 Ask tutors to identify, explain and discuss: (i) Strategies for Inclusive Classrooms at the JHS Level (ii) the pedagogical tools designed to meet the needs of all learners in inclusive classrooms (iii) Resource teachers' resourcefulness in inclusive classrooms (iii) Resource teachers' resourcefulness in inclusive classrooms in Ghana. 	 2.1 Tutors discuss the following: i) Pedagogical tools designed to meet the needs of all learners and Resource teachers' resourcefulness in inclusive classrooms. ii) ways to effectively teach learners who are blind and those with low vision. appropriate techniques to employ in teaching learners who are blind and those with low vision. 2.2 Tutors identify, explain and discuss: (i) Strategies for Inclusive Classrooms at the JHS Level (ii) the pedagogical tools designed to meet the needs of all learners in inclusive classrooms (iii) Resource teachers' resourcefulness in inclusive classrooms (iii) Resource teachers' resourcefulness in inclusive classrooms in Ghana. 	25 mins

/	/	
(ii) In groups, demonstrate	(ii) In groups, demonstrate	
appropriate techniques to	appropriate techniques to	
employ in teaching learners	employ in teaching learners	
who are blind and those with	who are blind and those with	
low vision.	low vision.	
Ask tutors to discuss possible	(Reference Course Manual)	
challenging areas in teaching		
of the concepts in the lesson.		
e.g. challenges with internet		
connectivity, -Large Class		
Sizes, Lack of sign language		
teachers/Interpreters		
inadequate equipment to		
support of sign language		
teaching e.g., sign language		
mirrors		
2.4 Ask tutors to discuss	2.4 Tutors discuss the	
_		
Braille	Braille	
- misconception that Braille is	- misconception that Braille is	
difficult to learn	difficult to learn	
-Unavailability of relevant	-Unavailability of relevant	
assistive technology for	assistive technology for	
demonstration purposes	demonstration purposes	
e.g., Perkins Braille	e.g., Perkins Braille	
Machines, stylus and hand	Machines, stylus and hand	
frames	frames	
2 5 Ask Tutors to discuss	2 5 Tutors discuss resources	
	_	
C C	u u	
_		
	_	
	•	
	-	
stylus and hand frames	-	
-laptops; projectors		
 mirrors 2.4 Ask tutors to discuss challenges in terms of new learning e.g. -Tutors' misconceptions: Lack of interest in learning Braille misconception that Braille is difficult to learn -Unavailability of relevant assistive technology for demonstration purposes e.g., Perkins Braille Machines, stylus and hand frames 2.5 Ask Tutors to discuss some of the resources needed for the teaching and learning of the concepts in the lesson e.g. -Resource Persons needed to facilitate teaching sessions; -Specialized equipment/Technology for demonstration purposes (e.g. Perkins Braille Machines, stylus and hand frames 	possible challenges in new learning e.g. -Tutors' misconceptions: - Lack of interest in learning Braille - misconception that Braille is difficult to learn -Unavailability of relevant assistive technology for demonstration purposes e.g., Perkins Braille Machines, stylus and hand	

	Note: Make sure the resources are adequate		
Guidance notes for			-
SL/HoD should			
 SL/HoD should Identify any aspect of the lesson that might be challenging for tutors in terms of new learning, and which needs to be considered prior to taking tutors through the lesson activities "walk through". The resources needed must be identified: literature – page referenced etc, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to 			
local availability			
This section can build			
on the PD needs			
identified from the			
course manuals	2 1 Ack tutors to road silestly	2.1 Tutors road silently the	10 mins
 3. Teaching, learning and assessment activities for the lesson Reading of teaching and learning activities and 	3.1 Ask tutors to read silently the teaching and learning activities of the lesson from the course manual and identify areas that require clarification.	3.1 Tutors read silently, the teaching and learning activities of the lesson from the course manual and identify areas that require clarification.	40 mins
 identification of areas that require clarification Reading of assessment opportunities and 	3.2 Ask tutors to brainstorm on teaching and learning activities and identify areas that require clarification	3.2 Tutors brainstorm on teaching and learning activities and identify areas that require clarification	

 ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) Working through one or two activities, 	 3.3 Request tutors to identify issues in assessment in alignment with the NTEAP and required course assessment: 3.4. Ask tutors in their various groups do discuss how the different activities would be carried out in both CoE and basic school classroom to achieve the LOs and the LIs of the course manual for the lesson. 	 3.3 Tutors identify issues in assessment in alignment with the NTEAP and required course assessment: 3.4 Tutors in theirvarious groups discuss how the different activities would be carried out in both CoE and basic school classroom to achieve the LOs and the LIs of the course manual for the lesson.
	Note: Tutors should go through the activities one after the other taking into consideration the time available, resources and nature of learners, coherency and methodology.	
	3.5 Ask tutors to discuss activities linked to LOs and indicators, from the lesson that are likely to be most different from tutors' previous experience. For example, applying new content	3.5 Tutors discuss activities linked to LOs and indicators, from the lesson that are likely to be most different from tutors' previous experience. For example, applying new content
	3.6 Ask tutors to identify how any assessments relate to course assessment components	3.6 Tutors identify how any assessments relate to course assessment component
	3.7 Ask tutors to identify issues for clarification or questions which might arise	3.7 Tutors identify issues for clarification or questions which might arise

	 3.8 Ask tutors to identify where, and which, core and transferable skills, including 21st Century skills and the use of information technology, are being developed or applied YouTube; Internet; Zoom, Loom. To support teaching 	3.8 Tutors identify where, and which, core and transferable skills, including 21 st skills and the use of information technology, are being developed or applied	
	3.9 Ask tutors to make links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material	3.9 Tutors make links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material	
	3.10 Ask Tutors to identify where power point presentations or other resources need to be developed to support learning and provide guidance	3.10 Tutors identify where power point presentations or other resources need to be developed to support learning and provide guidance	
	 3.11 Ask Tutors to list resources required for any TLMs and provide guidance on development of these: E.g. Laptops; smart phones; projectors; Braille machines, white canes, lenses, magnifying glasses 	 3.11 Tutors list resources required for any TLMs and provide guidance on development of these. e.g Laptops; smart phones; projectors; Braille machines, white canes, lenses, magnifying glasses 	
Guidance notes for SL/HoD should • Select activities, linked to CLO and indicators, from the lesson that are likely to be most			

	different from	
	tutors' previous	
	experience. These	
	could involve	
	applying new	
	content, e.g. from	
	section 2, or	
	approaches to	
	teaching, learning	
	and assessment,	
	incl. gender	
	responsive and	
	inclusive	
	approaches	
•	Identify how any	
	assessments relate	
	to course	
	assessment	
	components	
•	The selected	
	activities should be	
	done with tutors in	
	real or close to real	
	time	
•	Anticipate any	
	issues for	
	clarification or	
	questions which	
	might arise as the	
	tutors work through	
	the activities and	
	provide guidance on	
	these	
•	Identify where, and	
	which, core and	
	transferable skills,	
	including 21 st skills	
	and the use of	
	information	
	technology, are	
	being developed or	
	applied	
•	Makes links to the	
	existing PD Themes	
	with page reference	

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	where they can			
	support teaching,			
	for example: action			
1	research,			
	questioning and to			
	other external			
	reference material			
•	Identify where			
1	power point			
	presentations or			
	, other resources			
	need to be			
1	developed to			
	support learning			
	and provide			
1	guidance			
•	Identify resources			
1	required for any			
	TLMs and provide			
1	guidance on			
1	development of			
	these			
4	Evaluation and	4.1. Ask tutors identify any	4.1. Tutors identify any	5 mins
1	review of session:	outstanding issues	outstanding issues	5
•	identification of any	relating to this lesson for	relating to this lesson for	
	outstanding issues	clarification	clarification	
1	relating to this			
1	lesson for	4.2 Ask tutors to identify a	4.2 Identify a critical friend	
	clarification	critical friend who took	who took part in the PD	
	Advance	part in the PD session to	session to sit in your class	
		sit in their class during	during the lesson and	
	preparation	lesson and report on	report on observation	
•	In the case of	observation made during	during the next PD	
1	unresolved issues	I observation made during		
		next PD sossion	session	
		next PD session.	session.	
		4.3 Ask tutors to read from	4.3 Tutors read from the PD	
		4.3 Ask tutors to read from the PD manual and find	4.3 Tutors read from the PD manual and look for	
		4.3 Ask tutors to read from the PD manual and find relevant materials for the	4.3 Tutors read from the PD manual and look for relevant materials for the	
		4.3 Ask tutors to read from the PD manual and find	4.3 Tutors read from the PD manual and look for	
		4.3 Ask tutors to read from the PD manual and find relevant materials for the next session.	4.3 Tutors read from the PD manual and look for relevant materials for the	
		 4.3 Ask tutors to read from the PD manual and find relevant materials for the next session. Note: Make sure that 	4.3 Tutors read from the PD manual and look for relevant materials for the	
		 4.3 Ask tutors to read from the PD manual and find relevant materials for the next session. Note: Make sure that everybody has a concrete 	4.3 Tutors read from the PD manual and look for relevant materials for the	
		 4.3 Ask tutors to read from the PD manual and find relevant materials for the next session. Note: Make sure that 	4.3 Tutors read from the PD manual and look for relevant materials for the	

	In the case of unresolved issues consult the subject writing leads.		
Course assessment in	Discuss possible ways by which	to assess this course in alignme	nt with
accordance with the	NTEAP		
NTEAP: SWL need to			
review assessment in			
the course manual to			
ensure it complies with			
NTEAP implementation			
and the 60%			
continuous assessment			
and 40 % End of			
semester examination.			
This means ensuring:			
subject project, subject			
portfolio preparation			
and development are			
explicitly addressed in			
the PD sessions.			

Lesson Title: Lesson 8

A: Inclusive Teaching Strategies

- Components of Inclusive Schools and Classrooms

B: Practicum in Special Educational Needs

- Braille (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. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
 Introduction / lesson overview Overview of subject/s age phase/s to be covered in this PD session and how it will be organized. Including guidance on grouping tutors according to the subject/s, age phase/s. Reflection on previous PD Session (Introduction to the course manual/s) Introduction and overview of the main purpose of the lesson in the course manual/s Identification of important or distinctive aspects of the lesson/s Reading and discussion of the introductory 	 Begin the lesson with an Ice breaker 1.1 Discuss the overview of the subject or learning area to be covered in this PD session (Refer to the course manual for the goals and course description) E.g., The goal is to equip student teachers with knowledge and competencies towards the education of all learners with exceptionalities in regular school settings in Ghana as well as integrating ICT in teaching and learning of learners with SEN. Although, teachers are aware of differences among learners in classrooms, they focus more on whole class teaching which does not favour learners with different abilities/special educational needs. 	1.1 Tutors discuss the overview of the subject or learning area to be covered in this PD session.	

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sections up to	Note: Remind tutors that the	
learning outcomes	grouping for this PD session	
	is based on the JHS level.	
	1.2 Ask tutors to reflect on	1.2 Tutors reflect on how
	how useful the previous	useful the previous PD
	PD session was, in the	session was, in the
	delivery of their lessons.	delivery of their lessons.
	1.2.1 Ask tutors to list and	1.2.1 Tutors list and discuss
	discuss what they learnt in	with the whole group, what
	the PD sessions of the	they learned in the PD
		-
	previous Lesson and how	sessions of previous lesson
	they applied what they	and how they applied what
	learned in their teaching.	they learned in their
		teaching.
		1.2 Tutors above the invite
	1.3 Ask tutors to share their	1.3 Tutors share their views
	views and understandings	and understandings on
	on Components of	Components of Inclusive
	Inclusive Schools and	Schools and Classrooms
	Classrooms	
		1.4 Tutore chore their views
	1.4 Ask tutors to share their	1.4 Tutors share their views
	views and understandings	and understandings on
	on the concept of Braille	the concept of Braille as a
	as a skill and skills in	skill and skills in
	communicating effectively	communicating effectively
	with learners with	with learners with
	different types/categories	different types/categories
	of blindness and low	of blindness and low
	vision at the JHS levels.	vision at the JHS levels.
	1.5 Ask Tutors to read the	1.5 Tutors read the section of
	section of the course	the course manual on
	manual on <i>important or</i>	important or distinctive
	distinctive features of the	features of the lesson(s)
	<i>lesson(s)</i> For example,	For example,
	A. Pedagogical tools designed	Pedagogical tools designed to
	to meet the needs of all	meet the needs of all
	learners and	learners and
	Resource teachers'	Resource teachers'
	resourcefulness in inclusive	resourcefulness in inclusive
	classrooms.	classrooms.
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	 B. ways to effectively teach learners who are blind and those with low vision. appropriate techniques to employ in teaching learners who are blind and those with low vision. 1.6 Ask tutors to identify and discuss the relationship between LOs and LIs of lesson one in the course manual 1.6.1 Ask tutors to discuss the following A. Pedagogical tools designed to meet the needs of all 	 B. ways to effectively teach learners who are blind and those with low vision. - appropriate techniques to employ in teaching learners who are blind and those with low vision. 1.6 Tutors identify and discuss the relationship between LOs and LIs of lesson one in the course manual 1.6.1 Tutors discuss the following A. Pedagogical tools designed to meet the needs 	
	to meet the needs of all learners and Resource teachers' resourcefulness in inclusive classrooms. B. ways to effectively teach learners who are blind and those with low vision. - appropriate techniques to employ in teaching learners who are blind and those with low vision.	designed to meet the needs of all learners and Resource teachers' resourcefulness in inclusive classrooms. B. ways to effectively teach learners who are blind and those with low vision. - appropriate techniques to employ in teaching learners who are blind and those with low vision.	
 The guidance notes for SL/HoD need to Provide short overview of the lesson Identify important or distinctive features of the lesson Identify assessment, aligned to NTEAP Anticipate questions which might arise from 			

 the introduction to the lesson and provide responses for SL/HoD. Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD 			
 2. Concept Development (New learning likely to arise in this lesson): Identification and discussion of concepts Identification of possible challenging areas in teaching of the concept. Identification of needed resources for the teaching and learning of the concept. 	 2.1 Ask tutors to discuss the following: i) Pedagogical tools designed to meet the needs of all learners and Resource teachers' resourcefulness in inclusive classrooms. ii) Components of Inclusive Schools and classrooms iii) ways to effectively teach learners who are blind and those with low vision. appropriate techniques to employ in teaching learners who are blind and those with low vision. 2.2 Ask tutors to identify, explain and discuss: (i) Components of Inclusive Schools and classrooms (ii) Strategies for Inclusive Classrooms at the JHS Level (iii) the pedagogical tools designed to meet the needs of all learners in inclusive classrooms (iv) Resource teachers' resourcefulness in inclusive classrooms in Ghana. 	 2.1 Tutors discuss the following: i) Pedagogical tools designed to meet the needs of all learners and Resource teachers' resourcefulness in inclusive classrooms. ii) Components of Inclusive Schools and classrooms iii) ways to effectively teach learners who are blind and those with low vision. appropriate techniques to employ in teaching learners who are blind and those with low vision. 2.2 Tutors identify, explain and discuss: (i) Components of Inclusive Schools and classrooms (ii) Strategies for Inclusive Classrooms at the JHS Level (iii) the pedagogical tools designed to meet the needs of all learners in inclusive classrooms (iv) Resource teachers' resourcefulness in inclusive classrooms in Ghana. 	25 mins

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	 2.3 Ask tutors to: (i) Reflect and produce a report on ways to effectively teach learners who are blind and those with low vision. (ii) In groups, demonstrate appropriate techniques to employ in teaching learners who are blind and those with low vision. Ask tutors to discuss possible challenging areas in teaching of the concepts in the lesson. e.g. challenges with internet connectivity, -Large Class Sizes, Lack of sign language teachers/Interpreters inadequate equipment to support of sign language teaching e.g., sign language mirrors 	 2.3 Tutors: (i) Reflect and produce a report on ways to effectively teach learners who are blind and those with low vision. (ii) In groups, demonstrate appropriate techniques to employ in teaching learners who are blind and those with low vision. (Reference Course Manual) 	
	 2.4 Ask tutors to discuss challenges in terms of new learning e.g. -Tutors' misconceptions: Lack of interest in learning Braille misconception that Braille is difficult to learn -Unavailability of relevant assistive technology for demonstration purposes e.g., Perkins Braille Machines, stylus and hand frames 	 2.4 Tutors discuss the possible challenges in new learning e.g. -Tutors' misconceptions: Lack of interest in learning Braille misconception that Braille is difficult to learn -Unavailability of relevant assistive technology for demonstration purposes e.g., Perkins Braille Machines, stylus and hand frames 	
	 2.5 Ask Tutors to discuss some of the resources needed for the teaching and learning of the concepts in the lesson e.g. -Resource Persons needed to facilitate teaching sessions; 	 2.5 Tutors discuss resources needed for the teaching and learning of the concepts in the lesson e.g. -Resource Persons needed to facilitate teaching sessions; -Specialized equipment/Technology for 	

	Crecialized		
	-Specialized	demonstration purposes (e,g.	
	equipment/Technology for	Perkins Braille Machines,	
	demonstration purposes (e,g.	stylus and hand frames	
	Perkins Braille Machines,	-laptops; projectors	
	stylus and hand frames		
	-laptops; projectors		
	Note: Make sure the		
Cuidana natao fan	resources are adequate		-
Guidance notes for			
SL/HoD should			
Identify any aspect			
of the lesson that			
might be			
challenging for			
tutors in terms of			
new learning and			
which needs to be			
considered prior to			
taking tutors			
through the lesson			
activities "walk			
through".			
• The resources			
needed must be			
identified: literature			
– page referenced			
etc, on web, Utube,			
physical resources,			
power point; how			
they should be			
used. Consideration			
needs to be given to			
local availability			
This section can build			
on the PD needs			
identified from the			
course manuals			
3. Teaching, learning	3.1 Ask tutors to read silently	3.1 Tutors read silently, the	40 mins
and assessment	the teaching and learning	teaching and learning	
activities for the	activities of the lesson	activities of the lesson	
lesson	from the course manual	from the course manual	
Reading of teaching	and identify areas that	and identify areas that	
and learning	require clarification.	require clarification.	
activities and			

 identification of areas that require clarification Reading of assessment opportunities and 	3.2 Ask tutors to brainstorm on teaching and learning activities and identify areas that require clarification	3.2 Tutors brainstorm on teaching and learning activities and identify areas that require clarification	
ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject	3.3 Request tutors to identify issues in assessment in alignment with the NTEAP and required course assessment:	3.3 Tutors identify issues in assessment in alignment with the NTEAP and required course assessment:	
 portfolio (30%) and end of semester examination (40%) Working through one or two activities, 	3.4. Ask tutors in their various groups do discuss how the different activities would be carried out in both CoE and basic school classroom to achieve the LOs and the LIs of the course manual for the lesson.	3.4 Tutors in their various groups discuss how the different activities would be carried out in both CoE and basic school classroom to achieve the LOs and the LIs of the course manual for the lesson.	
	Note: Tutors should go through the activities one after the other taking into consideration the time available, resources and nature of learners, coherency, and methodology.		
	3.5 Ask tutors to discuss activities linked to LOs and indicators, from the lesson that are likely to be most different from tutors' previous experience. For example, applying new content	3.5 Tutors discuss activities linked to LOs and indicators, from the lesson that are likely to be most different from tutors' previous experience. For example, applying new content	
	3.6 Ask tutors to identify how any assessments relate to course assessment components	3.6 Tutors identify how any assessments relate to course assessment component	

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	3.7 Ask tutors to identify	3.7 Tutors identify issues for
	issues for clarification or	clarification or questions
	questions which might	which might arise
	arise	
	3.8 Ask tutors to identify where, and which, core and transferable skills, including 21 st Century skills and the use of	3.8 Tutors identify where, and which, core and transferable skills, including 21 st skills and the use of information
	information technology, are being developed or applied YouTube; Internet; Zoom, Loom. To support teaching	technology, are being developed or applied
	3.9 Ask tutors to make links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material	3.9 Tutors make links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material
	3.10 Ask Tutors to identify where power point presentations or other resources need to be developed to support learning and provide guidance	3.10 Tutors identify where power point presentations or other resources need to be developed to support learning and provide guidance
	3.11 Ask Tutors to list resources required for any TLMs and provide	3.11 Tutors list resources required for any TLMs and provide guidance on
	guidance on development	development of these.
	of these: E.g.	e.g Laptops; smart phones;
	Laptops; smart phones;	projectors; Braille machines,
	projectors; Braille machines,	white canes, lenses,
	white canes, lenses,	magnifying glasses
Guidanco notos for	magnifying glasses	
Guidance notes for		
SL/HoD should		

•	Select activities,	
	linked to CLO and	
	indicators, from the	
	lesson that are	
	likely to be most	
	different from	
	tutors' previous	
	experience. These	
	could involve	
	applying new	
	content, e.g. from	
	section 2, or	
	approaches to	
	teaching, learning	
	and assessment,	
	incl. gender	
	responsive and	
	inclusive	
	approaches	
•	Identify how any	
	assessments relate	
	to course	
	assessment	
	components	
•	The selected	
	activities should be	
	done with tutors in	
	real or close to real	
	time	
•	Anticipate any	
	issues for	
	clarification or	
	questions which	
	might arise as the	
	tutors work through	
	the activities and	
	provide guidance on	
	these	
•	Identify where, and	
	which, core and	
	transferable skills,	
1	including 21 st skills	
	and the use of	
	information	
	technology, are	

	being developed or			
	applied			
•	Makes links to the			
	existing PD Themes			
	with page reference			
	where they can			
	support teaching,			
	for example: action			
	research,			
	questioning and to			
	other external			
	reference material			
•	Identify where			
	power point			
	presentations or			
	other resources			
	need to be			
	developed to			
	support learning			
	and provide			
	guidance			
•	Identify resources			
	required for any			
	TLMs and provide			
	guidance on			
	development of			
	these			
4	Evaluation and	4.1. Ask tutors identify any	4.1. Tutors identify any	5 mins
	review of session:	outstanding issues	outstanding issues	
•	identification of any	relating to this lesson for	relating to this lesson for	
	outstanding issues	clarification	clarification	
	relating to this			
	lesson for	4.2 Ask tutors to identify a	4.2 Identify a critical friend	
	clarification	critical friend who took	who took part in the PD	
•	Advance	part in the PD session to	session to sit in your class	
	preparation	sit in their class during	during the lesson and	
•	In the case of	lesson and report on	report on observation	
	unresolved issues	observation made during	during the next PD	
		next PD session.	session.	
		4.3 Ask tutors to read from	4.3 Tutors read from the PD	
		the PD manual and find	manual and look for relevant	
		relevant materials for the	materials for the next	
		next session.	session.	
1				

	Note: Make sure that everybody has a concrete plan for teaching the given topics. In the case of unresolved issues consult the subject writing leads.
Course assessment in	Discuss possible ways by which to assess this course in alignment with
accordance with the	NTEAP
NTEAP: SWL need to	
review assessment in	
the course manual to	
ensure it complies with	
NTEAP implementation	
and the 60%	
continuous assessment	
and 40 % End of semester examination.	
This means ensuring:	
subject project, subject	
portfolio preparation	
and development are	
explicitly addressed in	
the PD sessions.	

Lesson Title: Lesson 9 A: Inclusive Teaching Strategies -Individualized Learning Plans (ILPs) in Inclusive Education B: Practicum in Special Educational Needs - Braille (IV)

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
 Introduction / lesson overview Overview of subject/s age phase/s to be covered in this PD session and how it will be organized. Including guidance on grouping tutors according to the subject/s, age phase/s. Reflection on previous PD Session (Introduction to the course manual/s) Introduction and overview of the main purpose of the lesson in the course manual/s Identification of important or distinctive aspects of the lesson/s Reading and discussion of the introductory 	 Begin the lesson with an Ice breaker 1.1 Discuss the overview of the subject or learning area to be covered in this PD session (Refer to the course manual for the goals and course description) E.g., The goal is to equip student teachers with knowledge and competencies towards the education of all learners with exceptionalities in regular school settings in Ghana as well as integrating ICT in teaching and learning of learners with SEN. Although, teachers are aware of differences among learners in classrooms, they focus more on whole class teaching which does not favour learners with different abilities/special educational needs. 	1.1 Tutors discuss the overview of the subject or learning area to be covered in this PD session.	

sections up to learning outcomesNote: Remind tutors that the grouping for this PD session is based on the JHS level.1.2 Ask tutors to reflect on how useful the previous PD session was, in the delivery of their lessons.1.2 Tutors reflect on how useful the previous PD session was, in the delivery of their lessons.1.2.1 Ask tutors to list and discuss what they learnt in the PD sessions of the previous Lesson and how they applied what they learned in their teaching.1.2.1 Tutors list and discuss with the whole group, what the PD sessions of previous lesson and how they applied what they learned in their teaching.1.3 Ask tutors to share their views and understandings on Components of Inclusive Schools and Classrooms1.3 Tutors share their views and understandings on Components of Inclusive Schools and Classrooms1.4 Ask tutors to share their views and understandings on the concept of Braille as a skill and skills in communicating effectively with learners with different types/categories of blindness and low vision at the JHS levels.1.4 Tutors read the section of the course manual on				
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1.5 Ask Tutors to read the 1.5 Tutors read the section of		of blindness and low	of blindness and low	
		vision at the JHS levels.	vision at the JHS levels.	
i section of the course is the course manual on it is the course manual on				
manual on <i>important or important or distinctive</i>		-		
distinctive features of the features of the lesson(s)			features of the lesson(s)	
lesson(s) For example, For example,		<i>lesson(s)</i> For example,	For example,	
A. Pedagogical tools designed Pedagogical tools designed to		A. Pedagogical tools designed	Pedagogical tools designed to	
to meet the needs of all meet the needs of all		to meet the needs of all	meet the needs of all	
learners and learners and		learners and	learners and	
Resource teachers' Resource teachers'		Resource teachers'	Resource teachers'	
resourcefulness in inclusive resourcefulness in inclusive		resourcefulness in inclusive	resourcefulness in inclusive	
classrooms. classrooms.			classrooms.	

	B. ways to effectively teach	B. ways to effectively teach	
	learners who are blind and those with low vision. - appropriate techniques to employ in teaching learners who are blind and those with low vision.	learners who are blind and those with low vision. - appropriate techniques to employ in teaching learners who are blind and those with low vision.	
	1.6 Ask tutors to identify and discuss the relationship between LOs and LIs of lesson one in the course manual	1.6 Tutors identify and discuss the relationship between LOs and LIs of lesson one in the course manual	
	 1.6.1 Ask tutors to discuss the following A. Relevance of the Individualized learning plans (ILPs) in inclusive education at the JHS Level in Ghana How IEPs are developed and implemented for learners with SEN in inclusive schools. B. ways to effectively teach learners who are blind and those with low vision. appropriate techniques to employ in teaching learners who are blind and those with low vision. types and categories of assistive and adaptive technology available for all learners with SEN. importance of Assistive Technology to learners with SEN How to design assistive and 	 1.6.1 Tutors discuss the following A. Relevance of the Individualized learning plans (ILPs) in inclusive education at the JHS Level in Ghana How IEPs are developed and implemented for learners with SEN in inclusive schools. B. ways to effectively teach learners who are blind and those with low vision. appropriate techniques to employ in teaching learners who are blind and those with low vision. types and categories of assistive and adaptive technology available for all learners with SEN. importance of Assistive Technology to learners with SEN. How to design assistive and 	
	adaptive devices for learners who are blind and those with low vision	adaptive devices for learners who are blind and those with low vision	
The guidance notes for SL/HoD need to			

		Γ		1
•	Provide short			
	overview of the			
	lesson			
•	Identify important			
	or distinctive			
	features of the			
	lesson			
•	Identify			
	assessment, aligned			
	to NTEAP			
•	Anticipate			
•	questions which			
	might arise from			
	the introduction to			
	the lesson and			
	provide responses			
	for SL/HoD.			
•	Issues that			
	prompted questions			
	or discussion during			
	curriculum and			
	course writing may			
	well also be issues			
	for SL/HoD			
2.	Concept	2.1 Ask tutors to discuss the	2.1 Tutors discuss the	25 mins
	Development (New	following:	following:	
	learning likely to	i) Relevance of the	i) Relevance of the	
	arise in this lesson):	Individualized learning plans	Individualized learning plans	
		(ILPs) in inclusive education	(ILPs) in inclusive education	
•	Identification and	at the JHS Level in Ghana	at the JHS Level in Ghana	
	discussion of	-How IEPs are developed and	-How IEPs are developed and	
	concepts	implemented for learners	implemented for learners	
•	Identification of	with SEN in inclusive schools.	with SEN in inclusive schools.	
	possible challenging	iii) ways to effectively teach	iii) ways to effectively teach	
	areas in teaching of	learners who are blind and	learners who are blind and	
	the concept.	those with low vision.	those with low vision.	
•	Identification of	 appropriate techniques to 	- appropriate techniques to	
	needed resources	employ in teaching learners	employ in teaching learners	
1	for the teaching and	who are blind and those with	who are blind and those with	
	for the teaching and			
	learning of the	low vision.	low vision.	
			low vision. -types and categories of	
	learning of the	low vision.		
	learning of the	low vision. -types and categories of	-types and categories of	
	learning of the	low vision. -types and categories of assistive and adaptive	 -types and categories of assistive and adaptive 	

 Τ	1	
-importance of Assistive	-importance of Assistive	
Technology to learners with	Technology to learners with	
SEN	SEN	
-How to design assistive and	-How to design assistive and	
adaptive devices for learners	adaptive devices for learners	
who are blind and those with	who are blind and those with	
low vision	low vision	
2.2 Ask tutors to discuss	2.2 Tutors discuss possible	
possible challenging areas	challenging areas in	
in teaching of the	teaching of the concepts	
concepts in the lesson.	in the lesson.	
e.g. challenges with internet	e.g. challenges with internet	
connectivity, -Large Class	connectivity, -Large Class	
Sizes, Lack of Braillers	Sizes, Lack of Braillers	
inadequate equipment to	inadequate equipment to	
support of braille teaching	support of braille teaching	
e.g., Brailling machines,	e.g., Brailling machines,	
Magnifying glasses	Magnifying glasses	
	Mughinying Siasses	
2.3 Ask tutors todiscuss:	2.3 Tutorsdiscuss :	
-Techniques in facilitating	-Techniques in facilitating	
effective teaching and	effective teaching and	
learning among learners who	learning among earners who	
are blind or have low vision	are blind or have low vision	
-challenges in terms of new	-challenges in terms of new	
learning e.g.	learning e.g.	
-Tutors' misconceptions:	-Tutors' misconceptions:	
- Lack of interest in learning	- Lack of interest in learning	
Braille	Braille	
- misconception that Braille is	- misconception that Braille is	
difficult to learn	difficult to learn	
-Unavailability of relevant	-Unavailability of relevant	
assistive technology for	assistive technology for	
demonstration purposes	demonstration purposes	
e.g., Perkins Braille	e.g., Perkins Braille	
Machines, stylus and hand	Machines, stylus and hand	
frames	frames	
	(Reference Course Manual)	
2.5 Ask Tutors to discuss	2.5 Tutors discuss resources	
some of theresources	needed for the teaching	
needed for the teaching	and learning of the	
and learning of the	concepts in the lesson e.g.	
concepts in the lesson e.g.		

	-Resource Persons needed to facilitate teaching sessions;-Specialized	-Resource Persons needed to facilitate teaching sessions;-Specialized	
	equipment/Technology for	equipment/Technology for	
	demonstration purposes (e,g.	demonstration purposes (e,g.	
	Perkins Braille Machines,	Perkins Braille Machines,	
	stylus and hand frames	stylus and hand frames	
	-laptops; projectors	-laptops; projectors	
	Note: Make sure the		
	resources are adequate		
Guidance notes for			
SL/HoD should			
 Identify any aspect 			
of the lesson that			
might be			
challenging for			
tutors in terms of			
new learning and			
which needs to be			
considered prior to			
taking tutors			
through the lesson			
activities "walk			
through".			
• The resources			
needed must be			
identified: literature			
– page referenced			
etc, on web, Utube,			
physical resources,			
power point; how			
they should be			
used. Consideration			
needs to be given to			
local availability			
This section can build			
on the PD needs			
identified from the			
course manuals			
3. Teaching, learning	3.1 Ask tutors to read silently	3.1 Tutors read silently, the	40 mins
and assessment	the teaching and learning	teaching and learning	
activities for the	activities of the lesson	activities of the lesson	
lesson	from the course manual	from the course manual	

•	Reading of teaching	and identify areas that	and identify areas that	
	and learning	require clarification.	require clarification.	
	activities and			
	identification of	3.2 Ask tutors to brainstorm	3.2 Tutors brainstorm on	
	areas that require	on teaching and learning	teaching and learning	
	clarification	activities and identify	activities and identify	
•	Reading of	areas that require	areas that require	
	assessment	clarification	clarification	
	opportunities and			
	ensuring they are	3.3 Request tutors to identify	3.3 Tutors identify issues in	
	aligned to the	issues in assessment in	assessment in alignment	
	NTEAP and required	alignment with the NTEAP	with the NTEAP and	
	course assessment:	and required course	required course	
	subject project	assessment:	assessment:	
	(30%), subject			
	portfolio (30%) and	3.4. Ask tutors in their various	3.4 Tutors in their various	
	end of semester	groups do discuss how the	groups discuss how the	
	examination (40%)	different activities would	different activities would	
•	Working through	be carried out in both CoE	be carried out in both CoE	
	one or two	and basic school	and basic school	
	activities,	classroom to achieve the	classroom to achieve the	
		LOs and the LIs of the	LOs and the LIs of the	
		course manual for the	course manual for the	
		lesson.	lesson.	
		Note: Tutors should go		
		through the activities one		
		after the other taking into		
		consideration the time		
		available, resources and		
		nature of learners,		
		coherency and		
		methodology.		
		3.5 Ask tutors to discuss	3.5 Tutors discuss activities	
		activities linked to LOs	linked to LOs and	
		and indicators, from the	indicators, from the	
		lesson that are likely to	lesson that are likely to	
		be most different from	be most different from	
		tutors' previous	tutors' previous	
		experience. For example,	experience. For example,	
		applying new content	applying new content	
		3.6 Ask tutors to identify how	3.6 Tutors identify how any	
		any assessments relate to	assessments relate to	
L			ı – – – – – – – – – – – – – – – – – – –	

Г Т			
	course assessment components	course assessment component	
	3.7 Ask tutors to identify issues for clarification or questions which might arise	3.7 Tutors identify issues for clarification or questions which might arise	
	 3.8 Ask tutors to identify where, and which, core and transferable skills, including 21st Century skills and the use of information technology, are being developed or applied YouTube; Internet; Zoom, Loom. To support teaching 	3.8 Tutors identify where, and which, core and transferable skills, including 21 st skills and the use of information technology, are being developed or applied	
	3.9 Ask tutors to make links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material	3.9 Tutors make links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material	
	3.10 Ask Tutors to identify where power point presentations or other resources need to be developed to support learning and provide guidance	3.10 Tutors identify where power point presentations or other resources need to be developed to support learning and provide guidance	
	 3.11 Ask Tutors to list resources required for any TLMs and provide guidance on development of these: E.g. Laptops; smart phones; projectors; Braille machines, 	 3.11 Tutors list resources required for any TLMs and provide guidance on development of these. e.g Laptops; smart phones; projectors; Braille machines, white canes, lenses, magnifying glasses 	

		white canes, lenses,	
		magnifying glasses	
Gu	idance notes for		
	HoD should		
•	Select activities,		
-	linked to CLO and		
	indicators, from the		
	lesson that are		
	likely to be most		
	different from		
	tutors' previous		
	experience. These		
	could involve		
	applying new		
	content, e.g. from		
	section 2, or		
	approaches to		
	teaching, learning		
	and assessment,		
	incl. gender		
	responsive and		
	inclusive		
	approaches		
•	Identify how any		
	assessments relate		
	to course		
	assessment		
	components		
•	The selected		
	activities should be		
	done with tutors in		
	real or close to real		
	time		
•	Anticipate any		
	issues for		
	clarification or		
	questions which		
	might arise as the		
	tutors work through		
	the activities and		
	provide guidance on		
	these		
•	Identify where, and		
	which, core and		
	transferable skills,		

				,
	including 21 st skills			
	and the use of			
	information			
	technology, are			
	being developed or			
	applied			
•	Makes links to the			
	existing PD Themes			
	with page reference			
	where they can			
	support teaching,			
	for example: action			
	research,			
	questioning and to			
1	other external			
1	reference material			
•	Identify where			
	power point			
	presentations or			
	other resources			
	need to be			
	developed to			
	support learning			
	and provide			
	guidance			
•	Identify resources			
	required for any			
	TLMs and provide			
	guidance on			
	development of			
	these			
4	Evaluation and	4.1. Ask tutors identify any	4.1. Tutors identify any	5 mins
1	review of session:	outstanding issues	outstanding issues	
•	identification of any	relating to this lesson for	relating to this lesson for	
	outstanding issues	clarification	clarification	
	relating to this			
1	lesson for	4.2 Ask tutors to identify a	4.2 Identify a critical friend	
1	clarification	critical friend who took	who took part in the PD	
•	Advance	part in the PD session to	session to sit in your class	
1	preparation	sit in their class during	during the lesson and	
•	In the case of	lesson and report on	report on observation	
	unresolved issues	observation made during	during the next PD	
		next PD session.	session.	
1				
1		1		1

	1		1
	4.3 Ask tutors to read from	4.3 Tutors read from the PD	
	the PD manual and find	manual and look for	
	relevant materials for the	relevant materials for the	
	next session.	next session.	
	Note: Make sure that		
	everybody has a concrete		
	plan for teaching the given		
	topics.		
	In the case of unresolved		
	issues consult the subject		
	writing leads.		
Course assessment in		to assess this course in alignme	nt with
accordance with the	NTEAP		
NTEAP: SWL need to			
review assessment in			
the course manual to			
ensure it complies with			
NTEAP implementation			
and the 60%			
continuous assessment			
and 40 % End of			
semester examination.			
This means ensuring:			
subject project, subject			
portfolio preparation			
and development are			
explicitly addressed in			
the PD sessions.			
the PD sessions.			

Lesson Title: Lesson 10
A: Inclusive Teaching Strategies
-Benefits of Inclusive Education
B: Practicum in Special Educational Needs
- Braille (V)

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
 Introduction / lesson overview Overview of subject/s age phase/s to be covered in this PD session and how it will be organized. 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 	 Begin the lesson with an Ice breaker 1.1 Discuss the overview of the subject or learning area to be covered in this PD session (Refer to the course manual for the goals and course description) E.g., The goal is to equip student teachers with knowledge and competencies towards the education of all learners with exceptionalities in regular school settings in Ghana as well as integrating ICT in teaching and learning of learners with SEN. Although, teachers are aware of differences among learners in classrooms, they focus more on whole class teaching which does not favour learners with different 	1.1 Tutors discuss the overview of the subject or learning area to be covered in this PD session.	
 of the lesson/s Reading and discussion of the introductory 	abilities/special educational needs.		

sections up to	Note: Remind tutors that the		
learning outcomes	grouping for this PD session		
	is based on the JHS level.		
	1.2 Ask tutors to reflect on	1.2 Tutors reflect on how	
	how useful the previous	useful the previous PD	
	PD session was, in the	session was, in the	
	delivery of their lessons.	delivery of their lessons.	
	1.2.1 Ask tutors to list and	1.2.1 Tutors list and discuss	
	discuss what they learnt in	with the whole group, what	
	the PD sessions of the	they learned in the PD	
	previous Lesson and how	sessions of previous lesson	
	they applied what they	and how they applied what	
	learned in their teaching.	they learned in their	
		teaching.	
	1.3 Ask tutors to share their	1.3 Tutors share their views	
	views and understandings	and understandings on	
	on the benefits of	the Benefits of Inclusive	
	Inclusive Education	Education	
	1.4 Ask tutors to share their	1.4 Tutors share their views	
	views and understandings	and understandings on	
	on Braille as a skill in	Braille as a skill in	
	communicating effectively	communicating effectively	
	with learners with	with learners with	
	different blindness and	different blindness and	
	low vision.	low vision.	
	1.5 Ask Tutors to read the	1.5 Tutors read the section of	
	section of the course	the course manual on	
	manual on important or	important or distinctive	
	distinctive features of the	features of the lesson(s)	
	lesson(s) For example,	For example,	
	A. Pedagogical tools designed	Pedagogical tools designed to	
	to meet the needs of all	meet the needs of all	
	learners and	learners and	
	Resource teachers'	Resource teachers'	
	resourcefulness in inclusive	resourcefulness in inclusive	
	classrooms.	classrooms.	
	B. ways to effectively teach	B. ways to effectively teach	
	learners who are blind and	learners who are blind and	
	those with low vision.	those with low vision.	

	T	1	
	- appropriate techniques to	- appropriate techniques to	
	employ in teaching learners	employ in teaching learners	
	who are blind and those with	who are blind and those with	
	low vision.	low vision.	
	1.6 Ask tutors to identify and	1.6 Tutors identify and	
	discuss the relationship	discuss the relationship	
	between LOs and LIs of	between LOs and LIs of	
	lesson one in the course	lesson one in the course	
	manual	manual	
	1.6.1 Ask tutors to discuss	1.6.1 Tutors discuss the	
	the following	following	
	A. Benefits of Inclusive	A. Benefits of Inclusive	
	Education	Education	
	B. Algebraic numbers in	B. Algebraic numbers in	
	braille	braille	
The guidance notes for			
SL/HoD need to			
 Provide short 			
overview of the			
lesson			
Identify important			
or distinctive			
features of the			
lesson			
Identify			
assessment, aligned to NTEAP			
Anticipate			
questions which			
might arise from			
the introduction to			
the lesson and			
provide responses			
for SL/HoD.			
 Issues that 			
prompted questions			
or discussion during			
curriculum and			
course writing may			
well also be issues			
for SL/HoD			

2.	Concept	2.1 Ask tutors to discuss the	2.1 Tutors discuss the	25 mins
	Development (New	following:	following:	
	learning likely to	i) Benefits of Inclusive	i) Benefits of Inclusive	
	arise in this lesson):	Education	Education	
•	Identification and	2.2 Ask tutors to discuss	2.2 Tutors discuss possible	
	discussion of	possible challenging areas	challenging areas in	
	concepts	in teaching of the	teaching of the concepts	
•	Identification of	concepts in the lesson.	in the lesson.	
	possible challenging	e.g. challenges with internet	e.g. challenges with internet	
	areas in teaching of	connectivity, -Large Class	connectivity, -Large Class	
	the concept.	Sizes, Lack of Braillers	Sizes, Lack of Braillers	
•	Identification of	inadequate equipment to	inadequate equipment to	
Ū	needed resources	support of braille teaching	support of braille teaching	
	for the teaching and	e.g., Brailling machines,	e.g., Brailling machines,	
	learning of the	Magnifying glasses	Magnifying glasses	
	concept.			
	concept.	2.3 Ask tutors to discuss:	2.3 Tutors discuss:	
		-Techniques in facilitating	-Techniques in facilitating	
		effective teaching and	effective teaching and	
		learning among learners who	learning among learners who	
		are blind or have low vision	are blind or have low vision	
		-challenges in terms of new	-challenges in terms of new	
		learning e.g.	learning e.g.	
		-Tutors' misconceptions:	-Tutors' misconceptions:	
		- Lack of interest in learning	- Lack of interest in learning	
		Braille	Braille	
		- misconception that Braille is	- misconception that Braille is	
		difficult to learn	difficult to learn	
		-Unavailability of relevant	-Unavailability of relevant	
		assistive technology for	assistive technology for	
		demonstration purposes	demonstration purposes	
		e.g., Perkins Braille	e.g., Perkins Braille	
		Machines, stylus and hand	Machines, stylus and hand	
		frames	frames	
			(Reference Course Manual)	
		2.5 Ask Tutors to discuss	2.5 Tutors discuss resources	
		some of the resources	needed for the teaching	
		needed for the teaching	and learning of the	
		and learning of the	concepts in the lesson e.g.	
		concepts in the lesson e.g.	-Resource Persons needed to	
		-Resource Persons needed to	facilitate teaching sessions;	
		facilitate teaching sessions;	-Specialized	
			equipment/Technology for	

		· · · · ·	
	-Specialized	demonstration purposes (e,g.	
	equipment/Technology for	Perkins Braille Machines,	
	demonstration purposes (e,g.	stylus and hand frames	
	Perkins Braille Machines,	-laptops; projectors	
	stylus and hand frames		
	-laptops; projectors		
	Note: Make sure the		
	resources are adequate		
Guidance notes for			
SL/HoD should			
 Identify any aspect 			
of the lesson that			
might be			
challenging for			
tutors in terms of			
new learning and			
which needs to be			
considered prior to			
taking tutors			
through the lesson			
activities "walk			
through".			
• The resources			
needed must be			
identified: literature			
– page referenced			
etc, on web, Utube,			
physical resources,			
power point; how			
they should be			
used. Consideration			
needs to be given to			
local availability			
This section can build			
on the PD needs			
identified from the			
course manuals			
3. Teaching, learning	3.1 Ask tutors to read silently	3.1 Tutors read silently, the	40 mins
and assessment	the teaching and learning	teaching and learning	
activities for the	activities of the lesson	activities of the lesson	
lesson	from the course manual	from the course manual	
• Reading of teaching	and identify areas that	and identify areas that	
and learning			
	require clarification.	require clarification.	

 identification of areas that require clarification Reading of assessment opportunities and 	3.2 Ask tutors to brainstorm on Benefits of Inclusive Education and identify areas that require clarification	3.2 Tutors brainstorm on Benefits of Inclusive Education and identify areas that require clarification
ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject	3.3 Request tutors to identify issues in assessment in alignment with the NTEAP and required course assessment:	3.3 Tutors identify issues in assessment in alignment with the NTEAP and required course assessment:
 portfolio (30%) and end of semester examination (40%) Working through one or two activities, 	3.4. Ask tutors in their various groups do discuss how the different activities would be carried out in both CoE and basic school classroom to achieve the LOs and the LIs of the course manual for the lesson.	3.4 Tutors in their various groups discuss how the different activities would be carried out in both CoE and basic school classroom to achieve the LOs and the LIs of the course manual for the lesson.
	Note: Tutors should go through the activities one after the other taking into consideration the time available, resources and nature of learners, coherency and methodology.	
	3.5 Ask tutors to discuss activities linked to LOs and indicators, from the lesson that are likely to be most different from tutors' previous experience. For example, applying new content	3.5 Tutors discuss activities linked to LOs and indicators, from the lesson that are likely to be most different from tutors' previous experience. For example, applying new content
	3.6 Ask tutors to identify how any assessments relate to course assessment components	3.6 Tutors identify how any assessments relate to course assessment component

3.7 Ask tutors to identify	3.7 Tutors identify issues for	
issues for clarification or questions which might arise	clarification or questions which might arise	
 3.8 Ask tutors to identify where, and which, core and transferable skills, including 21st Century skills and the use of information technology, are being developed or applied YouTube; Internet; Zoom, Loom. To support teaching 	3.8 Tutors identify where, and which, core and transferable skills, including 21 st skills and the use of information technology, are being developed or applied	
3.9 Ask tutors to make links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material	3.9 Tutors make links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material	
3.10 Ask Tutors to identify where power point presentations or other resources need to be developed to support learning and provide guidance	3.10 Tutors identify where power point presentations or other resources need to be developed to support learning and provide guidance	
 3.11 Ask Tutors to list resources required for any TLMs and provide guidance on development of these: E.g. Laptops; smart phones; projectors; Braille machines, white canes, lenses, magnifying glasses 	 3.11 Tutors list resources required for any TLMs and provide guidance on development of these. e.g Laptops; smart phones; projectors; Braille machines, white canes, lenses, magnifying glasses 	

Gu	idance notes for	
	/HoD should	
•	Select activities,	
	linked to CLO and	
	indicators, from the	
	lesson that are	
	likely to be most	
	, different from	
	tutors' previous	
	experience. These	
	could involve	
	applying new	
	content, e.g. from	
	section 2, or	
	approaches to	
	teaching, learning	
	and assessment,	
	incl. gender	
	responsive and	
	inclusive	
	approaches	
•	Identify how any	
	assessments relate	
	to course	
	assessment	
	components	
•	The selected	
	activities should be	
	done with tutors in	
	real or close to real	
	time	
•	Anticipate any	
	issues for	
	clarification or	
	questions which	
	might arise as the	
	tutors work through	
	the activities and	
	provide guidance on	
	these	
•	Identify where, and	
	which, core and	
	transferable skills,	
	including 21 st skills	
	and the use of	

				,
•	information technology, are being developed or applied Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material Identify where power point presentations or other resources need to be developed to support learning and provide guidance Identify resources required for any TLMs and provide guidance on development of			
	these			
4	Evaluation and review of session: identification of any outstanding issues relating to this lesson for clarification Advance preparation In the case of unresolved issues	 4.1 Ask tutors identify any outstanding issues relating to this lesson for clarification 4.2 Ask tutors to identify a critical friend who took part in the PD session to sit in their class during lesson and report on observation made during next PD session. 4.3 Ask tutors to read from 	 4.1 Tutors identify any outstanding issues relating to this lesson for clarification 4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on observation during the next PD session. 4.3 Tutors read from the PD 	5 mins
		the PD manual and find	manual and look for	

	[1
	relevant materials for the	relevant materials for the	
	next session.	next session.	
	Note: Make sure that		
	everybody has a concrete		
	plan for teaching the given		
	topics.		
	In the case of unresolved		
	issues consult the subject		
	writing leads.		
Course assessment in		to assess this course in alignme	nt with
accordance with the	ΝΤΕΑΡ		
NTEAP: SWL need to			
review assessment in			
the course manual to			
ensure it complies with			
NTEAP implementation			
and the 60%			
continuous assessment			
and 40 % End of			
semester examination.			
This means ensuring:			
subject project, subject			
portfolio preparation			
and development are			
explicitly addressed in			
the PD sessions.			
UIC F D 363310113.			

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

Lesson Title: Lesson 11

A: Inclusive Teaching Strategies

- Overcoming Challenges within Inclusive Schools

B: Practicum in Special Educational Needs

- Braille (VI)

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
 Introduction / lesson overview Overview of subject/s age phase/s to be covered in this PD session and how it will be organized. Including guidance on grouping tutors according to the subject/s, age phase/s. Reflection on previous PD Session (Introduction to the course manual/s) Introduction and overview of the main purpose of the lesson in the course manual/s Identification of important or distinctive aspects of the lesson/s Reading and discussion of the introductory 	 Begin the lesson with an Ice breaker 1.1 Discuss the overview of the subject or learning area to be covered in this PD session (Refer to the course manual for the goals and course description) E.g., The goal is to equip student teachers with knowledge and competencies towards the education of all learners with exceptionalities in regular school settings in Ghana as well as integrating ICT in teaching and learning of learners with SEN. Although, teachers are aware of differences among learners in classrooms, they focus more on whole class teaching which does not favour learners with different abilities/special educational needs. 	1.1 Tutors discuss the overview of the subject or learning area to be covered in this PD session.	

		1.2 Tutous wells at an house	
sections up to learning outcomes	 1.2 Ask tutors to reflect on how useful the previous PD session was, in the delivery of their lessons. 	1.2 Tutors reflect on how useful the previous PD session was, in the delivery of their lessons.	
	1.2.1 Ask tutors to list and discuss what they learnt in the PD sessions of the previous Lesson and how they applied what they learned in their teaching.	1.2.1 Tutors list and discuss with the whole group, what they learned in the PD sessions of previous lesson and how they applied what they learned in their teaching.	
	1.3 Ask tutors to share their views and understandings on overcoming Challenges within Inclusive Schools	1.3 Tutors share their views and understandings on overcoming Challenges within Inclusive Schools	
	1.4 Ask tutors to share their views and understandings on Braille.	1.4 Tutors share their views and understandings on Braille.	
	 1.5 Ask Tutors to read the section of the course manual on <i>important or distinctive features of the lesson(s)</i> For example, A. Pedagogical tools designed to meet the needs of all learners and Resource teachers' resourcefulness in inclusive classrooms. B. ways to effectively teach learners who are blind and those with low vision. 	 1.5 Tutors read the section of the course manual on <i>important or distinctive</i> <i>features of the lesson(s)</i> For example, A. Pedagogical tools designed to meet the needs of all learners and Resource teachers' resourcefulness in inclusive classrooms. B. ways to effectively teach learners who are blind and those with low vision. 	
	- appropriate techniques to employ in teaching learners who are blind and those with low vision.	- appropriate techniques to employ in teaching learners who are blind and those with low vision.	
	1.6 Ask tutors to identify and discuss the relationship between LOs and LIs of	1.6 Tutors identify and discuss the relationship between <i>LOs and LIs of</i>	

	lesson one in the course	losson one in the source	
	manual	lesson one in the course manual	
	manaar	manaar	
	 1.6.1 Ask tutors to: read on A. Benefits of Inclusive Education B. abbreviations and operation signs 	1.6.1 Tutors discuss the following A. Benefits of Inclusive Education	
	C. use abbreviations and operation signs D. Algebraic numbers in braille	B. Algebraic numbers in braille	
The guidance notes for			
SL/HoD need to			
 Provide short overview of the lesson 			
 Identify important or distinctive features of the lesson 			
 Identify assessment, aligned to NTEAP 			
 Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. 			
 Issues that prompted questions or discussion during curriculum and course writing may 			
well also be issues			
for SL/HoD			
2. Concept	2.1 Ask tutors to discuss the	2.1 Tutors discuss the	25 mins
Development (New	following:	following:	
learning likely to arise in this lesson):	i) Overcoming Challenges within Inclusive Setting	i) Overcoming Challenges within Inclusive Setting	
	2.2 Ask tutors to discuss possible challenging areas	2.2 Tutors discuss possible challenging areas in	

•	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.	in teaching of the concepts in the lesson. e.g. challenges with internet connectivity, -Large Class Sizes, Lack of Braillers inadequate equipment to support of braille teaching e.g., Brailling machines, Magnifying glasses 2.3 Ask tutors to discuss: -Techniques in facilitating effective teaching and learning among learners who are blind or have low vision -challenges in terms of new learning e.g. -Tutors' misconceptions: - Lack of interest in learning Braille - misconception that Braille is difficult to learn -Unavailability of relevant assistive technology for demonstration purposes e.g., Perkins Braille Machines, stylus and hand frames	teaching of the concepts in the lesson. e.g. challenges with internet connectivity, -Large Class Sizes, Lack of Braillers inadequate equipment to support of braille teaching e.g., Brailling machines, Magnifying glasses 2.3 Tutors discuss: -Techniques in facilitating effective teaching and learning among learners who are blind or have low vision -challenges in terms of new learning e.g. -Tutors' misconceptions: - Lack of interest in learning Braille - misconception that Braille is difficult to learn -Unavailability of relevant assistive technology for demonstration purposes e.g., Perkins Braille Machines, stylus and hand frames (Reference Course Manual)	
		 2.4. Ask Tutors to discuss some of theresources needed for the teaching and learning of the concepts in the lesson e.g. -Resource Persons needed to facilitate teaching sessions; -Specialized equipment/Technology for demonstration purposes (e,g. Perkins Braille Machines, stylus and hand frames -laptops; projectors 	 2.4 Tutors discuss resources needed for the teaching and learning of the concepts in the lesson e.g. -Resource Persons needed to facilitate teaching sessions; -Specialized equipment/Technology for demonstration purposes (e,g. Perkins Braille Machines, stylus and hand frames -laptops; projectors 	

		Note: Make sure the		
		resources are adequate		
Gu	idance notes for			-
	/HoD should			
•	Identify any aspect			
	of the lesson that			
	might be			
	challenging for			
	tutors in terms of			
	new learning and			
	which needs to be			
	considered prior to			
	taking tutors			
	through the lesson			
	activities "walk			
	through".			
•	The resources			
	needed must be			
	identified: literature			
	– page referenced			
	etc, on web, Utube,			
	physical resources,			
	power point; how			
	they should be			
	used. Consideration			
	needs to be given to			
	local availability			
	is section can build			
	the PD needs			
	entified from the			
	urse manuals			
3.	Teaching, learning	3.1 Ask tutors to read silently	3.1 Tutors read silently, the	40 mins
	and assessment activities for the	the teaching and learning activities of the lesson	teaching and learning activities of the lesson	
	lesson	from the course manual	from the course manual	
•		and identify areas that		
•	Reading of teaching and learning	require clarification.	and identify areas that require clarification.	
	activities and			
	identification of	3.2 Ask tutors to brainstorm	3.2 Tutors brainstorm on	
	areas that require	on Benefits of Inclusive	Benefits of Inclusive	
	clarification	Education and identify	Education and identify	
•	Reading of	areas that require	areas that require	
-	assessment	clarification	clarification	
	opportunities and			

ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject	3.3 Request tutors to identify issues in assessment in alignment with the NTEAP and required course assessment:	3.3 Tutors identify issues in assessment in alignment with the NTEAP and required course assessment:
 portfolio (30%) and end of semester examination (40%) Working through one or two activities, 	3.4. Ask tutors in their various groups do discuss how the different activities would be carried out in both CoE and basic school classroom to achieve the LOs and the LIs of the course manual for the lesson.	3.4 Tutors in their various groups discuss how the different activities would be carried out in both CoE and basic school classroom to achieve the LOs and the LIs of the course manual for the lesson.
	Note: Tutors should go through the activities one after the other taking into consideration the time available, resources and nature of learners, coherency and methodology.	
	3.5 Ask tutors to discuss activities linked to LOs and indicators, from the lesson that are likely to be most different from tutors' previous experience. For example, applying new content	3.5 Tutors discuss activities linked to LOs and indicators, from the lesson that are likely to be most different from tutors' previous experience. For example, applying new content
	3.6 Ask tutors to identify how any assessments relate to course assessment components	3.6 Tutors identify how any assessments relate to course assessment component
	3.7 Ask tutors to identify issues for clarification or questions which might arise	3.7 Tutors identify issues for clarification or questions which might arise

	1	1	
	 3.8 Ask tutors to identify where, and which, core and transferable skills, including 21st Century skills and the use of information technology, are being developed or applied YouTube; Internet; Zoom, Loom. To support teaching 	3.8 Tutors identify where, and which, core and transferable skills, including 21 st skills and the use of information technology, are being developed or applied	
	3.9 Ask tutors to make links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material	3.9 Tutors make links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material	
	3.10 Ask Tutors to identify where power point presentations or other resources need to be developed to support learning and provide guidance	3.10 Tutors identify where power point presentations or other resources need to be developed to support learning and provide guidance	
	 3.11 Ask Tutors to list resources required for any TLMs and provide guidance on development of these: E.g. Laptops; smart phones; projectors; Braille machines, white canes, lenses, magnifying glasses 	 3.11 Tutors list resources required for any TLMs and provide guidance on development of these. e.g Laptops; smart phones; projectors; Braille machines, white canes, lenses, magnifying glasses 	
Guidance notes for SL/HoD should • Select activities, linked to CLO and indicators, from the lesson that are likely to be most	- · · · ·		

	different from	
	tutors' previous	
	experience. These	
	could involve	
	applying new	
	content, e.g. from	
	section 2, or	
	approaches to	
	teaching, learning	
	and assessment,	
	incl. gender	
	responsive and	
	inclusive	
	approaches	
•	Identify how any	
	assessments relate	
	to course	
	assessment	
	components	
•	The selected	
	activities should be	
	done with tutors in	
	real or close to real	
	time	
•	Anticipate any	
	issues for	
	clarification or	
	questions which	
	might arise as the	
	tutors work through	
	the activities and	
	provide guidance on	
	these	
•	Identify where, and	
	which, core and	
	transferable skills,	
	including 21 st skills	
	and the use of	
1	information	
1	technology, are	
1	being developed or	
	applied	
•	Makes links to the	
1	existing PD Themes	
1	with page reference	

	In the case of unresolved issues consult the subject writing leads.		
Course assessment in	Discuss possible ways by which	to assess this course in alignme	nt with
accordance with the	NTEAP		
NTEAP: SWL need to			
review assessment in			
the course manual to			
ensure it complies with			
NTEAP implementation			
and the 60%			
continuous assessment			
and 40 % End of			
semester examination.			
This means ensuring:			
subject project, subject			
portfolio preparation			
and development are			
explicitly addressed in			
the PD sessions.			

Lesson Title: Lesson 12 A: Inclusive Teaching Strategies - Reflections on Inclusive School Strategies B: Practicum in Special Educational Needs

- Review of Lessons

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. What the SL/HoDs will have to say during each stage of the session	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
 Introduction / lesson overview Overview of subject/s age phase/s to be covered in this PD session and how it will be organized. Including guidance on grouping tutors according to the subject/s, age phase/s. Reflection on previous PD Session (Introduction to the course manual/s) Introduction and overview of the main purpose of the lesson in the course manual/s Identification of important or distinctive aspects of the lesson/s Reading and discussion of the introductory 	 Begin the lesson with an Ice breaker 1.1 Discuss the overview of the subject or learning area to be covered in this PD session (Refer to the course manual for the goals and course description) E.g., The goal is to equip student teachers with knowledge and competencies towards the education of all learners with exceptionalities in regular school settings in Ghana as well as integrating ICT in teaching and learning of learners with SEN. Although, teachers are aware of differences among learners in classrooms, they focus more on whole class teaching which does not favour learners with different abilities/special educational needs. 	1.1 Tutors discuss the overview of the subject or learning area to be covered in this PD session.	

sections up to learning outcomes	 1.2 Ask tutors to reflect on how useful the previous PD session was, in the delivery of their lessons. 	1.2 Tutors reflect on how useful the previous PD session was, in the delivery of their lessons.
	1.2.1 Ask tutors to list and discuss what they learnt in the PD sessions of the previous Lesson and how they applied what they learned in their teaching.	1.2.1 Tutors list and discuss with the whole group, what they learned in the PD sessions of previous lesson and how they applied what they learned in their teaching.
	 1.3 Ask tutors to summarize their understandings on Inclusive Education, Braille and Sign language and share same with their colleagues 	1.3 Tutors to summarize their understandings on Inclusive Education, Braille and Sign language and share same with their colleagues
	 1.4 Ask Tutors to read the section of the course manual on <i>important or distinctive features of the lesson(s)</i> For example, A. Pedagogical tools designed to meet the needs of all learners and Resource teachers' resourcefulness in inclusive 	 1.4 Tutors read the section of the course manual on <i>important or distinctive</i> <i>features of the lesson(s)</i> For example, A. Pedagogical tools designed to meet the needs of all learners and Resource teachers' resourcefulness in inclusive
	 classrooms. B. ways to effectively teach learners who are blind and those with low vision. appropriate techniques to employ in teaching learners who are blind and those with low vision. 	 classrooms. B. ways to effectively teach learners who are blind and those with low vision. appropriate techniques to employ in teaching learners who are blind and those with low vision.
	1.5 Ask tutors to identify and discuss the relationship between LOs and LIs of lesson one in the course manual	1.5 Tutors identify and discuss the relationship between LOs and LIs of lesson one in the course manual

	1.5.1 Ask tutors to: read on	1.5.1 Tutors discuss the	
	A. Benefits of Inclusive	following	
	Education	A. Benefits of Inclusive	
	B. abbreviations and	Education	
	operation signs		
	operation signs	B. Algebraic numbers in braille	
	D. Algebraic numbers in		
	braille		
The guidance notes for			
SL/HoD need to			
Provide short			
overview of the			
lesson			
 Identify important 			
or distinctive			
features of the			
lesson			
 Identify 			
assessment, aligned			
to NTEAP	to NTEAP		
 Anticipate 			
questions which			
might arise from			
the introduction to			
the lesson and			
provide responses			
for SL/HoD.			
 Issues that 			
prompted questions			
or discussion during			
curriculum and			
course writing may			
well also be issues			
for SL/HoD 2. Concept	2.1 Ask tutors to discuss the	2.1 Tutors discuss the	25 mins
Development (New	following:	following:	25 111115
learning likely to	i) Concept of Inclusive	i) Concept of Inclusive	
arise in this lesson):	Education, ILPs, Overcoming	Education, ILPs, Overcoming	
	Challenges within Inclusive	Challenges within Inclusive	
Identification and	Setting, Sign Language,	Setting, Sign Language,	
discussion of	Braille	Braille	
concepts			
Identification of			
possible challenging			

	areas in teaching of 2.2 Ask tutors to discuss		2.2 Tutors discuss possible	
	the concept.	possible challenging areas	challenging areas in	
•	Identification of	in teaching of the	teaching of the concepts	
	needed resources	concepts in the lesson.	in the lesson.	
	for the teaching	e.g. challenges with internet	e.g. challenges with internet	
	and learning of the	connectivity, -Large Class	connectivity, -Large Class	
	concept.	Sizes, Lack of Braillers	Sizes, Lack of Braillers	
		inadequate equipment to	inadequate equipment to	
		support of braille teaching	support of braille teaching	
		e.g., Brailling machines,	e.g., Brailling machines,	
		Magnifying glasses	Magnifying glasses	
		ind Bin And Bioses		
		2.3 Ask tutors to discuss:	2.3 Tutors discuss:	
		-Techniques in facilitating	-Techniques in facilitating	
		effective teaching and	effective teaching and	
		learning among learners who	learning among learners who	
		are blind or have low vision	are blind or have low vision	
		-challenges in terms of new	-challenges in terms of new	
		learning e.g.	learning e.g.	
		-Tutors' misconceptions:	-Tutors' misconceptions:	
		- Lack of interest in learning	- Lack of interest in learning	
		Braille	Braille	
		- misconception that Braille is	- misconception that Braille is	
		difficult to learn	difficult to learn	
		-Unavailability of relevant	-Unavailability of relevant	
		assistive technology for	assistive technology for	
		demonstration purposes	demonstration purposes	
		e.g., Perkins Braille	e.g., Perkins Braille	
		Machines, stylus and hand	Machines, stylus and hand	
		frames	frames	
			(Reference Course Manual)	
		2.4. Ack Tutors to discuss	2.4 Tutors discuss resources	
		2.4. Ask Tutors to discuss		
		some of the resources	needed for the teaching	
		needed for the teaching	and learning of the	
		and learning of the	concepts in the lesson e.g.	
		concepts in the lesson e.g.	-Resource Persons needed to	
1		-Resource Persons needed to	facilitate teaching sessions;	
1		facilitate teaching sessions;	-Specialized	
1		-Specialized	equipment/Technology for	
		equipment/Technology for	demonstration purposes (e,g.	
1		demonstration purposes (e,g.	Perkins Braille Machines,	
1		Perkins Braille Machines,	stylus and hand frames	
		stylus and hand frames	-laptops; projectors	
		-laptops; projectors		

	Note: Make sure the		
	resources are adequate		
Cuidanas notas for			_
Guidance notes for			
SL/HoD should	a t		
 Identify any aspective 			
of the lesson tha	t		
might be			
challenging for			
tutors in terms o			
new learning and			
which needs to b			
considered prior	to		
taking tutors			
through the less	วท		
activities "walk			
through".			
• The resources			
needed must be			
identified: literat	ure		
– page reference	pd		
etc, on web, Utu	be,		
physical resource	25,		
power point; how	N		
they should be			
used. Considerat	ion		
needs to be give	n to		
local availability			
This section can buil	d		
on the PD needs			
identified from the			
course manuals			
3. Teaching, learnin	g 3.1 Ask tutors to read silently	3.1 Tutors read silently, the	40 mins
and assessment	the teaching and learning	teaching and learning	
activities for the	activities of the lesson	activities of the lesson	
lesson	from the course manual	from the course manual	
 Reading of teach 	ing and identify areas that	and identify areas that	
and learning	require clarification.	require clarification.	
activities and			
identification of	3.2 Ask tutors to brainstorm	3.2 Tutors brainstorm on	
areas that require	e on Benefits of Inclusive	Benefits of Inclusive	
clarification	Education and identify	Education and identify	
 Reading of 	areas that require	areas that require	
assessment	clarification	clarification	
opportunities and	d		

ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject	3.3 Request tutors to identify issues in assessment in alignment with the NTEAP and required course assessment:	3.3 Tutors identify issues in assessment in alignment with the NTEAP and required course assessment:
 portfolio (30%) and end of semester examination (40%) Working through one or two activities, 	3.4. Ask tutors in their various groups do discuss how the different activities would be carried out in both CoE and basic school classroom to achieve the LOs and the LIs of the course manual for the lesson.	3.4 Tutors in their various groups discuss how the different activities would be carried out in both CoE and basic school classroom to achieve the LOs and the LIs of the course manual for the lesson.
	Note: Tutors should go through the activities one after the other taking into consideration the time available, resources and nature of learners, coherency and methodology.	
	3.5 Ask tutors to discuss activities linked to LOs and indicators, from the lesson that are likely to be most different from tutors' previous experience. For example, applying new content	3.5 Tutors discuss activities linked to LOs and indicators, from the lesson that are likely to be most different from tutors' previous experience. For example, applying new content
	3.6 Ask tutors to identify how any assessments relate to course assessment components	3.6 Tutors identify how any assessments relate to course assessment component
	3.7 Ask tutors to identify issues for clarification or questions which might arise	3.7 Tutors identify issues for clarification or questions which might arise

	3.8 Ask tutors to identify	3.8 Tutors identify where,	
	where, and which, core	and which, core and	
	and transferable skills,	transferable skills,	
	including 21 st Century	including 21 st skills and	
	skills and the use of	the use of information	
	information technology,	technology, are being	
	are being developed or	developed or applied	
	applied		
	YouTube; Internet; Zoom,		
	Loom. To support teaching		
	3.9 Ask tutors to make links to	3.9 Tutors make links to the	
	the existing PD Themes	existing PD Themes with	
	with page reference	page reference where	
	where they can support	they can support	
	teaching, for example:	teaching, for example:	
	action research,	action research,	
	questioning and to other	questioning and to other	
	external reference	external reference	
	material	material	
	3.10 Ask Tutors to identify	3.10 Tutors identify where	
	where power point	power point	
	presentations or other	presentations or other	
	resources need to be	resources need to be	
	developed to support	developed to support	
	learning and provide	learning and provide	
	guidance	guidance	
	3.11 Ask Tutors to list	3.11 Tutors list resources	
	resources required for any	required for any TLMs and	
	TLMs and provide	provide guidance on	
	guidance on development	development of these.	
	of these: E.g.	e.g Laptops; smart phones;	
	Laptops; smart phones;	projectors; Braille machines,	
	projectors; Braille machines,	white canes, lenses,	
	white canes, lenses,	magnifying glasses	
	magnifying glasses		
Guidance notes for			
SL/HoD should			
 Select activities, 			
linked to CLO and			
indicators, from the			
lesson that are			
likely to be most			
incry to be most	1		

	different from	
	tutors' previous	
	experience. These	
	could involve	
	applying new	
	content, e.g. from	
	section 2, or	
	approaches to	
	teaching, learning	
	and assessment,	
	incl. gender	
	responsive and	
	inclusive	
	approaches	
•	Identify how any	
	assessments relate	
	to course	
	assessment	
	components	
•	The selected	
	activities should be	
	done with tutors in	
	real or close to real	
	time	
•	Anticipate any	
	issues for	
	clarification or	
	questions which	
	might arise as the	
	tutors work through	
	the activities and	
	provide guidance on	
	these	
•	Identify where, and	
	which, core and	
	transferable skills,	
	including 21 st skills	
	and the use of	
	information	
	technology, are	
	being developed or	
	applied	
•	Makes links to the	
	existing PD Themes	
	with page reference	

where they can			
support teaching, for example: action			
research,			
questioning and to			
other external			
reference material			
Identify where			
power point			
presentations or			
other resources			
need to be			
developed to			
support learning			
and provide			
guidance			
 Identify resources 			
required for any			
TLMs and provide			
guidance on			
development of			
these			
4. Evaluation and	4.1. Ask tutors identify any	4.1. Tutors identify any	5 mins
review of session:	outstanding issues	outstanding issues	5 11115
 identification of any 	relating to this lesson for	relating to this lesson for	
outstanding issues	clarification	clarification	
relating to this			
lesson for	4.2 Ask tutors to identify a	4.2 Identify a critical friend	
clarification	critical friend who took	who took part in the PD	
Advance	part in the PD session to	session to sit in your class	
preparation	sit in their class during	during the lesson and	
 In the case of 	lesson and report on	report on observation	
• In the case of unresolved issues	observation made during	during the next PD	
	next PD session.	session.	
	4.3 Ask tutors to read from	4.3 Tutors read from the PD	
	the PD manual and find	manual and look for relevant	
	relevant materials for the	materials for the next	
	next session.	session.	
	Note: Make sure that		
	Hotel make sure that		
	everybody has a concrete		

	In the case of unresolved issues consult the subject writing leads.
Course assessment in	Discuss possible ways by which to assess this course in alignment with
accordance with the	NTEAP
NTEAP: SWL need to	
review assessment in	
the course manual to	
ensure it complies with	
NTEAP implementation	
and the 60%	
continuous assessment	
and 40 % End of	
semester examination.	
This means ensuring:	
subject project, subject	
portfolio preparation	
and development are	
explicitly addressed in	
the PD sessions.	

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		T-TEL	Support Team
Professor Jo	phus Anamuah-Mensah	T-TEL -	- Board Chair
Professor Jo	nathan Fletcher	T-TEL -	- Key Advisor, Teaching and Learning Partnerships
Bea Noble-R	ogers	T-TEL -	- International Teacher Education Curriculum Expert
Dr. Sam Awı	-	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 Tao	ckie	T-TEL -	- Coordinator for Gender Equality and Social Inclusion
Peter Cham	nik	T-TEL -	- Education Adviser
Paul Twene			
i dui i wene		I-IEL-	- Education Adviser
Wilhemina G	Gyamfi	T-TEL – Education Adviser	
Issahaku Ab	udulai	T-TEL – Education Adviser	
Wellington N	Mpeniasah	T-TEL -	- Education Adviser
		N	/riting Team
SUBJECT	NAME		INSTITUTION
Pedagogy	Dr. Maxwell Kwesi Nya	tsikor	University for Development Studies, Tamale
	Dr. Winston Kwame		Kwame Nkrumah University of Science and Technology,
	Abroampa		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 John Aditorem			University of Education, Winneba
			Tumu College of Education, Tumu
ICT	Victoria Boafo		Mampong Technical College of Education, Mampong Ashanti
	Richard Adusei		University for Development Studies, Tamale
Social	Dr. Aboagye Dacosta		Kwame Nkrumah University of Science and Technology,
	1		

Kumasi

Sciences

	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	Prof. Charles Owu – Ewie	University of Education, Winneba
Literacy	Dr. Abraham Kwadwo Okrah	University of Ghana, Legon Accra
	Dr. Yvonne Akwele Amankwaa	University of Education, Winneba
	Ollennu	
	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	Kwame Nkrumah University of Science and Technology,
	Yegblemenawo	Kumasi
	Osmanu Ibrahim	Mt. Mary College of Education, Somanya

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