

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

HANDBOOK FOR COORDINATORS



Wisdom, Knowledge
and Prudence





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 for Lesson 1 in the Course Manual

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
<p>1. Introduction/lesson overview</p> <ul style="list-style-type: none"> • Overview of subject/s age phase/s to be covered in this PD session and how it will be 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 	<p><i>Welcome tutors and highlight that the PD session(s) will take cognisance of the various age or specialisms (if any).</i></p> <p><i>*Ice breaker*</i></p> <p>1.1 Lead tutors to reflect on previous PD sessions and share their spectacular experiences.</p> <p>1.2 Ask tutors to read the introduction, overview, the CLOs and LOs of the course to identify any distinctive aspects for whole group discussion. <i>(e.g., CLO 1 Demonstrate knowledge and understanding of action research, its types, key principles, and the need for action research (NTECF, NTS 3b, 3e, 3f, 3g).</i></p> <p>1.3 Facilitate the discussion of the CLOs and LOs for the entire course, after which</p>	<p>1.1 Reflect on previous PD session and share your spectacular experiences.</p> <p>1.2 Read the introduction, overview, CLOs and LOs of the course to identify any distinctive aspects for whole group discussion.</p> <p>1.3 Refer to Lesson 1 and study the CLOs and LOs. Then, share your</p>	

<p>introductory sections up to learning outcomes</p>	<p>emphasis is placed on the week's Lesson. <i>(Refer tutors to lesson 1 of the course manual to study the CLO and LOs).</i></p> <p>1.4 Refer tutors to read the introduction and the LOs of lesson 1.</p> <p><i>CLO 1. Demonstrate knowledge and understanding of action research, its types, key principles, and the need for action research (NTECF, NTS 3b, 3e, 3f, 3g).</i></p>	<p>thoughts about them with the whole group.</p> <p>1.4 Read the introduction and the LOs for lesson 1 and discuss what is required of you.</p>	
<p>The guidance notes for SL/HoD need to:</p> <ul style="list-style-type: none"> • <i>Provide a short overview of the Lesson</i> • <i>Identify important or distinctive features of the Lesson</i> • <i>Identify assessment aligned to NTEAP</i> • <i>Anticipate questions that might arise from the introduction to the Lesson and provide responses for SL/HoD.</i> <p><i>Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD.</i></p>			

<p>2. Concept Development (New learning likely to arise in this Lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in the teaching of the concept. • Identification of needed resources for the teaching and learning of the concept. 	<p>2.1 Ask tutors to write their experiences about research and compare. <i>(You may prompt tutors to draw RPK from their Research in Education courses and other related courses, including their professional experience/engagement).</i></p> <p>2.2 Ask tutors to define action research.</p> <p>2.3 Lead tutors to identify the types of action research for discussion. <i>(Allow tutors to refer to the suggested references in the course manual and others)</i></p> <p>2.4 In pairs, ask tutors to share their experiences about research.</p> <p>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 mindful of potential GESI and ICT concerns)</i></p> <p>(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.)</p> <p>2.6 Ask tutors to read through the suggested resources to teach the lesson. Then,</p>	<p>2.1 Individually, write your experiences about research and compare your answer with your colleagues.</p> <p>2.2 Define what action research is.</p> <p>2.3 In pairs <i>(one male one female if possible)</i>, identify the types of action research for discussion.</p> <p>2.4 Share your experiences about research with your elbow partner.</p> <p>2.5 Write any two potential challenges associated with teaching the concept and how they can be resolved <i>(be mindful of potential GESI and ICT opportunities and concerns)</i></p> <p>2.6 Read through the suggested resources to teach the lesson and</p>	<p>25 mins</p>
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	<p>facilitate the discussion of their applicability and challenges. <i>Are there any GESI-related issues?)</i> (e. g. roles assigned to group members, access to internet services)</p> <p>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.</p> <p>2.8 Lead tutors to mention the resources recommended for teaching the lesson, noting their practicability and GESI opportunities and challenges.</p>	<p>discuss their applicability and challenges. <i>(Are there any GESI-related issues such as accessibility to resources?)</i></p> <p>2.7 List some of the practical opportunities to apply knowledge gained from this lesson.</p> <p>2.8 Mention the resources recommended for teaching the lesson and discuss their practicability and GESI opportunities and challenges.</p>	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • <i>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".</i> • <i>The resources needed must be identified: literature – page referenced etc., on web, Utube, physical resources, power point; how</i> 			

<p><i>they should be used. Consideration needs to be given to local availability</i></p> <p><i>This section can build on the PD needs identified from the course manuals</i></p>			
<p>3. Teaching, learning and assessment activities for the Lesson</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) • Working through one or two activities, 	<p>3.1 Give tutors some time to read through the teaching and learning activities and identify the areas that may require clarification</p> <p>3.2 Request tutors to study the assessment components of the lesson and examine how they align with the NTEAP and required course assessment. <i>(request tutors to share their knowledge about some of the activities that go into the NTEAP).</i></p> <p>3.3 Lead the whole group discussion of the linkages between the assessment opportunities in the lesson and the approaches to assessment in the NTEAP. Pick out specific examples of opportunities for continuous assessment</p> <p>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.</p>	<p>3.1 Read through the teaching and learning activities and identify the areas that require clarification</p> <p>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.</p> <p>3.3 Discuss the linkages between the assessment opportunities in the lesson and the approaches to assessment in the NTEAP.</p> <p>3.4 In pairs, identify the core and transferable skills being developed or applied using the suggested teaching and learning strategies.</p>	<p>40 mins</p>

	<i>(Refer tutors to the relevant pages in the PD Themes for further reference and support).</i>		
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • <i>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</i> • <i>Identify how any assessments relate to course assessment components</i> • <i>The selected activities should be done with tutors in real or close to real time</i> • <i>Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these</i> 			

<ul style="list-style-type: none"> • <i>Identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied</i> • <i>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</i> • <i>Identify where power point presentations or other resources need to be developed to support learning and provide guidance</i> • <i>Identify resources required for any TLMs and provide guidance on the development of these</i> 			
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • identification of any outstanding issues relating to this Lesson for clarification • Advance preparation • In the case of unresolved issues 	<p>4.1 Ask tutors to bring out any outstanding issues relating to this Lesson for clarification.</p> <p>4.2 Remind tutors of the topic for next week's lesson and the need for adequate preparation</p>	<p>4.1 Ask questions for clarifications</p> <p>4.2 Refer to the course manual and study lesson 2 (with respect to your specialisms) for the next PD session.</p>	<p>5 mins</p>

	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.	
<p>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.</p>	<p>Please apply the points made here to the remaining sessions for the semester. In particular, for example, making specific reference to and supporting tutors in undertaking activities from the course manuals. Providing examples to support tutors understanding and identifying continuous assessment opportunities</p> <p>Remember there is only one subject project and one subject portfolio per course. But these can be developed over several sessions</p>		

Lesson 2:
Processes in conducting Action Research(I)

<p>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</p>	<p>Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></p>	<p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</p>	<p>Time in session</p>
<p>1. Introduction/ lesson overview</p> <ul style="list-style-type: none"> • Overview of subject/s age phase/s to be covered in this PD session and how it will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the Lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes 	<p><i>*Start with an ice breaker from any tutor*</i></p> <p>1.1 Lead tutors to reflect on previous PD sessions for lesson 1 and share any spectacular experiences.</p> <p>1.2 Ask tutors to read the introduction and overview of the main purpose of the lesson in the course manual for discussion</p> <p>1.3 Ask tutors to identify any distinctive aspects of the Lesson for whole group discussion <i>(e.g. ask tutors how this lesson differs from the previous by way of content and competencies required of tutors and learners?)</i></p> <p>1.4 Lead tutors to read the suggested assessment strategies and compare them with the NTEAP. Facilitate the discussion of any observations</p>	<p>1.1 Reflect on the previous PD session on lesson 1 and share your experiences with other tutors</p> <p>1.2 Read the introduction and overview of the main purpose of the lesson in the course manual for discussion.</p> <p>1.3 Identify any distinctive aspects of the Lesson for whole group discussion</p> <p>1.4 Read the suggested assessment strategies and compare them with the NTEAP, and share your observations taking note of potential</p>	

	(e.g. any potential ICT and GESI challenges)	ICT and GESI opportunities and challenges.	
<p>The guidance notes for SL/HoD need to</p> <ul style="list-style-type: none"> • 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 			
<p>2. Concept Development (New learning likely to arise in this Lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and 	<p>2.1 Using the think-pair-share strategy, ask tutors to generate various ways of identifying a research problem for discussion</p> <p>Select one of the identified problems and:</p> <p>2.2 Lead the whole group to discuss how to review literature for the identified problem effectively. <i>(refer to any good research methods textbook such as</i></p>	<p>2.1 In pairs, state any two ways of identifying a research problem. Then, discuss these with the whole group.</p> <p>2.2 Share your views on how to review literature for the identified problem effectively.</p>	25 mins

<p>learning of the concept.</p>	<p><i>Cohen et al. 2018; Johnson & Christensen, 2016)</i></p> <p>2.3 Lead tutors (in pairs) to come out with workable interventions for the identified problem.</p> <p>2.4 Ask tutors to identify any potential GESI related opportunities and challenges associated with the intervention strategies and how they can be addressed.</p>	<p><i>(Are there any GESI and ICT opportunities and challenges worthy of note?)</i></p> <p>2.3 In pairs, identify some workable interventions for the identified problem.</p> <p>2.4 Identify any potential GESI related opportunities and challenges associated with the intervention strategies and how they can be addressed</p>	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • <i>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".</i> • <i>The resources needed must be identified: literature – page referenced etc., on web, YouTube, physical resources, powerpoint; how they should be used. Consideration needs to be given to local availability</i> <p><i>This section can build on the PD needs</i></p>			

<i>identified from the course manuals</i>			
<p>3. Teaching, learning and assessment activities for the Lesson</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) • Working through one or two activities, 	<p>1.1 Allow tutors some time (5-10 mins) to read through the teaching and learning activities and identify the areas that may require clarification</p> <p>1.2 Request tutors to read the assessment opportunities for the Lesson. Then, in turn, ask each tutor to explain how they are aligned to the NTEAP and required course assessment</p> <p>1.3 In pairs, let tutors identify the core and transferable skills being developed or applied by engaging in the selected assessment mode (<i>Prompt tutors to refer to the relevant pages in the PD Themes for further reference and support</i>).</p>	<p>1.1 Read through the teaching and learning activities and identify areas you may need clarification</p> <p>1.2 Read the assessment opportunities for the Lesson and explain how they are aligned to the NTEAP and required course assessment.</p> <p>1.3 Identify the core and transferable skills being developed by using those teaching and learning strategies.</p>	40 mins
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • <i>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</i> 			

<p><i>section 2, or approaches to teaching, learning and assessment, incl. gender-responsive and inclusive approaches</i></p> <ul style="list-style-type: none"> • <i>Identify how any assessments relate to course assessment components</i> • <i>The selected activities should be done with tutors in real or close to real time</i> • <i>Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these</i> • <i>Identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied</i> • <i>Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to</i> 			
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<p><i>other external reference material</i></p> <ul style="list-style-type: none"> • <i>Identify where power point presentations or other resources need to be developed to support learning and provide guidance</i> • <i>Identify resources required for any TLMs and provide guidance on the development of these</i> 			
<p>4 Evaluation and review of session:</p> <ul style="list-style-type: none"> • identification of any outstanding issues relating to this Lesson for clarification • Advance preparation • In the case of unresolved issues 	<p>4.1 Ask tutors to bring out any outstanding issues relating to this Lesson for clarification.</p> <p>4.2 Remind tutors of subsequent week's meeting and topic to be addressed</p> <p>4.3 Remind tutors to note and share any challenges they face in the classroom for the whole discussion.</p>	<p>4.1 Ask questions for clarifications</p> <p>4.2 Refer to lesson 3 in the course manual and study for the next PD session.</p> <p>4.3. Take note of any challenges you face in teaching for discussion in the next PD session.</p>	<p>5 mins</p>
<p>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</p>			

portfolio preparation and development are explicitly addressed in the PD sessions.	
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LESSON 3:
PROCESSES IN CONDUCTING ACTION RESEARCH(II)

<p>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</p>	<p>Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></p>	<p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session)</p>	<p>Time in session</p>
<p>1. Introduction/ lesson overview</p> <ul style="list-style-type: none"> • Overview of subject/s age phase/s to be covered in this PD session and how it will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the Lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes 	<p>1.1 Lead tutors to reflect on the previous PD session on lesson 2 and share any experiences from the previous week's session and Lesson.</p> <p>1.2 Ask tutors to refer to the course manual and read the introduction and overview of the lesson and its corresponding CLOs and Lis.</p> <p>Prompt tutors to identify any distinctive aspects of the Lesson for whole group discussion <i>(e.g. compare the content/skills and competencies of the previous lesson with the current one)</i> e.g. CLO 2 Demonstrate understanding of the processes involved in conducting action research in inclusive and multi-grade classroom (NTECF, NTS 3b, 3e, 3f, 3g, 3i). NB: Let Tutors (individually) note the similarities and</p>	<p>1.1 Reflect on previous PD session/lesson and share your experiences with other tutors</p> <p>1.2 Read the introduction and overview of the lesson and its corresponding CLOs and Lis main. Identify any differences in content/knowledge /skills between today's lesson and last week's.</p> <p>Examine CLO 1 and CLO 2 and tell if there are any similarities or differences.</p>	

	differences between CLOs 1 and 2 for discussion.		
<p>The guidance notes for SL/HoD need to</p> <ul style="list-style-type: none"> • 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 for SL/HoD 			
<p>2. Concept Development (New learning likely to arise in this Lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching the concept. • Identification of needed resources for the teaching and learning of the concept. 	<p>2.1 Using think-pair-share strategy, ask tutors to generate various ways of planning for data collection for discussion</p> <p>2.2 Randomly select a pair to share their plan for data collection for whole group discussion, suggestions and critique <i>(Be guided by standard/conventional ways of collecting data as prescribed by reputable experts authors. Refer to any good action research</i></p>	<p>2.1 In pairs, state any two processes involved in planning for data collection.</p> <p>2.2 In pair, share your plan for data collection. <i>(Be guided by standard/conventional ways of collecting data as prescribed by reputable experts authors. Refer to any good action research textbooks suggested in the curriculum manual)</i></p>	25 mins

	<p><i>textbooks suggested in the curriculum manual)</i></p> <p>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)</p> <p>2.4 Task tutors (in pairs) to generate some other resources (<i>apart from the one provided in the course manual</i>) required for the data collection.</p> <p>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</p>	<p>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)</p> <p>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.</p> <p>2.5 In pair, take the whole group through the processes of implementing the intervention for the problem identified</p>	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • 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 			

<p><i>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</i></p> <p><i>This section can build on the PD needs identified from the course manuals</i></p>			
<p>3. Teaching, learning and assessment activities for the Lesson</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) • Working through one or two activities, 	<p>3.1 Allow tutors some time to read through the teaching and learning activities suggested for the lesson and identify the areas that may require clarification or explanation</p> <p>3.2 Request tutors to read the assessment opportunities for the Lesson. Then, in turn, ask each tutor to explain how the assessment opportunities are aligned to the NTEAP and required course assessment</p> <p>3.4 In pairs, lead tutors to demonstrate how they will apply any one (1) of the assessment strategies.</p> <p>3.5 In pairs, let tutors identify the core and transferable skills being developed or applied by engaging in the selected assessment</p>	<p>3.1 Read through the teaching and learning activities suggested for the lesson and identify areas that may require clarification or explanation</p> <p>3.3 Read the assessment opportunities for the Lesson and explain how the assessment opportunities are aligned to the NTEAP and required course assessment.</p> <p>3.4 Demonstrate how you will implement a selected assessment strategy</p> <p>3.5 Identify the core and transferable skills being developed by using those teaching and learning strategies.</p>	<p>40 mins</p>

	<p>mode (<i>Prompt Tutors to refer to the relevant pages in the PD Themes for further reference and support</i>).</p>		
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • <i>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</i> • <i>Identify how any assessments relate to course assessment components</i> • <i>The selected activities should be done with tutors in real or close to real time</i> • <i>Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and</i> 			

<p><i>provide guidance on these</i></p> <ul style="list-style-type: none"> • <i>Identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied</i> • <i>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</i> • <i>Identify where power point presentations or other resources need to be developed to support learning and provide guidance</i> • <i>Identify resources required for any TLMs and provide guidance on the development of these</i> 			
<p>4 Evaluation and review of session:</p> <ul style="list-style-type: none"> • identification of any outstanding issues relating to this Lesson for clarification • Advance preparation 	<p>4.1 Ask tutors to bring out any outstanding issues relating to this Lesson for clarification.</p> <p>4.2 Remind tutors of subsequent week's meeting and topic to be addressed</p>	<p>4.1 Ask questions for clarifications</p> <p>4.2 Refer to the course manual and study lesson 3 (for each specialisms group) for the next PD session.</p>	<p>5 mins</p>

<ul style="list-style-type: none"> In the case of unresolved issues 	<p>4.3 Remind tutors to note and share any unexpected challenges they face in the classroom for the whole group discussion.</p>	<p>4.3. Take note of any challenges you face in teaching for discussion in the next PD session.</p>	
<p>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.</p>			

Lesson Title:

Data Collection and Analysis 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. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session)	Time in session
<p>1. Introduction/lesson overview</p> <ul style="list-style-type: none"> • Overview of subject/s age phase/s to be covered in this PD session and how it will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes 	<p>1.1 Start the session with an appropriate icebreaker to begin.</p> <p>1.2 Lead tutors to brainstorm the usefulness of the previous PD session, especially on GESI, NTEAP, and ICT to the lesson delivery.</p> <p>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.</p> <p>1.4 Ask tutors to read and discuss the overview and the purpose of Lesson 4.</p> <p>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 (<i>e.g. inquiry skills, critical analytical skills, report writing skills, presentation skills,</i></p>	<p>1.1 Participate in the ice-breaker to warm up for the PD session.</p> <p>1.2 Reflect and share views on the usefulness of the previous PD session, especially on GESI, NTEAP, and ICT, to your lesson delivery.</p> <p>1.3 Share with colleagues some challenges in integrating GESI, NTEAP, and ICT in teaching Lesson 3, and suggest how they could be addressed.</p> <p>1.4 Read and discuss the overview and purpose of Lesson 4.</p> <p>1.5 Identify some cross-cutting issues such as GESI and ICT to be considered in Lesson 4, and suggest how to integrate them (<i>e.g. inquiry skills, critical analytical skills</i>).</p>	<p>20 mins</p>

	<p><i>communication skills, collaboration, attention and care skills through mixed ability/gender group activities).</i></p> <p>1.6 Ask tutors to share their views on the distinctive aspects of Lesson 4 for the early grade, upper primary, and JHS (<i>e.g. misconceptions about collecting research data</i>).</p> <p>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 tutors to check how they are aligned. (NTS 3a, 3b, 3c, 3e, 3f, 3g, 3i).</i></p> <p>1.8 Guide tutors to read the lesson descriptions for Lesson 4 for the early grade, upper primary, and JHS specialisms and discuss the main issues to be learned (<i>e. g. understand and apply the procedures and methods in data collection when conducting mini–Action Research project</i>).</p>	<p>1.6 Share your views on the distinctive aspects of Lesson 4 for the early grade, upper primary, and JHS (<i>e.g. misconceptions about collecting research data</i>).</p> <p>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. <i>Check how they are aligned (NTS 3a, 3b, 3c, 3e, 3f, 3g, 3i).</i></p> <p>1.8 Read the lesson descriptions for the early grade, upper primary and JHS specialisms, and discuss the main issues to be learned (<i>e. g. understand and apply the procedures and methods in data collection when conducting a mini–Action Research project</i>).</p>	
<p>The guidance notes for SL/HoD need to</p> <ul style="list-style-type: none"> • <i>Provide short overview of the lesson</i> • <i>Identify important or distinctive</i> 			

<p><i>features of the lesson</i></p> <ul style="list-style-type: none"> • <i>Identify assessment aligned to NTEAP</i> • <i>Anticipate questions that might arise from the introduction to the lesson and provide responses for SL/HoD.</i> • <i>Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD</i> 			
<p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in the teaching of the concept. • Identification of needed resources for the teaching and learning of the concept. 	<p>2.1 Use shower thoughts to enable tutors to review what was learned in the previous PD session or previous lesson</p> <p>2.2 Using concept cartooning, lead tutors to discuss the general data collection procedures and methods by focusing on selecting the methods; making a rational choice, methods available; considering practicalities, and categorising the methods.</p> <p>2.3 Use groups based on mixed-gender/mixed ability to surf the internet to discuss the pen and paper methods of data collection (tests, personal field notes or journals; case study; quizzes; pupils' diaries; class</p>	<p>2.1 Share your views on what was learned in the previous PD session or previous lesson.</p> <p>2.2 Discuss the general data collection procedures and methods by focusing on selecting the methods; making a rational choice; methods available; considering practicalities; and categorising the methods.</p> <p>2.3 In your mixed gender/mixed ability groups, surf the internet to discuss the pen and paper methods of data collection (tests, personal field notes or journals; case study; quizzes; pupils' diaries; class</p>	<p>25 mins</p>

	<p>exercises, questionnaires; portfolios), and how they could be used in the College and Basic School (early grade, upper primary, and JHS). <i>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.</i></p> <p>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 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.</i></p> <p>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.</p>	<p>exercises, questionnaires; portfolios), and how they could be used in the College and Basic School (early grade, upper primary, and JHS). <i>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.</i></p> <p>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 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.</i></p> <p>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.</p>	
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	<p>2.6 Using brainstorming, lead tutors to identify aspects of the lesson (<i>including GESI and ICT</i>) that might challenge them in new learning (<i>e. g. students with SEN issues</i>).</p> <p>2.7 Lead tutors to discuss how these challenges, especially integrating issues on GESI and ICT, could be addressed for smooth lesson delivery.</p> <p>2.8 Lead a brainstorming session to enable tutors to identify appropriate, feasible, GESI responsive resources (<i>especially for persons with SEN</i>) that will aid in achieving learning outcomes and indicators for the lesson.</p>	<p>2.6 Brainstorm on the aspects of the lesson (<i>including GESI and ICT</i>) that might be challenging to you in terms of new learning (<i>e. g. students with SEN issues</i>).</p> <p>2.7 Discuss how these challenges, especially integrating issues on GESI and ICT, could be addressed for smooth lesson delivery.</p> <p>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.</p>	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • <i>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”.</i> • <i>The resources needed must be identified: literature – page referenced etc, on web, youtube, physical resources, power</i> 			

<p><i>point; how they should be used.</i> <i>Consideration needs to be given to local availability</i> <i>This section can build on the PD needs identified from the course manuals</i></p>			
<p>3. Teaching, learning and assessment activities for the lesson</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) • Working through one or two activities, 	<p>3.1 Lead tutors to identify and discuss the appropriate assessment activities which align to the NTEAP and as required in the course manual for Lesson 4 (<i>NB: subject projects: presentation of group report; subject portfolios: conducting one-on-one interview</i>).</p> <p>3.2 Lead tutors to brainstorm on how to integrate GESI and ICT issues in the assessment activities.</p> <p>3.3 Lead a discussion to enable tutors share views on how the assessment activities relate to course/lesson assessment components</p> <p>3.4 Use think-pair-share (with GESI in mind) to enable tutors identify and discuss which, and where 21st century core and transferrable skills are developed or applied in the lesson (e.g., <i>collaboration, co-operation, teamwork, tolerance, honesty,</i></p>	<p>3.1 Identify and discuss the ideal assessment activities in line with the NTEAP and as required in the course manual for Lesson 4 (<i>NB: subject projects: presentation of group report; subject portfolios: conducting one-on-one interview</i>).</p> <p>3.2 Share your views on how to integrate GESI and ICT issues in the assessment activities.</p> <p>3.3 Share your views on how the assessment activities relate to the course/lesson assessment components.</p> <p>3.4 Identify and discuss which, and where 21st century core and transferrable skills are developed or applied in the lesson (e.g., <i>collaboration, co-operation, teamwork, tolerance, honesty, listening, writing, reporting, and</i></p>	<p>40 mins</p>

	<p><i>listening, writing, reporting, and communication skills, digital literacy etc.).</i></p> <p>3.5 Ask tutors to identify links in the existing PD Themes on Action Research that could be of help in teaching Lesson 4.</p>	<p><i>communication skills, digital literacy etc.).</i></p> <p>3.5 Identify links in the existing PD Themes on Action Research that could be useful in teaching Lesson 4.</p>	
<p>Guidance notes for SL/HoD should</p> <p><i>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</i></p> <p><i>Identify how any assessments relate to course assessment components</i></p> <p><i>The selected activities should be done with tutors in real or close to real time</i></p> <p><i>Anticipate any issues for clarification or questions which</i></p>			

<p><i>might arise as the tutors work through the activities and provide guidance on these</i></p> <p><i>Identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied</i></p> <p><i>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</i></p> <p><i>Identify where power point presentations or other resources need to be developed to support learning and provide guidance</i></p> <p><i>Identify resources required for any TLMs and provide guidance on development of these</i></p>			
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • identification of any outstanding issues relating to this 	<p>4.4 Lead tutors to summarise the main issues in the lesson and discuss any outstanding issues for clarification.</p>	<p>4.1 Recap the main issues in the lesson and discuss any outstanding issues for clarification.</p>	<p>5 mins</p>

<p>lesson for clarification</p> <ul style="list-style-type: none"> • Advance preparation • In the case of unresolved issues 	<p>4.2 Encourage tutors to read on the lesson for the next PD session, and look for relevant materials/resources including laptops and projectors, to be used.</p> <p>Ask tutors to contact the IT experts at the computer laboratory to install appropriate software for analysing quantitative and qualitative data for demonstration and practice in the next PD session.</p> <p><i>NB: PDC should contact a resource person to lead the demonstration where necessary.</i></p> <p>4.3 Encourage 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.</p>	<p>4.2 Read on the lesson for the next PD session, and look for relevant materials/resources including laptops to be used. Contact the IT experts at the computer laboratory to Install appropriate software for analysing quantitative and qualitative data for demonstration and practice in the next PD session.</p> <p>4.3 Identify a critical friend (if any) who took part in the PD session to sit in and observe the lesson using lesson observation guide, and report during next PD session.</p>	
<p>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</p>	<p>Refer for discussion, the suggested assessment strategies for Lesson 4 in the course manuals for Early Grade, Upper Primary, and Junior High School.</p> <ul style="list-style-type: none"> • Presentation of group report on paper and pen methods of collecting data. • Pairing to conduct one-on-one interview after which peer critiquing is done. 		

explicitly addressed in the PD sessions.	
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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. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
<p>1. Introduction / lesson overview</p> <ul style="list-style-type: none"> • Overview of subject/s age phase/s to be covered in this PD session and how it will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes 	<p>1.1 Use an appropriate icebreaker to start the PD session.</p> <p>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.</p> <p>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.</p> <p>1.4 Use brainstorming 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.</p>	<p>1.1 Participate in the ice-breaker to warm up for the PD session.</p> <p>1.2 Share views on how useful the previous PD session was to the lesson delivery, especially on issues of GESI, NTEAP, and ICT.</p> <p>1.3 Share with colleagues, some challenges identified in integrating GESI, NTEAP, and ICT in teaching Lesson 4.</p> <p>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.</p>	<p>20 mins</p>

	<p>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.</p> <p>1.6 Ask tutors to read and discuss the overview and the purpose of Lesson 5.</p> <p>1.7 Lead tutors to identify some cross cutting issues such as GESI and ICT, to be considered in Lesson 5 (<i>e.g inquiry, analytical, report writing, presentation, communication, and collaboration skills; as well as, attention and care skills through mixed ability/gender group activities</i>), and suggest how to integrate them.</p> <p>1.8 Use think-pair-share (with GESI in mind) to assist tutors to share their views on the distinctive aspects of Lesson 5. (<i>e.g. identifying and applying the appropriate procedures in collecting data</i>).</p> <p>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,</p>	<p>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.</p> <p>1.6 Read and discuss the overview and purpose of Lesson 5.</p> <p>1.7 Identify some cross cutting issues such as GESI and ICT to be considered in Lesson 5 (<i>e.g inquiry, analytical, report writing, presentation, communication, and collaboration skills; as well as, attention and care skills through mixed ability/gender group activities</i>), and suggest how to integrate them.</p> <p>1.8 In pairs (with GESI in mind), share your views on the distinctive aspects of Lesson 5. (<i>e.g. identifying and applying the appropriate procedures in collecting data</i>).</p> <p>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</p>	
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	<p>upper primary, and JHS. Prompt tutors to check how they are aligned. (NTS 3a, 3b, 3c, 3e, 3f, 3g, 3i).</p> <p>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 to be learned.</p>	<p>JHS. Check how they are aligned (NTS 3a, 3b, 3c, 3e, 3f, 3g, 3i).</p> <p>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.</p>	
<p>The guidance notes for SL/HoD need to</p> <ul style="list-style-type: none"> • 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 			

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

	<p>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. <i>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.</i></p> <p>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. <i>Encourage tutors with good knowledge in the use of the software for analysing data to support their groups and other groups.</i></p> <p>2.6 Using think-pair-share (with GESI in mind), ask tutors to identify aspects of the lesson (<i>including GESI and ICT</i>) that might be challenging for them in terms of new learning.</p>	<p>qualitative and quantitative data, action research using qualitative approach, synthesise data, and appreciate the guidelines for analysing data. <i>Observe the demonstration critically and put down notes on the various steps. Ask questions for clarification.</i></p> <p>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. <i>Support colleagues (where necessary) (individually or in groups) on how to use software to analyse data.</i></p> <p>2.6 In pairs, think and share your views on the aspects of the lesson (<i>including GESI and ICT</i>) that might be challenging for you in terms of new learning.</p>	
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	<p>2.7 Lead tutors to discuss how these challenges could be addressed for smooth lesson delivery.</p> <p>2.8 In mixed ability or mixed gender groups, ask tutors to identify other suitable, feasible, digital and GESI (<i>particularly for persons with SEN</i>) 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.</p>	<p>2.7 Discuss how the challenges noted could be addressed for smooth lesson delivery.</p> <p>2.8 In your groups identify other applicable, feasible, digital and GESI (<i>particularly for persons with SEN</i>) 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</p>	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • <i>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”.</i> • <i>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</i> 			

<p><i>This section can build on the PD needs identified from the course manuals</i></p>			
<p>3. Teaching, learning and assessment activities for the lesson</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) • Working through one or two activities, 	<p>3.1 Use mixed ability or gender groups to enable tutors to identify and discuss the appropriate assessment activities (subject projects: <i>Conduct a mini data collection activity during STS, Use any or a combination of pen and paper methods or live methods;</i> subject portfolios: <i>mini action research report</i>) which align to the NTEAP and as required in the course manual for Lesson 5.</p> <p>3.2 Use mixed ability or gender groups to enable tutors to discuss and share their views on how to integrate GESI, and ICT in the assessment activities (<i>e.g., mixed ability and mixed gender groupings to conduct a mini data collection activity during STS; making provision for persons with special education needs; using power point to present group report</i>).</p> <p>3.3 Use brainstorming to enable tutors share their views on how the assessment activities relate to course assessment components</p>	<p>3.1 Identify and discuss the appropriate assessment activities (Subject projects: <i>Conduct a mini data collection activity during STS, Use any or a combination of pen and paper methods or live methods;</i> subject portfolios: <i>mini action research report</i>) which align to the NTEAP and as required in the course manual for Lesson 5.</p> <p>3.2 In your mixed ability or gender groups discuss and share your views on how to integrate GESI, and ICT in the assessment activities. (<i>e.g., mixed ability and mixed gender groupings to conduct a mini data collection activity during STS; making provision for persons with special education needs; using power point to present group report</i>).</p> <p>3.3 Share your views on how the assessment activities relate to the course assessment components.</p>	<p>40 mins</p>

	<p>3.4 Lead tutors to discuss which, and where 21st century core and transferrable skills are developed or applied in Lesson 5.(e.g., <i>collaboration, co-operation, teamwork, tolerance, honesty, listening, writing, speaking, communication, digital literacy, reporting skills etc.</i>).</p> <p>3.5 Ask tutors to identify links in the existing PD Themes on Action Research and Questioning that could be useful in teaching Lesson 5.</p>	<p>3.4 Discuss which, and where 21st century core and transferrable skills are developed or applied in Lesson 5.(e.g., <i>collaboration, co-operation, teamwork, tolerance, honesty, listening, writing, speaking, communication, digital literacy, reporting skills etc.</i>).</p> <p>3.5 Identify links in the existing PD Themes on Action Research and Questioning that could be of great help in teaching Lesson 5.</p>	
<p>Guidance notes for SL/HoD should <i>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</i> <i>Identify how any assessments relate to course</i></p>			

<p><i>assessment components</i></p> <p><i>The selected activities should be done with tutors in real or close to real time</i></p> <p><i>Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these</i></p> <p><i>Identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied</i></p> <p><i>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</i></p> <p><i>Identify where power point presentations or other resources need to be developed to support learning and provide guidance</i></p>			
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<p><i>Identify resources required for any TLMs and provide guidance on development of these</i></p>			
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues 	<p>4.1 Lead tutors to summarise the main issues in the lesson and discuss any outstanding issues for clarification.</p> <p>4.2 Encourage tutors to practice the use of software in analysing quantitative and qualitative data.</p> <p>4.3 Inform tutors to read on the lesson for the next PD session, and look for relevant materials/resources to be used.</p> <p>4.4 Encourage 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.</p>	<p>4.1 Recap the main issues in the lesson and discuss any outstanding issues for clarification.</p> <p>4.2 Practice the use of software in analysing quantitative and qualitative data.</p> <p>4.3 Read on the lesson for the next PD session, and look for relevant materials/resources to be used.</p> <p>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.</p>	<p>5 mins</p>
<p>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</p>	<p>Subject Projects Conduct a mini data collection activity during STS using any or a combination of pen and paper methods or live methods.</p> <p>Subject Portfolio Write a 12-paged double spacing mini–Action Research proposal on a topic based on an experience during STS The proposal must have an appendix for a proposed tool (Interview guide, test, observation guide etc) to be used in collecting preliminary data to conduct a mini–Action Research for either early grade, upper primary, or Junor High School learners as applicable.</p>		

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

Writing Action Research Report (Presentation Format and Introduction)

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
<p>1. Introduction / lesson overview</p> <ul style="list-style-type: none"> • Overview of subject/s age phase/s to be covered in this PD session and how it will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes 	<p>1.1 Begin the PD session with a relevant icebreaker.</p> <p>1.2 Using mixed ability or 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.</p> <p>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.</p> <p>1.4 Ask tutors to read and discuss the overview and the purpose of Lesson 6.</p> <p>1.5 Use think-pair-share to enable tutors to identify some cross cutting issues (<i>e.g inquiry, analytical, report writing,</i></p>	<p>1.1 Participate in the ice-breaker to warm up for the PD session.</p> <p>1.2 Discuss and share your views on how beneficial the previous PD session was to the delivery of Lesson 5, especially on issues of GESI, NTEAP, and ICT.</p> <p>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.</p> <p>1.4 Read and discuss the overview and the purpose of Lesson 6.</p> <p>1.5 In pairs, discuss and share your views on some cross cutting issues (<i>e.g inquiry, analytical, report writing, presentation,</i></p>	<p>20 mins</p>

	<p><i>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.</i></p> <p>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. <i>(e.g., identification of various aspects of action research report).</i></p> <p>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 how they are aligned. (NTS 3a, 3b, 3c, 3e, 3f, 3g, 3i).</i></p> <p>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. <i>(e.g., procedures for writing an Action Research project; application of the procedures for writing Action Research; stages in</i></p>	<p><i>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.</i></p> <p>1.6 In your mixed ability or mixed gender groups, discuss and share your views on the distinctive aspects of Lesson 6 <i>(e.g., identification of various aspects of action research report).</i></p> <p>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. <i>(NTS 3a, 3b, 3c, 3e, 3f, 3g, 3i).</i></p> <p>1.8 Read the lesson description for Lesson 6 for early grade, upper primary, and JHS, and discuss the main issues to be learned. <i>(e.g., procedures for writing an Action Research project; application of the procedures for writing Action Research; stages in</i></p>	
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	<p><i>writing Action Research report)</i></p> <p>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.</p>	<p><i>writing Action Research report).</i></p> <p>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.</p>	
<p>The guidance notes for SL/HoD need to</p> <ul style="list-style-type: none"> • <i>Provide short overview of the lesson</i> • <i>Identify important or distinctive features of the lesson</i> • <i>Identify assessment, aligned to NTEAP</i> • <i>Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD.</i> • <i>Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD</i> 			
<p>2. Concept Development (New learning likely to arise in this lesson):</p>	<p>2.1 Use shower thoughts to enable tutors review the previous PD session/lesson.</p> <p>2.2 Using mixed ability/gender groups, ask</p>	<p>2.1 Share your views on the issues learned in the previous PD session/lesson.</p> <p>2.2 In your mixed ability or mixed gender groups,</p>	<p>25 mins</p>

<p>Identification and discussion of concepts Identification of possible challenging areas in teaching of the concept. Identification of needed resources for the teaching and learning of the concept.</p>	<p>tutors to discuss and share their views on the format for presenting the preliminary pages of an Action Research report (<i>declaration; acknowledgements; dedication; table of contents; list of tables; list of figures; list of diagrams; abstract</i>).</p> <p>2.3 Using concept cartooning, ask tutors to discuss the components and processes of Chapter One (Introduction) of an Action Research report. <i>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.</i></p> <p>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</p>	<p>discuss and share your views on the format used in presenting the preliminary pages of an Action Research report (<i>declaration; acknowledgements; dedication; table of contents; list of tables; list of figures; list of diagrams; abstract</i>).</p> <p>2.3 Discuss the components and processes of Chapter One (Introduction) of an Action Research report. <i>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.</i></p> <p>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</p>	
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	<p>discussion and peer assessment.</p> <p>2.5 Using think-pair-share (with GESI in mind), ask tutors to identify aspects of the lesson (<i>including GESI and ICT</i>) that might be challenging for them in terms of new learning, and suggest how these challenges could be addressed.</p> <p>2.6 In mixed ability or mixed gender groups, ask tutors to identify other suitable, feasible, digital and GESI (<i>particularly for persons with SEN</i>) 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.</p>	<p>discussion and peer assessment.</p> <p>2.5 In pairs, identify aspects of the lesson (<i>including GESI and ICT</i>) that could be a hinderance in terms of new learning, and suggest how these challenges could be addressed.</p> <p>2.6 In your mixed ability or mixed gender groups, identify other appropriate GESI responsive resources (<i>particularly for persons with SEN</i>) apart from those required in the course manuals that could be used in teaching the lesson. E.g., NTEAP, Guidance Notes for integrating GESI.</p>	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • <i>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”.</i> • <i>The resources needed must be identified: literature</i> 			

<p>– page referenced etc, on web, youtube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</p> <p>This section can build on the PD needs identified from the course manuals</p>			
<p>3. Teaching, learning and assessment activities for the lesson</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) • Working through one or two activities, 	<p>3.1 Use mixed ability or gender groups to enable tutors to identify and discuss the appropriate assessment activities (subject projects: mixed ability/gender groups to surfing the internet to download an action research report and discuss the components of the preliminary pages, and chapter one for peer critiquing; subject portfolios: semester project on writing chapter one of an action research) which align to the NTEAP and as required in the course manual for Lesson 6.</p> <p>3.2 Use mixed ability or gender groups to enable tutors to discuss and share their views on how to integrate GESI, and ICT in the assessment activities.</p> <p>3.3 Lead a brainstorming session to enable tutors</p>	<p>3.1 In your mixed ability or gender groups, identify and discuss the appropriate assessment activities (subject projects: mixed ability/gender groups to surfing the internet to download an action research report and discuss the components of the preliminary pages, and chapter one for peer critiquing; subject portfolios: semester project on writing chapter one of an action research) which align to the NTEAP and as required in the course manual for Lesson 6.</p> <p>3.2 In your mixed ability or gender groups discuss and share your views on how to integrate GESI, and ICT in the assessment activities.</p> <p>3.3 Share your views on how the assessment activities</p>	<p>40 mins</p>

	<p>share their views on how the assessment activities relate to course assessment components and the NTEAP</p> <p>3.4 Lead a discussion on which 21st century core and transferrable skills (<i>e.g., collaboration, co-operation, teamwork, tolerance, honesty, listening, writing, speaking, communication, digital literacy, reporting skills etc.</i>) are developed or applied in Lesson 6.</p> <p>3.5 Ask tutors to identify links in the existing PD Themes on Action Research and Questioning that could be useful in teaching Lesson 6.</p>	<p>relate to the course assessment components and the NTEAP.</p> <p>3.4 Discuss which 21st century core and transferrable skills (<i>e.g., collaboration, co-operation, teamwork, tolerance, honesty, listening, writing, speaking, communication, digital literacy, reporting skills etc.</i>) are developed or applied in Lesson 6.</p> <p>3.5 Identify links in the existing PD Themes on Action Research and Questioning that could be of great help in teaching Lesson 6.</p>	
<p>Guidance notes for SL/HoD should</p> <p><i>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</i></p>			

<p><i>inclusive approaches</i></p> <p><i>Identify how any assessments relate to course assessment components</i></p> <p><i>The selected activities should be done with tutors in real or close to real time</i></p> <p><i>Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these</i></p> <p><i>Identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied</i></p> <p><i>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</i></p> <p><i>Identify where power point presentations or other resources need to be</i></p>			
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<p><i>developed to support learning and provide guidance</i> <i>Identify resources required for any TLMs and provide guidance on development of these</i></p>			
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues 	<p>4.1 Use brainstorming to enable tutors review the main issues learned in the PD session, and discuss any outstanding issues for clarification.</p> <p>4.2 Inform tutors to read on the lesson for the next PD session, and look for appropriate materials/resources to be used.</p> <p>4.3 Encourage 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.</p>	<p>4.1 Summarise the main issues raised in the PD session, and discuss any outstanding issues for clarification.</p> <p>4.2 Read on the lesson for the next PD session, and look for relevant materials/resources to be used.</p> <p>4.3 Identify a critical friend (if any) who took part in the PD session to observe your lesson using lesson observation guide, and report during next PD session</p>	<p>5 mins</p>
<p>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</p>	<p>Subject Project In mixed ability/gender groups students should surf the internet to download an action research report or visit the library to review the components of the preliminary pages, and Chapter One of an Action Research report for power point presentation in class for peer critiquing.</p> <p>Subject Portfolio Individual writing and submission of Chapter One of an Action Research as semester project.</p>		

and development are explicitly addressed in the PD sessions.	
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Lesson Title:
Writing Action Research Report (Literature Review)

<p>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</p>	<p>Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></p>	<p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</p>	<p>Time in session</p>
<p>1. Introduction / lesson overview</p> <ul style="list-style-type: none"> • Overview of subject/s age phase/s to be covered in this PD session and how it will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s <p>Reading and discussion of the introductory sections up to learning outcomes</p>	<p>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. <i>NB: Address any concerns.</i></p> <p>1.2 Introduce tutors to the lesson by asking them to read the lesson description for lesson 7 and discuss the main purpose.</p> <p>1.3 Using Think Pair Share, let tutors discuss the distinctive features of the lesson. <i>Some distinctive features of 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).</i></p>	<p>1.1 Individually, reflect on the previous PD session and share your experiences especially how you integrated GESI in your teaching.</p> <p>1.2 Read the lesson description for lesson 7 and discuss the main purpose.</p> <p>1.3 In your pairs, discuss the distinctive features of the lesson.</p>	

	<p>1.4 Ask tutors to read the introductory sections up to learning outcomes.</p> <p>1.5 Ask tutors if they have any unresolved issues and assist them to resolve them.</p>	<p>1.4 Read the introductory sections up to learning outcomes.</p> <p>1.5 Do you have any unresolved issues?</p>	
<p>The guidance notes for SL/HoD need to</p> <ul style="list-style-type: none"> • 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. <p><i>Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD</i></p>			
<p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. 	<p>2.1 Put tutors in groups to identify and discuss the key concepts in the lesson.</p> <p><i>NB: The key concepts to be developed are meaning of literature review, materials to review, sources of literature, how to review literature, writing literature review),</i></p>	<p>2.1 In your groups, identify and discuss the key concepts in the lesson.</p>	<p>25 mins</p>

<p>Identification of needed resources for the teaching and learning of the concept.</p>	<p><i>types of literature (Theoretical and Empirical).</i></p> <p>2.2 Find out from tutors if there are aspects of the lesson whose teaching may pose a challenge to them.</p> <p><i>NB: Help tutors to address their challenges.</i></p> <p>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.).</p> <p>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.</p>	<p>2.2 Are there aspects of the lesson whose teaching may pose a challenge to you?</p> <p>2.3 In your pairs, identify and discuss resources for the teaching and learning of the concepts.</p> <p>2.4 How can GESI be integrated into the lesson?</p>	
<p>Guidance notes for SL/HoD should</p> <p>a. <i>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”.</i></p> <p>b. <i>The resources needed must be</i></p>			

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

	<p>how they will <u>use specific examples of continuous assessment to assess the learning of student teachers in class.</u></p> <p><u>E. g. Demonstrating how to do an empirical review of literature.</u></p> <p>3.5 Ask tutors to discuss in groups the main teaching and learning resources available in Lesson 7 and how they will use them effectively to promote learning at both the new 4-year B. Ed and Basic School Curricula.</p>	<p>will <u>use specific examples of continuous assessment to assess the learning of student teachers in class.</u></p> <p><u>E. g. Demonstrate how to do an empirical review of literature.</u></p> <p>3.5 In your groups, discuss the main teaching and learning resources available in Lesson 7 and how you will use them effectively to promote learning at both the new 4-year B. Ed and Basic School Curricula.</p>	
<p>Guidance notes for SL/HoD should</p> <p><i>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</i></p> <p><i>f. Identify how any assessments relate to course assessment components</i></p>			

<p><i>g. The selected activities should be done with tutors in real or close to real time</i></p> <p><i>h. Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these</i></p> <p><i>i. Identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied</i></p> <p><i>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</i></p> <p><i>k. Identify where power point presentations or other resources need to be developed to support learning and provide guidance</i></p> <p><i>l. Identify resources required for any TLMs and provide</i></p>			
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<i>guidance on development of these</i>			
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • identification of any outstanding issues relating to this lesson for clarification • Advance preparation <p>In the case of unresolved issues</p>	<p>4.1 Ask tutors if there any outstanding issues to be resolved. Help them to address any such issues.</p> <p>4.2 Encourage tutors to read lesson 8 from the PD manual and find relevant materials for the next session.</p>	<p>4.1 Are there any outstanding issues to be resolved?</p> <p>4.2 Read lesson 8 from the PD manual and find relevant materials for the next session.</p>	5 mins
<p>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.</p>	<p>Subject Portfolio: Individuals should review 5 articles on an identified classroom related problem. They should indicate problem investigated, purpose of the study, research questions, methodology and some findings of each.</p>		

Lesson Title:

Writing Action Research Report (Methodology)

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
<p>1. Introduction / lesson overview</p> <ul style="list-style-type: none"> • Overview of subject/s age phase/s to be covered in this PD session and how it will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes 	<p>1.1 Provide tutors with stick-on sheets and ask them to individually write at least 4 main issues discussed during the previous PD session on Writing Action Research Report (Literature Review) and share with the whole group.</p> <p>1.2 Allow tutors to also share their experiences in teaching unit 7.</p> <p>1.3 Ask tutors to read the lesson description for lesson 8 and discuss the main purpose.</p> <p>1.4 Using shower thoughts, ask tutors to discuss the distinctive features of lesson 8. (<i>The distinctive features of lesson 8 include: research design; setting of the study; population; sample; sampling technique.</i>)</p> <p>1.5 Find out if tutors have any unresolved issues and assist them to resolve them.</p>	<p>1.1 On your stick-on sheets, individually write at least 4 main issues discussed during the previous PD session on Writing Action Research Report (Literature Review) and share with the whole group.</p> <p>1.2 Share your experiences in teaching unit 7.</p> <p>1.3 Read the lesson description for lesson 8 and discuss the main purpose.</p> <p>1.4 Using shower thoughts, discuss the distinctive features of lesson 8.</p> <p>1.5 Do you have any unresolved issues?</p>	

<p>The guidance notes for SL/HoD need to</p> <ul style="list-style-type: none"> • 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 			
<p>1 Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept. 	<p>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)</p> <p>2.2 Find out from tutors if there are aspects of the lesson whose teaching may pose a challenge to them.</p> <p><i>NB: Help tutors to resolve concerns about any challenges aspects of the lesson.</i></p>	<p>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).</p> <p>2.2 Are there aspects of the lesson whose teaching may pose a challenge to you?</p>	<p>25 mins</p>

	<p>2.3 In groups, ask tutors to identify and discuss resources for the teaching and learning of lesson 8.</p> <p>Examples are:</p> <ol style="list-style-type: none"> i. NVIVO 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 <p>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.</p>	<p>2.3 In your groups, identify and discuss resources for the teaching and learning of lesson 8.</p> <p>2.4 How can GESI be integrated in teaching lesson 8?</p>	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • <i>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</i> 			

<p><i>taking tutors through the lesson activities “walk through”.</i></p> <ul style="list-style-type: none"> <i>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</i> <p><i>This section can build on the PD needs identified from the course manuals</i></p>			
<p>3. Teaching, learning and assessment activities for the lesson</p> <ul style="list-style-type: none"> Reading of teaching and learning activities and identification of areas that require clarification Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) Working through one or two activities, 	<p>3.1 Ask tutors to read the teaching and learning activities section in the course manual and identify areas that require clarification.</p> <p>3.2 Ask tutors to discuss in groups how the activities and strategies can be used to enhance the core and transferable skills (such as collaboration, digital literacy, communication, etc.) and GESI in the lesson delivery in both the Colleges of Education B.Ed. and Basic School Curricula.</p> <p>3.3 Ask tutors to read the assessment section in the course manual.</p>	<p>3.1 Read the teaching and learning activities section in the course manual and identify areas that require clarification.</p> <p>3.2 Discuss in groups how the activities and strategies can be used to enhance the core and transferable skills (such as collaboration, digital literacy, communication, etc.) and GESI in the lesson delivery in both the Colleges of Education B.Ed. and the Basic School Curricula.</p> <p>3.3 Read the assessment section in the course manual.</p>	<p>40 mins</p>

	<p>3.4 Allow them to discuss how the assessment instruments and procedures suggested in the course manual align with the NTEAP.</p> <p>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.</p> <p>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. <i>NB: Provide tutors with sample data.</i></p> <p>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.</p>	<p>3.4 Discuss how the assessment instruments and procedures suggested in the course manual align with the NTEAP.</p> <p>3.5 Discuss the continuous assessment activities you will take student teachers through during the lesson.</p> <p>3.6 Demonstrate how you will assist student teachers to use a given sampling technique to select the sample for an imaginary study.</p> <p>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.</p>	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • <i>Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from</i> 			

<p>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</p> <ul style="list-style-type: none"> • 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 21st skills and the use of information technology, are being developed or applied • Makes links to the existing PD Themes with page reference where they can 			
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<p><i>support teaching, for example: action research, questioning and to other external reference material</i></p> <ul style="list-style-type: none"> • <i>Identify where power point presentations or other resources need to be developed to support learning and provide guidance</i> • <i>Identify resources required for any TLMs and provide guidance on development of these</i> 			
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues 	<p>4.1 Ask tutors to summarise the main issues in the PD session and discuss any outstanding issues that relate to it for clarification.</p> <p>4.2 Encourage tutors to read PD session 9.</p> <p>4.3 Remind tutors to identify a critical friend to sit in their class during lesson and report on observation during next PD session.</p>	<p>4.1 Summarise the main issues in the PD session and discuss any outstanding issues that relate to it for clarification.</p> <p>4.2 Read on PD session 9.</p> <p>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.</p>	<p>5 mins</p>
<p>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with</p>			

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)

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
<p>1. Introduction / lesson overview</p> <ul style="list-style-type: none"> • Overview of subject/s age phase/s to be covered in this PD session and how it will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes 	<p>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.</p> <p>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.</p> <p>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.</p> <p>1.4 Lead tutors to read and discuss the overview and the purpose of the PD session for Lesson 9.</p> <p>1.5 Ask tutors to reflect on the need to make use of cross cutting themes (GESI, and ICT) in lessons.</p>	<p>1.1 Share your views on how useful PD session 8 was (including issues on the NTEAP) to the delivery of the previous lesson.</p> <p>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.</p> <p>1.3 Share your views on the challenges you faced delivering lesson 8 and how these challenges could be addressed in lesson 9.</p> <p>1.4 Read and discuss the overview and the purpose of the PD session for Lesson 9.</p> <p>1.5 Reflect on the need to make use of cross cutting themes (GESI, and ICT) in lessons.</p>	

	<p>1.6 Ask tutors to suggest ways to integrate issues on GESI and ICT in Lesson 9.</p> <p>1.7 Using two groups, ask tutors to share their views on the important or distinctive aspects of Lesson 9.</p>	<p>1.6 Suggest ways to integrate issues on GESI and ICT in Lesson 9.</p> <p>1.7 In two groups, share your views on the important or distinctive aspects of Lesson 9.</p>	
<p>The guidance notes for SL/HoD need to</p> <ul style="list-style-type: none"> • 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 			
<p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging 	<p>2.1 Ask tutors to read the lesson description for Lesson 9 and discuss the main issues to be learned in the lesson.</p> <p>2.2 Put tutors into two groups (considering gender representation, where applicable) and ask</p>	<p>2.1 Read the lesson description for Lesson 9 and discuss the main issues to be learned in the lesson.</p> <p>2.2 In two groups (considering gender representation, where applicable) identify the</p>	25 mins

<p>areas in teaching of the concept.</p> <ul style="list-style-type: none"> • Identification of needed resources for the teaching and learning of the concept. 	<p>them to identify the practical approaches to synthesising the data and presenting data from pupils’ diaries, journal, photograph or videos.</p> <p>2.3 Using concept cartoons, ask tutors to discuss the various ways used in interpretation of data and discussion, and how to answer research questions using analysed data.</p> <p>2.4 Ask tutors to discuss how GESI can be integrated into the lesson. E. g. equal representation for girls, and other minority groups (religious and ethnic).</p>	<p>practical approaches to synthesising the data and presenting data from pupils’ diaries, journal, photograph or videos.</p> <p>2.3 Using concept cartoons, discuss the various ways used in interpretation of data and discussion, and how to answer research questions using analysed data.</p> <p>2.4 Discuss how GESI can be integrated into the lesson.</p>	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • <i>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”.</i> • <i>The resources needed must be identified: literature – page referenced etc, on web, Youtube, physical resources, power</i> 			

<p><i>point; how they should be used.</i> <i>Consideration needs to be given to local availability</i> <i>This section can build on the PD needs identified from the course manuals</i></p>			
<p>3. Teaching, learning and assessment activities for the lesson</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) • Working through one or two activities, 	<p>3.1 Lead a whole-group discussion on the suggested teaching and learning activities to be used in teaching lesson 9, and how they will promote the content delivery of the lesson, including issues on GESI and ICT and show how student teachers can be helped to use same or similar activities to support the delivery of the Basic School Curriculum through STS activities.</p> <p>3.2 Ask tutors to discuss the appropriateness of the activities and strategies and how they will be used to enhance the core and transferable skills (e.g., critical thinking, problem solving, communication, collaboration, digital literacy), and GESI in the lesson and show how they will guide student teachers to support basic school learners to develop these skills through STS activities.</p>	<p>3.1 Discuss the suggested teaching and learning activities to be used in teaching lesson 9, and how they will promote the content delivery of the lesson, including issues on GESI and ICT and show how student teachers can be helped to use same or similar activities to support the delivery of the Basic School Curriculum through STS activities.</p> <p>3.2 Discuss the appropriateness of the activities and strategies and how they will be used to enhance the core and transferable skills (e.g., critical thinking, problem solving, communication, collaboration, digital literacy), and GESI in the lesson and show how they will guide student teachers to support basic school learners to develop these skills through STS activities.</p>	<p>40 mins</p>

	<p>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.</p> <p>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.</p> <p>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.</p> <p>3.6 Ask tutors to suggest some continuous assessment activities which can be used to assess student teachers during the teaching of lesson 9.</p> <p>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.</p>	<p>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.</p> <p>3.4 Two of you should model a selected activity in a teaching situation for lesson 9.</p> <p>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.</p> <p>3.6 Suggest some continuous assessment activities which can be used to assess student teachers during the teaching of lesson 9.</p> <p>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.</p>	
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<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • <i>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</i> • <i>Identify how any assessments relate to course assessment components</i> • <i>The selected activities should be done with tutors in real or close to real time</i> • <i>Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these</i> • <i>Identify where, and which, core and transferable skills, including 21st skills and the use of</i> 			
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<p><i>information technology, are being developed or applied</i></p> <ul style="list-style-type: none"> • <i>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</i> • <i>Identify where power point presentations or other resources need to be developed to support learning and provide guidance</i> • <i>Identify resources required for any TLMs and provide guidance on development of these</i> 			
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues 	<p>4.1 Ask tutors to recap the session on lesson 9.</p> <p>4.2 Ask tutors if there are any outstanding issues to be resolved. Help them to address any such issues.</p> <p>4.3 Encourage tutors to read lesson 10 from the PD manual and find relevant materials for the next session.</p>	<p>4.1 Recap the session on lesson 9.</p> <p>4.2 Are there any outstanding issues to be resolved?</p> <p>4.3 Read lesson 10 from the PD manual and find relevant materials for the next session.</p>	<p>5 mins</p>
<p>Course assessment in accordance with the NTEAP: SWL need to</p>			

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. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
<p>1. Introduction / lesson overview</p> <ul style="list-style-type: none"> • Overview of subject/s age phase/s to be covered in this PD session and how it will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes 	<p>1.1 Ask tutors to tell the usefulness of the previous PD session and how it facilitated their lesson delivery over the week</p> <p>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.</p> <p>1.3 Invite the critical friend to provide feedback on his/her observed lesson with the group.</p> <p>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.</p>	<p>1.1 Share your views on how usefulness the previous PD session was and how it facilitated your lesson delivery over the week</p> <p>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</p> <p>1.3 As a critical friend, share with the group your observation on the enacted lesson.</p> <p>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.</p>	

	1.5 Discuss in pairs and share ideas with the group, the important or distinctive features of the lesson <i>(refer to lesson 10 of course manual and note NTECF, NTS 3b, 3e, 3f, 3g, 3i, 3j, 3l).</i>	1.5 In pairs, discuss the important or distinctive features of the lesson and share ideas with the group <i>(refer to lesson 10 of course manual (NTECF, NTS 3b, 3e, 3f, 3g, 3i, 3j, 3l).)</i>	
<p>The guidance notes for SL/HoD need to</p> <ul style="list-style-type: none"> • 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 			
<p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. 	<p>2.1 Ask tutors to list the major concepts to be covered in the lesson, share with group and clarify issues that may arise for discussion and clarification.</p> <p>2.2 Ask tutors to identify and brainstorm on strategies that can be used in the enactment of the lesson</p>	<p>2.1 list the major concepts to be covered in the lesson, share with group and clarify issues that may arise for discussion and clarification.</p> <p>2.2 Identify and brainstorm on strategies that can be used in the enactment of the lesson</p>	25 mins

<ul style="list-style-type: none"> • Identification of needed resources for the teaching and learning of the concept. 	<p>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.</p> <p>2.4 Lead tutors to identify the resources needed for the successful implementation of lesson 10, ensuring that the meet GESI specification and ICT (<i>web, power point slides and illustrations that are GESI sensitive etc.</i>)</p>	<p>2.3 Discuss challenges you are likely to encounter when presenting the topics in lessons 10 and what could be done to minimise them.</p> <p>2.4 Identify the resources needed for the successful implementation of lesson 10, ensuring that the meet GESI specification and ICT (<i>web, power point slides illustrations that are GESI sensitive etc.</i>)</p>	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • <i>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”.</i> • <i>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</i> 			

<p><i>This section can build on the PD needs identified from the course manuals</i></p>			
<p>3. Teaching, learning and assessment activities for the lesson</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) <p>Working through one or two activities,</p>	<p>3.1 Refer tutors to lesson 10 of each the course manual to study the suggested teaching and learning activities for the lesson and discuss any area that may need clarification.</p> <p>3.2 Encourage tutors to suggest additional teaching and learning activities in line with the LOs and the corresponding LIs to be used in the lesson enactment taking into account GESI (<i>e.g., paying attention to both males and female and SEN: ICT e.g., videos, internet</i>)</p> <p>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.</p> <p>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 ()</p>	<p>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.</p> <p>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 attention to both males and female and SEN: ICT e.g., videos, internet</i>)</p> <p>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.</p> <p>3.4 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 ()</p>	<p>40 mins</p>

	<p>3.5 Ask tutors to identify potential challenges in the teaching of lesson 10 and the way forward <i>(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.</i></p> <p>3.6 Encourage tutors to refer to previous PD manuals and note down appropriate teaching strategies that can support the delivery of lesson 10. <i>Example, theme 7 (the tutor as a researcher)</i></p> <p>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 that traditional gender roles are not reinforced and that resources are equally distributed lesson).</i></p> <p>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 <i>STS activities,</i></p>	<p>3.5 Identify potential challenges in teaching lesson 10 and the way forward <i>(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.</i></p> <p>3.6 Refer to previous PD manuals and note down appropriate teaching strategies that can support the delivery of lesson 10. <i>Example, theme 7 (the tutor as a researcher)</i></p> <p>3.7 Identify appropriate teaching and learning resources for teaching lesson and how you can develop them, taking into consideration ICT and GESI <i>(ensuring that traditional gender roles are not reinforced and that resources and that equally distributed) Refer to PD theme 1- Creative approaches.</i></p> <p>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 <i>STS activities,</i></p>	
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	<i>child study and action research projects.</i>	<i>child study and action research projects.</i>	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • <i>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</i> • <i>Identify how any assessments relate to course assessment components</i> • <i>The selected activities should be done with tutors in real or close to real time</i> • <i>Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these</i> • <i>Identify where, and which, core and</i> 			

<p><i>transferable skills, including 21st skills and the use of information technology, are being developed or applied</i></p> <ul style="list-style-type: none"> • <i>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</i> • <i>Identify where power point presentations or other resources need to be developed to support learning and provide guidance</i> • <i>Identify resources required for any TLMs and provide guidance on development of these</i> 			
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • identification of any outstanding issues relating to this lesson for clarification • Advance preparation <p>In the case of unresolved issues</p>	<p>4.1 Ask two tutors to recap the main concepts discussed in the session.</p> <p>4.2 Task tutors to read further on the concepts discussed and note any outstanding issues for clarification(s).</p> <p>4.3 Remind tutors to identify a critical friend from the same or related area, to</p>	<p>4.1 Recap the main concepts discussed in the session.</p> <p>4.2 Read further on the concepts discussed and note any outstanding issues for clarification(s).</p> <p>4.3 Identify a critical friend from the same or related area, to observe your</p>	<p>5 mins</p>

	<p>observe their lesson during the enactment. Remind the critical friend to share his/her observation during the next PD session with the group.</p>	<p>lesson during the enactment and remind the critical friend to share his/her observation during the next PD session with the group.</p>	
<p>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.</p>			

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. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
<p>1. Introduction / lesson overview</p> <ul style="list-style-type: none"> • Overview of subject/s age phase/s to be covered in this PD session and how it will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes 	<p>1.1 Ask tutors to share their experiences from the previous week's lesson with the members.</p> <p>1.2 Ask the critical friend to share his/her observation of the enacted lesson with the entire group</p> <p>1.3 Lead tutors to read the overview and main purpose of lesson 11 in the course manual taking note of <i>NTS 3b, 3e, 3f, 3g & 3i</i>.</p> <p>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</p> <p>1.5 Ask tutors to identify and write down two distinctive aspects of the lesson 11 and discuss these with the group</p>	<p>1.1 Share your experiences (both high and low) from the previous week's lesson with members.</p> <p>1.2 As a critical friend share your observation of the enacted lesson with the entire group</p> <p>1.3 Read the overview and main purpose of lesson 11 in the course manual taking note of (<i>NTS 3b, 3e, 3f, 3g, 3i, & 3j</i>).</p> <p>1.4 Write at least 2 GESI and ICT issues within the lesson overview and compare with your elbow partners</p> <p>1.5 Identify and write two distinctive aspects of lesson 11 and discuss these with the group</p>	

	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.	
<p>The guidance notes for SL/HoD need to</p> <ul style="list-style-type: none"> • 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 			
<p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts 	2.1 Ask tutors to scan through the lesson in the course manual to identify and discuss the main concepts of the lesson (<i>summary, conclusions and recommendations</i>).	2.1 Scan through the lesson in the course manual to identify and discuss the main concepts of the lesson (<i>summary, conclusions and recommendations</i>).	25 mins

<ul style="list-style-type: none"> • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept. 	<p>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>).</p> <p>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 groups in the choice and use of these strategies</i>)</p> <p>2.4 Ask tutors to share their experiences on the practical and theoretical matters of action research using power point slides and ensuring that they GESI compliant (<i>using gender responsive language and graphics in the presentation</i>). Encourage tutors to focus</p>	<p>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., accessibility to computers and utilisation of software-JAWS by student teachers with SEN in their inquiry studies during STS activities</i>).</p> <p>2.3 Brainstorm on possible teaching strategies 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 groups in the choice and use of these strategies</i>)</p> <p>2.4 Share your experiences on the practical and theoretical matters of action research using power point slides and ensuring that they GESI compliant (<i>using gender responsive language and graphics in the presentation</i>). Focus your presentations on</p>	
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	<p>their presentations on planning, monitoring and evaluation.</p> <p>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 (<i>computers, phones, projectors, SPSS, JAWS, STS portfolios, NTS etc.</i>)</p>	<p>planning, monitoring and evaluation.</p> <p>2.5 Identify the resources mentioned in the course manual and suggest other appropriate additional ones that can be used in the lesson (<i>computers, projectors, SPSS, JAWS, STS portfolios, NTS etc.</i>)</p>	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • <i>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”.</i> • <i>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</i> <p><i>This section can build on the PD needs identified from the course manuals</i></p>			

<p>3. Teaching, learning and assessment activities for the lesson</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) • Working through one or two activities, 	<p>3.1 Let tutors identify and 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.</p> <p>3.2 Encourage tutors through questions and answers to note and discuss areas that require further clarification</p> <p>3.3 Ask tutors to identify the assessment opportunities stated in the Course manuals and ensure they are aligned to the NTEAP</p> <p>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</p> <p>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 (<i>power point presentation slides, how to surf the internet for information</i>) and GESI (<i>use GESI sensitive graphics and language in the presentation</i>)</p>	<p>3.1 Identify and discuss the suggested teaching and learning activities for the lesson in each the course manuals (lower grade, upper grade and JHS.</p> <p>3.2 Note and discuss areas that require further clarification</p> <p>3.3 Identify the assessment opportunities stated in the various Course manuals and ensure they are aligned to the NTEAP.</p> <p>3.4 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>)</p> <p>3.5 Identify appropriate teaching and learning resources for teaching the lesson and how to develop them, taking into consideration ICT (<i>power point presentation slides, how to surf the internet for information</i>) and GESI (<i>use GESI sensitive graphics and language in the presentation</i>)</p>	<p>40 mins</p>
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	<p>3.6 Ask tutors to discuss ways of incorporating core and transferable skills in the teaching of the lesson (use of PPP, internet) and show how they will guide student teachers to develop and use these skills (<i>in STS activities, child study action research projects at the basic schools</i>).</p>	<p>3.6 Discuss ways of incorporating core and transferable skills in the teaching of the lesson and show how they will guide student teachers to develop and use these skills (<i>in STS activities, child study and action research projects at the basic schools</i>).</p>	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • <i>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</i> • <i>Identify how any assessments relate to course assessment components</i> • <i>The selected activities should be done with tutors in real or close to real time</i> • <i>Anticipate any issues for</i> 			

<p><i>clarification or questions which might arise as the tutors work through the activities and provide guidance on these</i></p> <ul style="list-style-type: none"> • <i>Identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied</i> • <i>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</i> • <i>Identify where power point presentations or other resources need to be developed to support learning and provide guidance</i> • <i>Identify resources required for any TLMs and provide guidance on development of these</i> 			
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<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues 	<p>4.1 Ask two tutors to recap the main concepts discussed in the session.</p> <p>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.</p> <p>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</p>	<p>4.1 Recap the main concepts discussed in the session.</p> <p>4.2 Read further on the concepts explained and note any issues for clarification(s), and remember to prepare for the next PD session.</p> <p>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</p>	<p>5 mins</p>
<p>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.</p>			

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. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
<p>1. Introduction / lesson overview</p> <ul style="list-style-type: none"> • Overview of subject/s age phase/s to be covered in this PD session and how it will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes 	<p>1.1 Ask tutors to tell their colleagues how useful the previous PD sessions (session 1 - 11) were and how these influenced their teaching over the weeks <i>PDC now introduces the last session to the group</i></p> <p>1.2 Invite the critical friend to provide feedback on his/her observed lesson with the group</p> <p>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 to write at least 2 GESI and 2 ICT issues within the lesson overview and compare with your elbow partners</p> <p>1.4 Using question and answer, let tutors brainstorm for a moment and let them discuss the main purpose of the current PD Session</p>	<p>1.1 Tell your colleagues how useful the previous PD sessions (session 1 - 11) were and how they influenced your teaching over the weeks</p> <p>1.2 As a critical friend, share with the group your observation on the enacted lesson.</p> <p>1.3 Read the overview and purpose of lesson 12 in the course manual taking note of <i>(NTS 3b, 3e, 3f, 3g, 3i, & 3j)</i>. Write at least 2 GESI and 2 ICT issues within the lesson overview and compare with your elbow partners</p> <p>1.4 Brainstorm and later discuss the main purpose of the current PD Session (session 12) and the lesson 12 in the course manuals.</p>	

	<p>(session 12) in the course manuals.</p> <p>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.</p> <p>1.6 Ask tutors to identify and write down two distinctive aspects of the lesson 12 and discuss these with the group (<i>E-Portfolio</i>)</p> <p>1.5 Ask tutors to identify and discuss areas and nature of student teachers' relevant previous knowledge this lesson can be built on. (<i>Student teachers have undertaken child study in schools</i>)</p>	<p>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.</p> <p>1. 6 Identify and write two distinctive aspects of lesson 12 and discuss these with the <i>group (E-Portfolio)</i></p> <p>1.5 Identify and discuss areas and nature of student teachers' relevant previous knowledge this lesson can be built on. (<i>Student teachers have undertaken child study in schools</i>)</p>	
<p>The guidance notes for SL/HoD need to</p> <ul style="list-style-type: none"> • <i>Provide short overview of the lesson</i> • <i>Identify important or distinctive features of the lesson</i> • <i>Identify assessment, aligned to NTEAP</i> • <i>Anticipate questions which might arise from</i> 			

<p><i>the introduction to the lesson and provide responses for SL/HoD.</i></p> <ul style="list-style-type: none"> • <i>Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD</i> 			
<p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept. 	<p>2.1 Ask tutors to read through the lesson in the course manual to identify and discuss the main concepts of the lesson (<i>action research proposal, E-Portfolio</i>).</p> <p>2.2 Engage tutors to identify and discuss familiar and unfamiliar concepts which relates to writing action research proposal.</p> <p>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.</p> <p>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</p>	<p>2.1 Read the lesson in the course manual to identify and discuss the main concepts of the lesson (<i>action research proposal E-Portfolio</i>).</p> <p>2.2 Identify and discuss familiar and unfamiliar concepts related to writing action research proposal.</p> <p>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.</p> <p>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</p>	<p>25 mins</p>

	<p>incorporation of GESI and ICT</p> <p>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 <i>(both minority and majority groups)</i> and encourage students' use of ICT <i>(power point presentation)</i></p> <p>2.5 Let tutors brainstorm on ways to guide students to create an e-portfolio using their Action Research Proposals</p> <p>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. <i>(GESI sensitive language and graphics).</i></p> <p>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 <i>(computers, phones, projectors, SPSS, JAWS, STS portfolios, NTS etc.)</i></p>	<p>incorporation of GESI and ICT</p> <p>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 <i>(both minority and majority groups)</i> and encourage students' use of ICT <i>(power point presentation)</i></p> <p>2.5 Brainstorm on ways to guide students to create an e-portfolio using their Action Research Proposals</p> <p>2.6 Share your experiences on the practical and theoretical matters of action research using power point slides and ensuring that they GESI compliant <i>(GESI sensitive language and graphics).</i></p> <p>2.7 Identify the resources mentioned in the course manual and suggest other ICT and GESI compliant ones appropriate for the lesson <i>(computers, projectors, SPSS, JAWS, STS portfolios, NTS etc.)</i></p>	
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<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> 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 <p><i>This section can build on the PD needs identified from the course manuals</i></p>			
<p>3. Teaching, learning and assessment activities for the lesson</p> <ul style="list-style-type: none"> Reading of teaching and learning activities and identification of areas that require clarification Reading of assessment opportunities and ensuring they are aligned to the 	<p>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.</p> <p>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</p>	<p>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.</p> <p>3.2 Suggest additional teaching and learning activities in line with the lesson 12 LOs and LIs to be used in enactment of</p>	<p>40 mins</p>

<p>NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%)</p> <ul style="list-style-type: none"> Working through one or two activities, 	<p>enactment taking into account GESI pedagogy (e.g., paying attention to both males and female and SEN: ICT e.g., videos, and use of internet)</p> <p>3.3 Ask tutors to identify the teaching and learning resources mentioned in the course manual and suggest other appropriate for teaching lesson 12, take into consideration ICT and GESI <i>(by using computers, power point presentation and ensuring that traditional gender roles are not reinforced and that resources will be equally distributed)</i></p> <p>3.4 Refer tutors to the assessment section of lesson 12 in the course manual to find out whether it aligns to the NTEAP.</p> <p>3.5 Ask tutors to discuss way of incorporating core and transferable skills in the teaching of the lesson and show how they will guide student teachers to and use them in STS activities, child study and action research projects. <i>(e.g., communicating appropriately to student teachers, giving student teachers challenging task to solve, using projectors to teach them)</i></p>	<p>the lesson taking into account GESI pedagogy (e.g., paying attention to both males and female and SEN: ICT e.g., videos, use of internet)</p> <p>3.3 Identify appropriate teaching and learning resources for teaching lesson 11 and how to develop them, taking into consideration ICT and GESI <i>(by using computers, power point presentation and ensuring that traditional gender roles are not reinforced and that resources will be equally distributed)</i></p> <p>3.4 Refer to the assessment section of lesson 12 in the course manual to find out whether it aligns to the NTEAP.</p> <p>3.5 Ask tutors to discuss way of incorporating core and transferable skills in the teaching of the lesson and show how they will guide student teachers to and use them in STS activities, child study and action research projects. <i>(e.g., communicating appropriately to student teachers, giving student teachers challenging task to solve, using projectors to teach them)</i></p>	
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	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • <i>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</i> 			

<p><i>inclusive approaches</i></p> <ul style="list-style-type: none"> • <i>Identify how any assessments relate to course assessment components</i> • <i>The selected activities should be done with tutors in real or close to real time</i> • <i>Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these</i> • <i>Identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied</i> • <i>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</i> • <i>Identify where power point presentations or other resources need to be</i> 			
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<p><i>developed to support learning and provide guidance</i></p> <ul style="list-style-type: none"> • <i>Identify resources required for any TLMs and provide guidance on development of these</i> 			
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues 	<p>4.1 Ask a tutor to recap the main concepts discussed in the session.</p> <p>4.2 Task tutors to read further on the concepts explained and note any issues for clarification(s).</p> <p>4.3 Ask tutors to review the PD sessions for year three semester one and indicate how the sessions have impacted their teaching of the lessons in the course manuals (<i>EG, UP and JHS</i>)</p>	<p>4.1 Recap the main concepts discussed in the session.</p> <p>4.2 Read further on the concepts explained and note any issues for clarification(s).</p> <p>4.3 Review the PD sessions for year three semester one and indicate how the sessions have impacted your teaching of the lessons in the course manuals (<i>EG, UP and JHS</i>)</p>	<p>5 mins</p>
<p>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.</p>	<p>Subject Project: Submit a proposal for action research to be conducted taking into consideration the critical components of a proposal.</p>		

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 TLRs 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. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
<p>1. Introduction / lesson overview</p> <ul style="list-style-type: none"> • Overview of subject/s age phase/s to be covered in this PD session and how it will be 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 	<p>Begin the lesson with an Ice breaker</p> <p>1.1 Discuss the overview of the subject or learning area to be covered in this PD session</p> <p>(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.</p>	<p>1.1 Tutors discuss the overview of the subject or learning area to be covered in this PD session.</p>	

<p>sections up to learning outcomes</p>	<p>Note: Remind tutors that the grouping for this PD session is based on the JHS level.</p> <p>1.2 Ask tutors to reflect on how useful previous PD sessions were to Tutors in the delivery of their lessons.</p> <p>1.2.1 Ask tutors to list what they learnt in the PD sessions of Semester 2 year 2 and how they applied same in their teaching.</p> <p>1.3 Ask tutors to share their views and understandings of (a) the concept of inclusive education, its 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.</p> <p>(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,</p>	<p>1.2 Reflect and share experiences on how previous PD sessions aided you in your lesson delivery.</p> <p>1.2.1 Make a list of what you learned in the PD sessions of Semester 2 year 2 and how they applied same in their teaching. Share what you have learned with the whole group</p> <p>1.3 Think, pair and share your views on the concept of Inclusive education.</p>	
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	<p>aphasia, dysfluency, voice disorders or sudden breaks in loudness or pitch -A child with a communication disorder has trouble communicating with others.</p> <p>1.4 Ask Tutors to read the section of the course manual on <i>important or distinctive features of the lesson(s)</i></p> <p>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.</p> <p>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 in the first instance</p> <p>1.5 Ask tutors to identify and discuss the relationship between <i>CLOs and LIs of lesson one in the course manual</i></p> <p>1.5.1 Ask tutors to identify and explain the benefits of practicing inclusive education in Ghana</p>	<p>1.4 Read the section of the course manual on <i>important or distinctive features of the lesson(s)</i></p> <p>1.5 Tutors identify and discuss the relationship between <i>CLOs and LIs of lesson one in the course manual</i></p> <p>1.5.1 Identify and explain the benefits of practicing inclusive education in Ghana</p>	
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	<p>For example: The benefits of inclusion are:</p> <ul style="list-style-type: none"> -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 <p>1.5.2 Ask tutors to identify and explain benefits of practicing inclusive education to various stakeholders of education in Ghana</p> <p>1.5.3 Ask tutors to discuss benefits of communicating effectively with learners with different types/categories of SEN at the JHS levels.</p>	<p>1.5.2. Reflect, Identify and explain how inclusive education benefits various stakeholders of education in Ghana</p> <p>1.5.3 Tutors discuss benefits of communicating effectively with learners with different types/categories of SEN at the JHS levels.</p>	
<p>The guidance notes for SL/HoD need to</p> <ul style="list-style-type: none"> • 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 			

<p><i>provide responses for SL/HoD.</i></p> <ul style="list-style-type: none"> <i>Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD</i> 			
<p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> Identification and discussion of concepts Identification of possible challenging areas in teaching of the concept. Identification of needed resources for the teaching and learning of the concept. 	<p>2.1 Ask tutors to identify and discuss concepts in Inclusive education and in communication. E.g.,</p> <ol style="list-style-type: none"> i. Misconceptions <ul style="list-style-type: none"> - Disability is contagious - Inclusive education solely focuses on only those with disabilities - Negative societal attitudes may influence their acceptance of inclusiveness. ii. Diversity iii. Disabilities iv. Equity v. Equality vi. Augmentative and alternative communication. <p>2.2 Ask tutors to discuss possible challenges in teaching the concept of Inclusive education and Augmentative and alternative communication.</p> <ul style="list-style-type: none"> -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 	<p>2.1 Tutors identify and discuss concepts in inclusive education and in communication</p> <p>2.2 Tutors discuss some possible challenges in teaching the concept of Inclusive education and Augmentative and alternative communication.</p>	<p>25 mins</p>

	<p>2.3. Lead Tutors to discuss challenges in terms of new learning e.g.,</p> <ul style="list-style-type: none"> -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 <p>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)</p> <ul style="list-style-type: none"> -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 <p>Note: Make sure the resources are enough and age and gender appropriate to all learners (males, females)</p>	<p>2.3 Tutors discuss challenges in terms of new learning</p> <p>2.4 Tutors identify some of resources needed for the teaching and learning of the concept of Inclusive education and alternative communication (sign language)</p>	
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<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> 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 <p><i>This section can build on the PD needs identified from the course manuals</i></p>			
<p>3. Teaching, learning and assessment activities for the lesson</p> <ul style="list-style-type: none"> Reading of teaching and learning activities and identification of areas that require clarification Reading of assessment opportunities and ensuring they are aligned to the 	<p>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.</p> <p>3.2 Ask tutors to form small mixed ability groups to brainstorm on teaching and learning activities and identify areas that require clarification</p>	<p>3.1 Read silently the teaching and learning activities and identify areas that require clarification.</p> <p>3.2 Tutors brainstorm on teaching and learning activities and identify areas that require clarification</p>	<p>40 mins</p>

<p>NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%)</p> <ul style="list-style-type: none"> • Working through one or two activities, 	<p>3.3 Request Tutors to read the assessment activities 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).</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>3.3 Tutors read assessment activities in the manual and identify issues in assessment in alignment with the NTEAP and required course assessment:</p> <p>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.</p> <p>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</p>	
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	<p>-CA is used to evaluate the depth and breadth of Tutors' grasp/understanding of concepts in IE such as diversity, equity, equality</p> <p>-CA is used to cross-check whether Tutors actually appreciate the challenges e.g. inadequate sign language interpreters. And to discuss ways to address these challenges</p> <p>3.7 Ask tutors to refer to the NTEAP document and focus on subject portfolio and subject project especially (e.g., assessments are reviewed in line with NTEAP)</p> <p>3.8 Ask tutors to identify issues for clarification or questions which might arise</p> <p>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</p> <p>YouTube; Internet; Zoom, Loom. To support teaching For example:</p> <ul style="list-style-type: none"> -critical thinking -creativity -collaboration -Communication -Information literacy -Media literacy 	<p>3.7 Tutors refer to the NTEAP document and focus on subject portfolio and subject project especially.</p> <p>3.8 Tutors identify issues for clarification or questions which might arise</p> <p>3.9 Tutors identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied</p>	
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	<p>-Technology literacy Flexibility</p> <p>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</p> <p>3.10 Ask tutors to identify where power point presentations or other resources need to be developed to support learning and provide guidance</p> <p>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</p> <p>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 provide opportunities for using different communication modes to augment the communication efforts of persons with</p>	<p>3.9 Tutors refer to the existing PD Themes with page references</p> <p>3.10 Tutors identify where power point presentations or other resources need to be developed to support learning and provide guidance</p> <p>3.11 Tutors list resources required for any TLMs and provide guidance on development of these</p> <p>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</p>	
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	speech and language problems (SEN) is in itself a GESI issue.		
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • <i>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</i> • <i>Identify how any assessments relate to course assessment components</i> • <i>The selected activities should be done with tutors in real or close to real time</i> • <i>Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these</i> • <i>Identify where, and which, core and</i> 			

<p><i>transferable skills, including 21st skills and the use of information technology, are being developed or applied</i></p> <ul style="list-style-type: none"> • <i>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</i> • <i>Identify where power point presentations or other resources need to be developed to support learning and provide guidance</i> • <i>Identify resources required for any TLMs and provide guidance on development of these</i> 			
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues 	<p>4.1. Ask tutors identify any outstanding issues relating to this lesson for clarification</p> <p>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.</p>	<p>4.1. Tutors identify any outstanding issues relating to this lesson for clarification</p> <p>4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on observation during the next PD session.</p>	<p>5 mins</p>

	<p>4.3 Ask tutors to read from the PD manual and find relevant materials for the next session.</p> <p>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.</p>	<p>4.3 Tutors read from the PD manual and look for relevant materials for the next session.</p>	
<p>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.</p>	<p>Discuss possible ways by which to assess this course in alignment with NTEAP</p>		

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
<p>1. Introduction / lesson overview</p> <ul style="list-style-type: none"> • Overview of subject/s age phase/s to be covered in this PD session and how it will be 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 	<p>Begin the lesson with an Ice breaker</p> <p>1.1 Discuss the overview of the subject or learning area to be covered in this PD session</p> <p><i>(Refer to the course manual for the goals and course description) E.g.,</i></p> <p>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.</p> <p>Note: Remind tutors that the grouping for this PD session is based on the JHS level.</p>	<p>1.1 Tutors discuss the overview of the subject or learning area to be covered in this PD session.</p>	

<p>sections up to learning outcomes</p>	<p>1.2 Ask tutors to reflect on how useful PD session for Lesson 1 was, to tutors in the delivery of their lessons.</p> <p>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.</p> <p>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)</p> <p>1.4. Ask Tutors to read the section of the course manual on <i>important or</i></p>	<p>1.2 Tutors to reflect on how useful PD session for Lesson 1 was, to tutors in the delivery of their lessons</p> <p>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</p> <p>1.3 Think, pair and share your views on the key element of Inclusive education and the concept of communication.</p> <p>1.4 Tutors read the section of the course manual on <i>important or distinctive features of the lesson(s)</i></p>	
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	<p><i>distinctive features of the lesson(s)</i></p> <p>A. Misconceptions:</p> <p>a) Disability is contagious</p> <p>b) inclusive education solely focuses on only those with disabilities</p> <p>c) Negative societal attitudes may influence their acceptance of inclusiveness.</p> <p>B.</p> <p>(d) knowledge and skills in communicating effectively with learners with different types/categories of SEN at the JHS levels.</p> <p>1.5 Ask tutors to identify and discuss the relationship between <i>CLOs and LIs of lesson one in the course manual</i></p> <p>1.5.1 Ask tutors to identify and explain the benefits of practicing inclusive education in Ghana (e.g., Friendships, learners with SEN gain self-confidence</p> <p>1.5.2 Ask tutors to identify and explain benefits of practicing inclusive education to various stakeholders of education in Ghana</p> <p>1.5.3 Ask tutors to discuss benefits of communicating effectively with learners with different types/categories of SEN at the JHS levels. (e.g., effective communication builds self confidence: learners with SEN gain a sense of belonging)</p>	<p>Tutors read the section of the course manual on <i>important or distinctive features of the lesson(s)</i></p> <p>1.5 Tutors identify and discuss the relationship between <i>CLOs and LIs of lesson one in the course manual</i></p> <p>1.5.1 Identify and explain the benefits of practicing inclusive education in Ghana</p> <p>1.5.2. Reflect, Identify and explain how inclusive education benefits various stakeholders of education in Ghana</p> <p>1.5.3 Tutors discuss benefits of communicating effectively with learners with different types/categories of SEN at the JHS levels.</p>	
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<p>The guidance notes for SL/HoD need to</p> <ul style="list-style-type: none"> • 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 			
<p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept. 	<p>2.1 Ask tutors to identify and discuss concepts in Inclusive education and in communication</p> <ul style="list-style-type: none"> i. Misconceptions <ul style="list-style-type: none"> - Disability is contagious - Inclusive education solely focuses on only those with disabilities - Negative societal attitudes may influence their acceptance of inclusiveness. ii. Diversity iii. Disabilities iv. Equity v. Equality vi. Augmentative and alternative communication. 	<p>2.1 Tutors identify and discuss concepts in inclusive education and in communication</p>	<p>25 mins</p>

	<p>2.2 Ask tutors to discuss possible challenges in teaching the concept of Inclusive education and Augmentative and alternative communication.</p> <ul style="list-style-type: none"> -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 <p>2.3 Lead Tutors to discuss challenges in terms of new learning</p> <ul style="list-style-type: none"> -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 <p>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)</p> <ul style="list-style-type: none"> -Resource Persons needed to facilitate teaching sessions -Specialized equipment/Technology for 	<p>2.2 Tutors discuss some possible challenges in teaching the concept of Inclusive education and Augmentative and alternative communication.</p> <p>2.3 Tutors discuss challenges in terms of new learning</p> <p>2.4. Tutors identify some of resources needed for the teaching and learning of the concept of Inclusive education and alternative communication (sign language)</p>	
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	<p>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</p> <p>Note: Make sure the resources are enough and age and gender appropriate to all learners (males, females)</p>		
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • <i>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”.</i> • <i>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</i> <p><i>This section can build on the PD needs</i></p>			

<i>identified from the course manuals</i>			
<p>3. Teaching, learning and assessment activities for the lesson</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) • Working through one or two activities, 	<p>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.</p> <p>3.2 Ask tutors to brainstorm on teaching and learning activities and identify areas that require clarification</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>3.5 Lead tutors to discuss activities linked to LOs and indicators, from the lesson that are likely to be most</p>	<p>3.1 Read silently the teaching and learning activities and identify areas that require clarification.</p> <p>3.2 Tutors brainstorm on teaching and learning activities and identify areas that require clarification</p> <p>3.3 Tutors identify issues in assessment in alignment with the NTEAP and required course assessment</p> <p>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.</p> <p>3.5 Tutors discuss activities linked to LOs and indicators, from the lesson that are likely to</p>	<p>40 mins</p>

	<p>different from tutors' previous experience. For example, applying new content</p> <p>3.6 Ask tutors to identify how any assessments relate to course assessment components</p> <p>3.7 Ask tutors to identify issues for clarification or questions which might arise</p> <p>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</p> <p>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</p> <p>3.10 Ask Tutors to identify where power point presentations or other resources need to be developed to support learning and provide guidance</p> <p>3.11 Ask Tutors to list resources required for any</p>	<p>be most different from tutors' previous experience. For example, applying new content</p> <p>3.6 Tutors identify how any assessments relate to course assessment component</p> <p>3.7 Tutors identify issues for clarification or questions which might arise</p> <p>3.8 Tutors identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied</p> <p>3.9 Refer to the existing PD Themes with page references</p> <p>3.10 Tutors identify where power point presentations or other resources need to be developed to support learning and provide guidance</p> <p>3.11 List resources required for any TLRs and</p>	
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	TLMs and provide guidance on development of these: Laptops; smart phones; projectors; sign language mirrors	provide guidance on development of these	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • <i>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</i> • <i>Identify how any assessments relate to course assessment components</i> • <i>The selected activities should be done with tutors in real or close to real time</i> • <i>Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these</i> 			

<ul style="list-style-type: none"> • <i>Identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied</i> • <i>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</i> • <i>Identify where power point presentations or other resources need to be developed to support learning and provide guidance</i> • <i>Identify resources required for any TLMs and provide guidance on development of these</i> 			
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation 	<p>4.1. Ask tutors identify any outstanding issues relating to this lesson for clarification</p> <p>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</p>	<p>4.1. Tutors identify any outstanding issues relating to this lesson for clarification</p> <p>4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on</p>	<p>5 mins</p>

<ul style="list-style-type: none"> In the case of unresolved issues 	<p>made during next PD session.</p> <p>4.3 Ask tutors to read from the PD manual and find relevant materials for the next session.</p> <p>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.</p>	<p>observation during the next PD session.</p> <p>4.3 Read from the PD manual and look for relevant materials for the next session.</p>	
<p>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.</p>	<p>Discuss possible ways by which to assess this course in alignment with NTEAP</p>		

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. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
<p>1. Introduction / lesson overview</p> <ul style="list-style-type: none"> • Overview of subject/s age phase/s to be covered in this PD session and how it will be 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 	<p>Begin the lesson with an Ice breaker</p> <p>1.1 Discuss the overview of the subject or learning area to be covered in this PD session</p> <p>(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.</p>	<p>1.1 Tutors discuss the overview of the subject or learning area to be covered in this PD session.</p>	

<p>sections up to learning outcomes</p>	<p>Note: Remind tutors that the grouping for this PD session is based on the JHS level.</p> <p>1.2 Ask tutors to reflect on how useful PD session for Lesson 2 was, to tutors in the delivery of their lessons.</p> <p>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.</p> <p>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.</p> <p>1.4 Ask Tutors to read the section of the course manual on <i>important or distinctive features of the lesson(s)</i></p> <p>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 communicating effectively</p>	<p>1.2 Tutors to reflect on how useful PD session for Lesson 2 was, to tutors in the delivery of their lessons</p> <p>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</p> <p>1.3 Tutors share their views on the Barriers to Learning, the concepts of communication and sign language interpreting.</p> <p>1.4 Read the section of the course manual on <i>important or distinctive features of the lesson(s)</i></p>	
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	<p>with learners with different types/categories of SEN at the JHS levels.</p> <p>(c) Basic skills in sign language interpreting</p> <p>1.5 Ask tutors to identify and discuss the relationship between <i>LOs and LIs of lesson one in the course manual</i></p> <p>1.5.1 Ask tutors to identify and explain the benefits of practicing inclusive education in Ghana</p> <p>1.5.2 Ask tutors to identify and explain benefits of practicing inclusive education to various stakeholders of education in Ghana</p> <p>1.5.3 Ask tutors to discuss benefits of communicating effectively with learners with different types/categories of SEN at the JHS levels.</p>	<p>1.5 Tutors identify and discuss the relationship between <i>LOs and LIs of lesson one in the course manual</i></p> <p>1.5.1 Identify and explain the benefits of practicing inclusive education in Ghana</p> <p>1.5.2. Reflect, Identify and explain how inclusive education benefits various stakeholders of education in Ghana</p> <p>1.5.3 Tutors discuss benefits of communicating effectively with learners with different types/categories of SEN at the JHS levels.</p>	
<p><i>The guidance notes for SL/HoD need to</i></p> <ul style="list-style-type: none"> • <i>Provide short overview of the lesson</i> • <i>Identify important or distinctive features of the lesson</i> • <i>Identify assessment, aligned to NTEAP</i> • <i>Anticipate questions which might arise from the introduction to the lesson and</i> 			

<p><i>provide responses for SL/HoD.</i></p> <ul style="list-style-type: none"> <i>Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD</i> 			
<p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> Identification and discussion of concepts Identification of possible challenging areas in teaching of the concept. Identification of needed resources for the teaching and learning of the concept. 	<p>2.1 Ask tutors to identify and discuss barriers to learning</p> <ul style="list-style-type: none"> i. Environmental barriers- inaccessible facilities, attitudes, etc. - ii. Augmentative and alternative communication. <p>2.2 Ask tutors to discuss possible challenges in teaching the concept of barriers to learning and augmentative and alternative communication (sign language interpreting).</p> <ul style="list-style-type: none"> -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 <p>2.3. Lead Tutors to discuss challenges in terms of new learning</p> <ul style="list-style-type: none"> -Tutors' misconception: - Lack of interest in learning sign language - misconception that sign language is difficult to learn 	<p>2.1 Tutors identify and discuss barriers to learning and augmentative and alternative communication.</p> <p>2.2 Tutors discuss some possible challenges in teaching the concept of barriers to learning and Augmentative and alternative communication (sign language interpreting).</p> <p>2.3 Tutors discuss challenges in terms of new learning</p>	<p>25 mins</p>

	<p>-Unavailability of relevant assistive technology for demonstration purposes</p> <p>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)</p> <p>-Resource Persons needed to facilitate teaching sessions</p> <p>-Specialized equipment/Technology for demonstration purposes (e,g, sign language mirrors)</p> <p>-sign language dictionaries</p> <p>-Disability friendly environment needed to facilitate mobility by persons with orthopaedic impairments</p> <p>Adequate lighting in classrooms to facilitate clear view of the sign language teacher</p> <p>Note: Make sure the resources are enough and age and gender appropriate to all learners (males, females)</p>	<p>2.4. Tutors identify some of resources needed for the teaching and learning of the barriers to learning and alternative communication (sign language)</p>	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • <i>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</i> 			

<p><i>taking tutors through the lesson activities “walk through”.</i></p> <ul style="list-style-type: none"> <i>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</i> <p><i>This section can build on the PD needs identified from the course manuals</i></p>			
<p>3. Teaching, learning and assessment activities for the lesson</p> <ul style="list-style-type: none"> Reading of teaching and learning activities and identification of areas that require clarification Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) Working through one or two activities, 	<p>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.</p> <p>3.2 Ask tutors to brainstorm on teaching and learning activities and identify areas that require clarification</p> <p>3.3 Request Tutors to identify issues in assessment in alignment with the NTEAP and required course assessment:</p> <p>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</p>	<p>3.1 Read silently the teaching and learning activities and identify areas that require clarification.</p> <p>3.2 Tutors brainstorm on teaching and learning activities and identify areas that require clarification</p> <p>3.3 Tutors identify issues in assessment in alignment with the NTEAP and required course assessment:</p> <p>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</p>	<p>40 mins</p>

	<p>LOs and the LIs of the course manual for lesson 1.</p> <p>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.</p> <p>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</p> <p>3.6 Ask tutors to identify how any assessments relate to course assessment components</p> <p>3.7 Ask tutors to identify issues for clarification or questions which might arise</p> <p>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</p> <p>3.9. Lead Tutors to make links to the existing PD Themes with page reference</p>	<p>LIs of the course manual for lesson 1.</p> <p>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</p> <p>3.6 Tutors identify how any assessments relate to course assessment component</p> <p>3.7 Tutors identify issues for clarification or questions which might arise</p> <p>3.8. Tutors identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied</p> <p>3.9 Refer to the existing PD Themes with page references</p>	
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	<p>where they can support teaching, for example: action research, questioning and to other external reference material</p> <p>3.10. Ask Tutors to identify where power point presentations or other resources need to be developed to support learning and provide guidance</p> <p>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</p>	<p>3.10 Tutors identify where power point presentations or other resources need to be developed to support learning and provide guidance</p> <p>3.11 List resources required for any TLMs and provide guidance on development of these</p>	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • <i>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</i> 			

<ul style="list-style-type: none"> • <i>Identify how any assessments relate to course assessment components</i> • <i>The selected activities should be done with tutors in real or close to real time</i> • <i>Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these</i> • <i>Identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied</i> • <i>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</i> • <i>Identify where power point presentations or other resources need to be developed to support learning</i> 			
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<p><i>and provide guidance</i></p> <ul style="list-style-type: none"> • <i>Identify resources required for any TLMs and provide guidance on development of these</i> 			
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues 	<p>4.1. Ask tutors identify any outstanding issues relating to this lesson for clarification</p> <p>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.</p> <p>4.3 Ask tutors to read lesson 3 from the PD manual and find relevant materials for the next session.</p> <p>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.</p>	<p>4.1. Tutors identify any outstanding issues relating to this lesson for clarification</p> <p>4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on observation during the next PD session.</p> <p>4.3 Read lesson 3 from the PD manual and look for relevant materials for the next session.</p>	<p>5 mins</p>
<p>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</p>	<p>Discuss possible ways by which to assess this course in alignment with NTEAP</p>		

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. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
<p>1. Introduction / lesson overview</p> <ul style="list-style-type: none"> • Overview of subject/s age phase/s to be covered in this PD session and how it will be 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 	<p>Begin the lesson with an Ice breaker</p> <p>1.1 Discuss the overview of the subject or learning area to be covered in this PD session</p> <p>(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.</p>	<p>1.1 Tutors discuss the overview of the subject or learning area to be covered in this PD session.</p>	

<p>sections up to learning outcomes</p>	<p>Note: Remind tutors that the grouping for this PD session is based on the JHS level.</p> <p>1.2 Ask tutors to reflect on how useful PD session for Lesson 3 was, to tutors in the delivery of their lessons.</p> <p>1.2.1 Ask tutors to list what they learnt in the PD sessions of previous Lesson and how they applied same in their teaching.</p> <p>1.3 Ask tutors to share their views and understandings on The National Basic Education Curriculum for Junior High Schools (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.</p> <p>1.4 Ask Tutors to read the section of the course manual on <i>important or distinctive features of the lesson(s)</i></p> <p>A. Misconceptions: (a) inclusive education solely focuses on only those with disabilities c) Negative societal attitudes may influence their acceptance of inclusiveness.</p> <p>B.</p>	<p>1.2 Tutors to reflect on how useful PD session for Lesson 3 was, to tutors in the delivery of their lessons</p> <p>1.2.1 Tutors list what they learned in the PD sessions of previous lesson and how they applied same in their teaching. Share what you have learned with the whole group</p> <p>1.3 Tutors share their views and understandings on The National Basic Education Curriculum for Junior High Schools sign language interpreting, communication and skills in communicating effectively with learners with different types/categories of SEN at the JHS levels.</p> <p>1.4 Read the section of the course manual on <i>important or distinctive features of the lesson(s)</i></p>	
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	<p>(d) knowledge and skills in communicating effectively with learners with different types/categories of SEN at the JHS levels.</p> <p>(c) Basic skills in sign language interpreting</p> <p>1.5 Ask tutors to identify and discuss the relationship between <i>LOs and LIs of lesson one in the course manual</i></p> <p>1.5.1 Ask tutors to identify and explain the benefits of the National Basic Education Curriculum</p> <p>1.5.2 Ask tutors to identify and explain benefits of sign language Interpreting</p> <p>1.5.3 Ask tutors to discuss benefits of communicating effectively with learners with different types/categories of SEN at the JHS levels.</p>	<p>1.5 Tutors identify and discuss the relationship between <i>LOs and LIs of lesson one in the course manual</i></p> <p>1.5.1 Identify and explain the benefits of the National Basic Education Curriculum</p> <p>1.5.2. Tutors identify and explain the benefits of sign language Interpreting</p> <p>1.5.3 Tutors discuss benefits of communicating effectively with learners with different types/categories of SEN at the JHS levels.</p>	
<p><i>The guidance notes for SL/HoD need to</i></p> <ul style="list-style-type: none"> • <i>Provide short overview of the lesson</i> • <i>Identify important or distinctive features of the lesson</i> • <i>Identify assessment, aligned to NTEAP</i> • <i>Anticipate questions which might arise from the introduction to the lesson and</i> 			

<p><i>provide responses for SL/HoD.</i></p> <ul style="list-style-type: none"> <i>Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD</i> 			
<p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> Identification and discussion of concepts Identification of possible challenging areas in teaching of the concept. Identification of needed resources for the teaching and learning of the concept. 	<p>2.1 Ask tutors to discuss the importance of spoken linguistics with specific reference to sign language</p> <p>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.</p> <p>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</p> <p>2.3 Ask tutors to discuss challenges in terms of new learning e.g. -Tutors' misconception:</p>	<p>2.1 Tutors discuss the importance of spoken linguistics with specific reference to sign language</p> <p>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.</p> <p>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</p> <p>2.3 Tutors discuss challenges in terms of new learning e.g. -Tutors' misconception:</p>	<p>25 mins</p>

	<p>- Lack of interest in learning sign language - misconception that sign language is difficult to learn -Unavailability of relevant assistive technology for demonstration purposes</p> <p>2.4. 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. sign language mirrors; -sign language dictionaries -laptops; projectors</p> <p>Note: Make sure the resources are adequate</p>	<p>- Lack of interest in learning sign language - misconception that sign language is difficult to learn -Unavailability of relevant assistive technology for demonstration purposes</p> <p>2.4. Tutors identify some of Ask Tutors to discuss some of 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, sign language dictionaries; Laptops; projectors</p>	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • <i>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”.</i> • <i>The resources needed must be identified: literature – page referenced etc, on web, Utube, physical resources,</i> 			

<p><i>power point; how they should be used. Consideration needs to be given to local availability</i></p> <p><i>This section can build on the PD needs identified from the course manuals</i></p>			
<p>3. Teaching, learning and assessment activities for the lesson</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) • Working through one or two activities, 	<p>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.</p> <p>3.2 Ask tutors to brainstorm on teaching and learning activities and identify areas that require clarification</p> <p>3.3 Request Tutors to identify issues in assessment in alignment with the NTEAP and required course assessment:</p> <p>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.</p> <p>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.</p>	<p>3.1 Read silently the teaching and learning activities and identify areas that require clarification.</p> <p>3.2 Tutors brainstorm on teaching and learning activities and identify areas that require clarification</p> <p>3.3 Tutors identify issues in assessment in alignment with the NTEAP and required course assessment:</p> <p>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 the lesson.</p>	<p>40 mins</p>

	<p>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</p> <p>3.6 Ask tutors to identify how any assessments relate to course assessment components</p> <p>3.7 Ask tutors to identify issues for clarification or questions which might arise</p> <p>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</p> <p>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</p> <p>3.10 Ask Tutors to identify where power point presentations or other resources need to be developed to support</p>	<p>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</p> <p>3.6 Tutors identify how any assessments relate to course assessment component</p> <p>3.7 Tutors identify issues for clarification or questions which might arise</p> <p>3.8 Tutors identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied</p> <p>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</p> <p>3.10 Tutors identify where power point presentations or other resources need to be developed to support</p>	
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	<p>learning and provide guidance</p> <p>3.11 Ask Tutors to list resources required for any TLMs and provide guidance on development of these:</p> <p>Laptops; smart phones; projectors; sign language mirrors</p>	<p>learning and provide guidance</p> <p>3.11 List resources required for any TLMs and provide guidance on development of these</p>	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • <i>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</i> • <i>Identify how any assessments relate to course assessment components</i> • <i>The selected activities should be done with tutors in real or close to real time</i> • <i>Anticipate any issues for clarification or</i> 			

<p><i>questions which might arise as the tutors work through the activities and provide guidance on these</i></p> <ul style="list-style-type: none"> • <i>Identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied</i> • <i>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</i> • <i>Identify where power point presentations or other resources need to be developed to support learning and provide guidance</i> • <i>Identify resources required for any TLMs and provide guidance on development of these</i> 			
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • identification of any outstanding issues relating to this 	<p>4.1. Ask tutors identify any outstanding issues relating to this lesson for clarification</p>	<p>4.1. Tutors identify any outstanding issues relating to this lesson for clarification</p>	<p>5 mins</p>

<p>lesson for clarification</p> <ul style="list-style-type: none"> • Advance preparation • In the case of unresolved issues 	<p>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.</p> <p>4.3 Ask tutors to read from the PD manual and find relevant materials for the next session.</p> <p>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.</p>	<p>4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on observation during the next PD session.</p> <p>4.3 Read from the PD manual and look for relevant materials for the next session.</p>	
<p>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.</p>	<p>Discuss possible ways by which to assess this course in alignment with NTEAP</p>		

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. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
<p>1. Introduction / lesson overview</p> <ul style="list-style-type: none">• Overview of subject/s age phase/s to be covered in this PD session and how it will be 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	<p>Begin the lesson with an Ice breaker</p> <p>1.1 Discuss the overview of the subject or learning area to be covered in this PD session</p> <p>(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.</p>	<p>1.1 Tutors discuss the overview of the subject or learning area to be covered in this PD session.</p>	

<p>sections up to learning outcomes</p>	<p>Note: Remind tutors that the grouping for this PD session is based on the JHS level.</p> <p>1.2 Ask tutors to reflect on how useful PD session for the previous lesson was, to tutors in the delivery of their lessons.</p> <p>1.2.1 Ask tutors to list and discuss what they learnt in the PD sessions of previous Lesson and how they applied same in their teaching.</p> <p>1.2 Ask tutors to share their views and understandings on Curriculum differentiation and adaptation at Junior High Schools</p> <p>1.3 Ask tutors to share their views and understandings on the concept of Sign language interpreting and skills in communicating effectively with learners with different types/categories of deaf and hard of hearing at the JHS levels.</p> <p>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. Content differentiation, Teaching differentiation,</p>	<p>1.2 Tutors reflect on how useful PD session for the previous lesson was, to them in the delivery of their lessons</p> <p>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 same in their teaching.</p> <p>1.2 Tutors share their views and understandings on Curriculum differentiation and adaptation at Junior High Schools for Junior High Schools</p> <p>1.3 Tutors share their views and understandings on the concept of Sign language interpreting and skills in communicating effectively with learners with different types/categories of deaf and hard of hearing at the JHS levels.</p> <p>1.4 Tutors read the section of the course manual on <i>important or distinctive features of the lesson(s)</i> For example, Content differentiation, Teaching differentiation,</p>	
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	<p>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.</p> <p>1.5 Ask tutors to identify and discuss the relationship between <i>LOs and LIs of lesson one in the course manual</i></p> <p>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.</p>	<p>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.</p> <p>1.5 Tutors identify and discuss the relationship between <i>LOs and LIs of lesson one in the course manual</i></p> <p>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</p>	
<p>The guidance notes for SL/HoD need to</p> <ul style="list-style-type: none"> • <i>Provide short overview of the lesson</i> • <i>Identify important or distinctive features of the lesson</i> • <i>Identify assessment, aligned to NTEAP</i> • <i>Anticipate questions which might arise from</i> 			

<p><i>the introduction to the lesson and provide responses for SL/HoD.</i></p> <ul style="list-style-type: none"> <i>Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD</i> 			
<p>2 Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> Identification and discussion of concepts Identification of possible challenging areas in teaching of the concept. Identification of needed resources for the teaching and learning of the concept. 	<p>2.1 Ask tutors to discuss the following:</p> <ul style="list-style-type: none"> i) goals and objectives of Curriculum Differentiation and Adaptation for JHS Level; ii) the major components- Content differentiation, Teaching differentiation, Assessment differentiation <p>- selection of teaching/learning materials of the National Basic Education Curriculum for JHS Level that require Curriculum Differentiation and Adaptation.</p> <p>- how content differentiation, teaching differentiation, assessment differentiation and selection of teaching/learning materials for JHS Level for learners with SEN are done.</p> <p>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.</p>	<p>2.1 Tutors discuss the following:</p> <ul style="list-style-type: none"> i) goals and objectives of Curriculum Differentiation and Adaptation for JHS Level; ii) the major components- Content differentiation, Teaching differentiation, Assessment differentiation <p>- selection of teaching/learning materials of the National Basic Education Curriculum for JHS Level that require Curriculum Differentiation and Adaptation.</p> <p>- how content differentiation, teaching differentiation, assessment differentiation and selection of teaching/learning materials for JHS Level for learners with SEN are done.</p> <p>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.</p>	<p>25 mins</p>

	<p>2.3 Ask tutors to read the literature on sign language interpreting skills and write notes them.</p> <p>2.4 Ask tutors to pair and interpret sign language to each other (Reference Course Manual)</p> <p>2.5 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</p> <p>2.6 Ask tutors to discuss challenges in terms of new learning e.g. -Tutors' misconception: - Lack of interest in learning sign language - misconception that sign language is difficult to learn -Unavailability of relevant assistive technology for demonstration purposes</p> <p>2.7 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</p>	<p>2.3 Tutors read the literature on sign language interpreting skills and write notes them.</p> <p>2.4 Tutors pair and interpret sign language to each other (Reference Course Manual)</p> <p>2.5 Tutors discuss the possible challenges 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</p> <p>2.6 Tutors discuss challenges in terms of new learning e.g. -Tutors' misconception: - Lack of interest in learning sign language - misconception that sign language is difficult to learn -Unavailability of relevant assistive technology for demonstration purposes</p> <p>2.7 Tutors discuss some of 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</p>	
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	demonstration purposes (e.g. sign language mirrors; -sign language dictionaries -laptops; projectors Note: Make sure the resources are adequate	demonstration purposes (e.g. sign language mirrors; sign language dictionaries; Laptops; projectors	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> 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 <p><i>This section can build on the PD needs identified from the course manuals</i></p>			
<p>3. Teaching, learning and assessment activities for the lesson</p> <ul style="list-style-type: none"> Reading of teaching and learning activities and identification of 	<p>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.</p> <p>3.2 Ask tutors to brainstorm on teaching and learning</p>	<p>3.1 Tutors read silently, the teaching and learning activities of the lesson from the course manual and identify areas that require clarification.</p> <p>3.2 Tutors brainstorm on teaching and learning</p>	40 mins

<p>areas that require clarification</p> <ul style="list-style-type: none"> • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) • Working through one or two activities, 	<p>activities and identify areas that require clarification</p> <p>3.3 Request tutors to identify issues in assessment in alignment with the NTEAP and required course assessment:</p> <p>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.</p> <p>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.</p> <p>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</p> <p>3.6 Ask tutors to how any assessments relate to course assessment components</p> <p>3.7 Ask tutors to identify issues for clarification or questions which might arise</p>	<p>activities and identify areas that require clarification</p> <p>3.3 Tutors identify issues in assessment in alignment with the NTEAP and required course assessment:</p> <p>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.</p> <p>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</p> <p>3.6 Tutors identify how any assessments relate to course assessment component</p> <p>3.7 Tutors identify issues for clarification or questions which might arise</p>	
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	<p>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</p> <p>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</p> <p>3.10 Ask Tutors to identify where power point presentations or other resources need to be developed to support learning and provide guidance</p> <p>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</p>	<p>3.8 Tutors identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied</p> <p>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</p> <p>3.10 Tutors identify where power point presentations or other resources need to be developed to support learning and provide guidance</p> <p>3.11 List resources required for any TLMs and provide guidance on development of these.</p>	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • <i>Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from</i> 			

<p>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</p> <ul style="list-style-type: none"> • 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 21st skills and the use of information technology, are being developed or applied • Makes links to the existing PD Themes with page reference where they can 			
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<p><i>support teaching, for example: action research, questioning and to other external reference material</i></p> <ul style="list-style-type: none"> • <i>Identify where power point presentations or other resources need to be developed to support learning and provide guidance</i> • <i>Identify resources required for any TLMs and provide guidance on development of these</i> 			
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues 	<p>4.1. Ask tutors identify any outstanding issues relating to this lesson for clarification</p> <p>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.</p> <p>4.3 Ask tutors to read from the PD manual and find relevant materials for the next session.</p> <p>Note: Make sure that everybody has a concrete plan for teaching the given topics.</p>	<p>4.1. Tutors identify any outstanding issues relating to this lesson for clarification</p> <p>4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on observation during the next PD session.</p> <p>4.3 Read from the PD manual and look for relevant materials for the next session.</p>	<p>5 mins</p>

	<p>In the case of unresolved issues consult the subject writing leads.</p>		
<p>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.</p>	<p>Discuss possible ways by which to assess this course in alignment with NTEAP</p>		

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)

<p>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</p>	<p>Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></p>	<p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</p>	<p>Time in session</p>
<p>1. Introduction / lesson overview</p> <ul style="list-style-type: none"> • Overview of subject/s age phase/s to be covered in this PD session and how it will be 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 	<p>Begin the lesson with an Ice breaker</p> <p>1.1 Discuss the overview of the subject or learning area to be covered in this PD session</p> <p>(Refer to the course manual for the goals and course description) E.g., <i>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.</i></p>	<p>1.1 Tutors discuss the overview of the subject or learning area to be covered in this PD session.</p>	

<p>sections up to learning outcomes</p>	<p>Note: Remind tutors that the grouping for this PD session is based on the JHS level.</p> <p>1.2 Ask tutors to reflect on how useful the previous PD session was, in the delivery of their lessons.</p> <p>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.</p> <p>1.3 Ask tutors to share their views and understandings on Strategies for Teaching in Inclusive Classrooms at the JHS level</p> <p>1.4 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.</p> <p>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.</p>	<p>1.2 Tutors reflect on how useful the previous PD session was, in the delivery of their lessons.</p> <p>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.</p> <p>1.3 Tutors share their views and understandings on Strategies for Teaching in Inclusive Classrooms at the JHS level</p> <p>1.4 Tutors 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.</p> <p>1.5 Tutors read the section of the course manual on <i>important or distinctive features of the lesson(s)</i> For example, Pedagogical tools designed to meet the needs of all learners and Resource teachers' resourcefulness in inclusive classrooms.</p>	
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	<p>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.</p> <p>1.5 Ask tutors to identify and discuss the relationship between <i>LOs and LIs of lesson one in the course manual</i></p> <p>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.</p>	<p>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.</p> <p>1.5 Tutors identify and discuss the relationship between <i>LOs and LIs of lesson one in the course manual</i></p> <p>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 and those with low vision.</p>	
<p>The guidance notes for SL/HoD need to</p> <ul style="list-style-type: none"> • <i>Provide short overview of the lesson</i> • <i>Identify important or distinctive features of the lesson</i> • <i>Identify assessment, aligned to NTEAP</i> • <i>Anticipate questions which might arise from</i> 			

<p><i>the introduction to the lesson and provide responses for SL/HoD.</i></p> <ul style="list-style-type: none"> <i>Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD</i> 			
<p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept. 	<p>2.1 Ask tutors to discuss the following:</p> <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> - appropriate techniques to employ in teaching learners who are blind and those with low vision. <p>2.2 Ask tutors to identify, explain and discuss:</p> <ul style="list-style-type: none"> (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 in Ghana. <p>2.3 Ask tutors to:</p> <ul style="list-style-type: none"> (i) Reflect and produce a report on ways to effectively teach learners who are blind and those with low vision. 	<p>2.1 Tutors discuss the following:</p> <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> - appropriate techniques to employ in teaching learners who are blind and those with low vision. <p>2.2 Tutors identify, explain and discuss:</p> <ul style="list-style-type: none"> (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 in Ghana. <p>2.3 Tutors:</p> <ul style="list-style-type: none"> (i) Reflect and produce a report on ways to effectively teach learners who are blind and those with low vision. 	<p>25 mins</p>

	<p>(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</p> <p>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</p> <p>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.</p>	<p>(ii) In groups, demonstrate appropriate techniques to employ in teaching learners who are blind and those with low vision. (Reference Course Manual)</p> <p>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</p> <p>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</p>	
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	Perkins Braille Machines, stylus and hand frames -laptops; projectors Note: Make sure the resources are adequate	-laptops; projectors	
Guidance notes for SL/HoD should			
<ul style="list-style-type: none"> 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 <p><i>This section can build on the PD needs identified from the course manuals</i></p>			
3. Teaching, learning and assessment activities for the lesson	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. 3.2 Ask tutors to brainstorm on teaching and learning activities and identify	3.1 Tutors read silently, the teaching and learning activities of the lesson from the course manual and identify areas that require clarification. 3.2 Tutors brainstorm on teaching and learning activities and identify	40 mins
<ul style="list-style-type: none"> Reading of teaching and learning activities and identification of areas that require clarification 			

<ul style="list-style-type: none"> • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) • Working through one or two activities, 	<p>areas that require clarification</p> <p>3.3 Request tutors to identify issues in assessment in alignment with the NTEAP and required course assessment:</p> <p>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.</p> <p>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.</p> <p>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</p> <p>3.6 Ask tutors to identify how any assessments relate to course assessment components</p> <p>3.7 Ask tutors to identify issues for clarification or</p>	<p>areas that require clarification</p> <p>3.3 Tutors identify issues in assessment in alignment with the NTEAP and required course assessment:</p> <p>3.4 Tutors in 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.</p> <p>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</p> <p>3.6 Tutors identify how any assessments relate to course assessment component</p> <p>3.7 Tutors identify issues for clarification or questions which might arise</p>	
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	<p>questions which might arise</p> <p>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</p> <p>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</p> <p>3.10 Ask Tutors to identify where power point presentations or other resources need to be developed to support learning and provide guidance</p> <p>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</p>	<p>3.8 Tutors identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied</p> <p>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</p> <p>3.10 Tutors identify where power point presentations or other resources need to be developed to support learning and provide guidance</p> <p>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</p>	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • <i>Select activities, linked to CLO and</i> 			

<p><i>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</i></p> <ul style="list-style-type: none"> • <i>Identify how any assessments relate to course assessment components</i> • <i>The selected activities should be done with tutors in real or close to real time</i> • <i>Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these</i> • <i>Identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied</i> 			
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<ul style="list-style-type: none"> • <i>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</i> • <i>Identify where power point presentations or other resources need to be developed to support learning and provide guidance</i> • <i>Identify resources required for any TLMs and provide guidance on development of these</i> 			
<p>4 Evaluation and review of session:</p> <ul style="list-style-type: none"> • identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues 	<p>4.1. Ask tutors identify any outstanding issues relating to this lesson for clarification</p> <p>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.</p> <p>4.3 Ask tutors to read from the PD manual and find relevant materials for the next session.</p> <p>Note: Make sure that everybody has a concrete</p>	<p>4.1. Tutors identify any outstanding issues relating to this lesson for clarification</p> <p>4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on observation during the next PD session.</p> <p>4.3 Tutors read from the PD manual and look for relevant materials for the next session.</p>	<p>5 mins</p>

	<p>plan for teaching the given topics. In the case of unresolved issues consult the subject writing leads.</p>		
<p>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.</p>	<p>Discuss possible ways by which to assess this course in alignment with NTEAP</p>		

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. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
<p>1. Introduction / lesson overview</p> <ul style="list-style-type: none">• Overview of subject/s age phase/s to be covered in this PD session and how it will be 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	<p>Begin the lesson with an Ice breaker</p> <p>1.1 Discuss the overview of the subject or learning area to be covered in this PD session</p> <p>(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.</p>	<p>1.1 Tutors discuss the overview of the subject or learning area to be covered in this PD session.</p>	

<p>sections up to learning outcomes</p>	<p>Note: Remind tutors that the grouping for this PD session is based on the JHS level.</p> <p>1.2 Ask tutors to reflect on how useful the previous PD session was, in the delivery of their lessons.</p> <p>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.</p> <p>1.3 Ask tutors to share their views and understandings on Strategies and tools for inclusive Teaching (II)</p> <p>1.4 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.</p> <p>1.5 Ask Tutors to read the section of the course manual on <i>important or distinctive features of the lesson(s)</i></p> <p>For example, A. Pedagogical tools designed to meet the needs of all learners and Resource teachers' resourcefulness in inclusive classrooms.</p>	<p>1.2 Tutors reflect on how useful the previous PD session was, in the delivery of their lessons.</p> <p>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.</p> <p>1.3 Tutors share their views and understandings on Strategies and tools for inclusive Teaching (II)</p> <p>1.4 Tutors 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.</p> <p>1.5 Tutors read the section of the course manual on <i>important or distinctive features of the lesson(s)</i></p> <p>For example, Pedagogical tools designed to meet the needs of all learners and Resource teachers' resourcefulness in inclusive classrooms.</p>	
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	<p>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.</p> <p>1.6 Ask tutors to identify and discuss the relationship between <i>LOs and LIs of lesson one in the course manual</i></p> <p>1.6.1 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.</p>	<p>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.</p> <p>1.6 Tutors identify and discuss the relationship between <i>LOs and LIs of lesson one in the course manual</i></p> <p>1.6.1 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 and those with low vision.</p>	
<p>The guidance notes for SL/HoD need to</p> <ul style="list-style-type: none"> • <i>Provide short overview of the lesson</i> • <i>Identify important or distinctive features of the lesson</i> • <i>Identify assessment, aligned to NTEAP</i> • <i>Anticipate questions which might arise from</i> 			

<p><i>the introduction to the lesson and provide responses for SL/HoD.</i></p> <ul style="list-style-type: none"> <i>Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD</i> 			
<p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> Identification and discussion of concepts Identification of possible challenging areas in teaching of the concept. Identification of needed resources for the teaching and learning of the concept. 	<p>2.1 Ask tutors to discuss the following:</p> <p>i) Pedagogical tools designed to meet the needs of all learners and Resource teachers' resourcefulness in inclusive classrooms.</p> <p>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.</p> <p>2.2 Ask tutors to identify, explain and discuss:</p> <p>(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 in Ghana.</p> <p>2.3 Ask tutors to:</p> <p>(i) Reflect and produce a report on ways to effectively teach learners who are blind and those with low vision.</p>	<p>2.1 Tutors discuss the following:</p> <p>i) Pedagogical tools designed to meet the needs of all learners and Resource teachers' resourcefulness in inclusive classrooms.</p> <p>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.</p> <p>2.2 Tutors identify, explain and discuss:</p> <p>(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 in Ghana.</p> <p>2.3 Tutors:</p> <p>(i) Reflect and produce a report on ways to effectively teach learners who are blind and those with low vision.</p>	<p>25 mins</p>

	<p>(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</p> <p>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</p> <p>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 -laptops; projectors</p>	<p>(ii) In groups, demonstrate appropriate techniques to employ in teaching learners who are blind and those with low vision. (Reference Course Manual)</p> <p>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</p> <p>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 -laptops; projectors</p>	
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	Note: Make sure the resources are adequate		
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> 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 <p><i>This section can build on the PD needs identified from the course manuals</i></p>			
<p>3. Teaching, learning and assessment activities for the lesson</p> <ul style="list-style-type: none"> Reading of teaching and learning activities and identification of areas that require clarification Reading of assessment opportunities and 	<p>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.</p> <p>3.2 Ask tutors to brainstorm on teaching and learning activities and identify areas that require clarification</p>	<p>3.1 Tutors read silently, the teaching and learning activities of the lesson from the course manual and identify areas that require clarification.</p> <p>3.2 Tutors brainstorm on teaching and learning activities and identify areas that require clarification</p>	40 mins

<p>ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%)</p> <ul style="list-style-type: none"> • Working through one or two activities, 	<p>3.3 Request tutors to identify issues in assessment in alignment with the NTEAP and required course assessment:</p> <p>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.</p> <p>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.</p> <p>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</p> <p>3.6 Ask tutors to identify how any assessments relate to course assessment components</p> <p>3.7 Ask tutors to identify issues for clarification or questions which might arise</p>	<p>3.3 Tutors identify issues in assessment in alignment with the NTEAP and required course assessment:</p> <p>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.</p> <p>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</p> <p>3.6 Tutors identify how any assessments relate to course assessment component</p> <p>3.7 Tutors identify issues for clarification or questions which might arise</p>	
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	<p>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</p> <p>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</p> <p>3.10 Ask Tutors to identify where power point presentations or other resources need to be developed to support learning and provide guidance</p> <p>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</p>	<p>3.8 Tutors identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied</p> <p>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</p> <p>3.10 Tutors identify where power point presentations or other resources need to be developed to support learning and provide guidance</p> <p>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</p>	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • <i>Select activities, linked to CLO and indicators, from the lesson that are likely to be most</i> 			

<p><i>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</i></p> <ul style="list-style-type: none"> • <i>Identify how any assessments relate to course assessment components</i> • <i>The selected activities should be done with tutors in real or close to real time</i> • <i>Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these</i> • <i>Identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied</i> • <i>Makes links to the existing PD Themes with page reference</i> 			
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<p><i>where they can support teaching, for example: action research, questioning and to other external reference material</i></p> <ul style="list-style-type: none"> • <i>Identify where power point presentations or other resources need to be developed to support learning and provide guidance</i> • <i>Identify resources required for any TLMs and provide guidance on development of these</i> 			
<p>4 Evaluation and review of session:</p> <ul style="list-style-type: none"> • identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues 	<p>4.1. Ask tutors identify any outstanding issues relating to this lesson for clarification</p> <p>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.</p> <p>4.3 Ask tutors to read from the PD manual and find relevant materials for the next session.</p> <p>Note: Make sure that everybody has a concrete plan for teaching the given topics.</p>	<p>4.1. Tutors identify any outstanding issues relating to this lesson for clarification</p> <p>4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on observation during the next PD session.</p> <p>4.3 Tutors read from the PD manual and look for relevant materials for the next session.</p>	<p>5 mins</p>

	<p>In the case of unresolved issues consult the subject writing leads.</p>		
<p>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.</p>	<p>Discuss possible ways by which to assess this course in alignment with NTEAP</p>		

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. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
<p>1. Introduction / lesson overview</p> <ul style="list-style-type: none">• Overview of subject/s age phase/s to be covered in this PD session and how it will be 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	<p>Begin the lesson with an Ice breaker</p> <p>1.1 Discuss the overview of the subject or learning area to be covered in this PD session</p> <p>(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.</p>	<p>1.1 Tutors discuss the overview of the subject or learning area to be covered in this PD session.</p>	

<p>sections up to learning outcomes</p>	<p>Note: Remind tutors that the grouping for this PD session is based on the JHS level.</p> <p>1.2 Ask tutors to reflect on how useful the previous PD session was, in the delivery of their lessons.</p> <p>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.</p> <p>1.3 Ask tutors to share their views and understandings on Components of Inclusive Schools and Classrooms</p> <p>1.4 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.</p> <p>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.</p>	<p>1.2 Tutors reflect on how useful the previous PD session was, in the delivery of their lessons.</p> <p>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.</p> <p>1.3 Tutors share their views and understandings on Components of Inclusive Schools and Classrooms</p> <p>1.4 Tutors 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.</p> <p>1.5 Tutors read the section of the course manual on <i>important or distinctive features of the lesson(s)</i> For example, Pedagogical tools designed to meet the needs of all learners and Resource teachers' resourcefulness in inclusive classrooms.</p>	
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	<p>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.</p> <p>1.6 Ask tutors to identify and discuss the relationship between <i>LOs and LIs of lesson one in the course manual</i></p> <p>1.6.1 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.</p>	<p>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.</p> <p>1.6 Tutors identify and discuss the relationship between <i>LOs and LIs of lesson one in the course manual</i></p> <p>1.6.1 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 and those with low vision.</p>	
<p>The guidance notes for SL/HoD need to</p> <ul style="list-style-type: none"> • <i>Provide short overview of the lesson</i> • <i>Identify important or distinctive features of the lesson</i> • <i>Identify assessment, aligned to NTEAP</i> • <i>Anticipate questions which might arise from</i> 			

<p><i>the introduction to the lesson and provide responses for SL/HoD.</i></p> <ul style="list-style-type: none"> <i>Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD</i> 			
<p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> Identification and discussion of concepts Identification of possible challenging areas in teaching of the concept. Identification of needed resources for the teaching and learning of the concept. 	<p>2.1 Ask tutors to discuss the following:</p> <ul style="list-style-type: none"> 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. <p>- appropriate techniques to employ in teaching learners who are blind and those with low vision.</p> <p>2.2 Ask tutors to identify, explain and discuss:</p> <ul style="list-style-type: none"> (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. 	<p>2.1 Tutors discuss the following:</p> <ul style="list-style-type: none"> 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. <p>- appropriate techniques to employ in teaching learners who are blind and those with low vision.</p> <p>2.2 Tutors identify, explain and discuss:</p> <ul style="list-style-type: none"> (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. 	<p>25 mins</p>

	<p>2.3 Ask tutors to:</p> <p>(i) Reflect and produce a report on ways to effectively teach learners who are blind and those with low vision.</p> <p>(ii) In groups, demonstrate appropriate techniques to employ in teaching learners who are blind and those with low vision.</p> <p>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</p> <p>2.4 Ask tutors to discuss challenges in terms of new learning e.g.</p> <p>-Tutors' misconceptions:</p> <p>- Lack of interest in learning Braille</p> <p>- misconception that Braille is difficult to learn</p> <p>-Unavailability of relevant assistive technology for demonstration purposes e.g., Perkins Braille Machines, stylus and hand frames</p> <p>2.5 Ask Tutors to discuss some of the resources needed for the teaching and learning of the concepts in the lesson e.g.</p> <p>-Resource Persons needed to facilitate teaching sessions;</p>	<p>2.3 Tutors:</p> <p>(i) Reflect and produce a report on ways to effectively teach learners who are blind and those with low vision.</p> <p>(ii) In groups, demonstrate appropriate techniques to employ in teaching learners who are blind and those with low vision.</p> <p>(Reference Course Manual)</p> <p>2.4 Tutors discuss the possible challenges in new learning e.g.</p> <p>-Tutors' misconceptions:</p> <p>- Lack of interest in learning Braille</p> <p>- misconception that Braille is difficult to learn</p> <p>-Unavailability of relevant assistive technology for demonstration purposes e.g., Perkins Braille Machines, stylus and hand frames</p> <p>2.5 Tutors discuss resources needed for the teaching and learning of the concepts in the lesson e.g.</p> <p>-Resource Persons needed to facilitate teaching sessions;</p> <p>-Specialized equipment/Technology for</p>	
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	<p>-Specialized equipment/Technology for demonstration purposes (e.g. Perkins Braille Machines, stylus and hand frames -laptops; projectors</p> <p>Note: Make sure the resources are adequate</p>	demonstration purposes (e.g. Perkins Braille Machines, stylus and hand frames -laptops; projectors	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> 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 <p><i>This section can build on the PD needs identified from the course manuals</i></p>			
<p>3. Teaching, learning and assessment activities for the lesson</p> <ul style="list-style-type: none"> Reading of teaching and learning activities and 	<p>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.</p>	<p>3.1 Tutors read silently, the teaching and learning activities of the lesson from the course manual and identify areas that require clarification.</p>	<p>40 mins</p>

<p>identification of areas that require clarification</p> <ul style="list-style-type: none"> • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) • Working through one or two activities, 	<p>3.2 Ask tutors to brainstorm on teaching and learning activities and identify areas that require clarification</p> <p>3.3 Request tutors to identify issues in assessment in alignment with the NTEAP and required course assessment:</p> <p>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.</p> <p>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.</p> <p>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</p> <p>3.6 Ask tutors to identify how any assessments relate to course assessment components</p>	<p>3.2 Tutors brainstorm on teaching and learning activities and identify areas that require clarification</p> <p>3.3 Tutors identify issues in assessment in alignment with the NTEAP and required course assessment:</p> <p>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.</p> <p>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</p> <p>3.6 Tutors identify how any assessments relate to course assessment component</p>	
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	<p>3.7 Ask tutors to identify issues for clarification or questions which might arise</p> <p>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</p> <p>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</p> <p>3.10 Ask Tutors to identify where power point presentations or other resources need to be developed to support learning and provide guidance</p> <p>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</p>	<p>3.7 Tutors identify issues for clarification or questions which might arise</p> <p>3.8 Tutors identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied</p> <p>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</p> <p>3.10 Tutors identify where power point presentations or other resources need to be developed to support learning and provide guidance</p> <p>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</p>	
<p>Guidance notes for SL/HoD should</p>			

<ul style="list-style-type: none"> • <i>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</i> • <i>Identify how any assessments relate to course assessment components</i> • <i>The selected activities should be done with tutors in real or close to real time</i> • <i>Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these</i> • <i>Identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are</i> 			
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<p><i>being developed or applied</i></p> <ul style="list-style-type: none"> • <i>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</i> • <i>Identify where power point presentations or other resources need to be developed to support learning and provide guidance</i> • <i>Identify resources required for any TLMs and provide guidance on development of these</i> 			
<p>4 Evaluation and review of session:</p> <ul style="list-style-type: none"> • identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues 	<p>4.1. Ask tutors identify any outstanding issues relating to this lesson for clarification</p> <p>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.</p> <p>4.3 Ask tutors to read from the PD manual and find relevant materials for the next session.</p>	<p>4.1. Tutors identify any outstanding issues relating to this lesson for clarification</p> <p>4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on observation during the next PD session.</p> <p>4.3 Tutors read from the PD manual and look for relevant materials for the next session.</p>	<p>5 mins</p>

	<p>Note: Make sure that everybody has a concrete plan for teaching the given topics.</p> <p>In the case of unresolved issues consult the subject writing leads.</p>		
<p>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.</p>	<p>Discuss possible ways by which to assess this course in alignment with NTEAP</p>		

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. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
<p>1. Introduction / lesson overview</p> <ul style="list-style-type: none">• Overview of subject/s age phase/s to be covered in this PD session and how it will be 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	<p>Begin the lesson with an Ice breaker</p> <p>1.1 Discuss the overview of the subject or learning area to be covered in this PD session</p> <p>(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.</p>	<p>1.1 Tutors discuss the overview of the subject or learning area to be covered in this PD session.</p>	

<p>sections up to learning outcomes</p>	<p>Note: Remind tutors that the grouping for this PD session is based on the JHS level.</p> <p>1.2 Ask tutors to reflect on how useful the previous PD session was, in the delivery of their lessons.</p> <p>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.</p> <p>1.3 Ask tutors to share their views and understandings on Components of Inclusive Schools and Classrooms</p> <p>1.4 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.</p> <p>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.</p>	<p>1.2 Tutors reflect on how useful the previous PD session was, in the delivery of their lessons.</p> <p>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.</p> <p>1.3 Tutors share their views and understandings on Components of Inclusive Schools and Classrooms</p> <p>1.4 Tutors 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.</p> <p>1.5 Tutors read the section of the course manual on <i>important or distinctive features of the lesson(s)</i> For example, Pedagogical tools designed to meet the needs of all learners and Resource teachers' resourcefulness in inclusive classrooms.</p>	
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	<p>B. ways to effectively teach learners who are blind and those with low vision.</p> <ul style="list-style-type: none"> - appropriate techniques to employ in teaching learners who are blind and those with low vision. <p>1.6 Ask tutors to identify and discuss the relationship between <i>LOs and Lis of lesson one in the course manual</i></p> <p>1.6.1 Ask tutors to discuss the following</p> <p>A. Relevance of the Individualized learning plans (ILPs) in inclusive education at the JHS Level in Ghana</p> <ul style="list-style-type: none"> -How IEPs are developed and implemented for learners with SEN in inclusive schools. <p>B. ways to effectively teach learners who are blind and those with low vision.</p> <ul style="list-style-type: none"> - 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 	<p>B. ways to effectively teach learners who are blind and those with low vision.</p> <ul style="list-style-type: none"> - appropriate techniques to employ in teaching learners who are blind and those with low vision. <p>1.6 Tutors identify and discuss the relationship between <i>LOs and Lis of lesson one in the course manual</i></p> <p>1.6.1 Tutors discuss the following</p> <p>A. Relevance of the Individualized learning plans (ILPs) in inclusive education at the JHS Level in Ghana</p> <ul style="list-style-type: none"> -How IEPs are developed and implemented for learners with SEN in inclusive schools. <p>B. ways to effectively teach learners who are blind and those with low vision.</p> <ul style="list-style-type: none"> - 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 	
<p><i>The guidance notes for SL/HoD need to</i></p>			

<ul style="list-style-type: none"> • <i>Provide short overview of the lesson</i> • <i>Identify important or distinctive features of the lesson</i> • <i>Identify assessment, aligned to NTEAP</i> • <i>Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD.</i> • <i>Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD</i> 			
<p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept. 	<p>2.1 Ask tutors to discuss the following:</p> <p>i) 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.</p> <p>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. -types and categories of assistive and adaptive technology available for all learners with SEN.</p>	<p>2.1 Tutors discuss the following:</p> <p>i) 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.</p> <p>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. -types and categories of assistive and adaptive technology available for all learners with SEN.</p>	<p>25 mins</p>

	<p>-importance of Assistive Technology to learners with SEN</p> <p>-How to design assistive and adaptive devices for learners who are blind and those with low vision</p> <p>2.2 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 Brailers inadequate equipment to support of braille teaching e.g., Braille machines, Magnifying glasses</p> <p>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</p> <p>2.5 Ask Tutors to discuss some of the resources needed for the teaching and learning of the concepts in the lesson e.g.</p>	<p>-importance of Assistive Technology to learners with SEN</p> <p>-How to design assistive and adaptive devices for learners who are blind and those with low vision</p> <p>2.2 Tutors discuss possible challenging areas in teaching of the concepts in the lesson. e.g. challenges with internet connectivity, -Large Class Sizes, Lack of Brailers inadequate equipment to support of braille teaching e.g., Braille machines, Magnifying glasses</p> <p>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)</p> <p>2.5 Tutors discuss resources needed for the teaching and learning of the concepts in the lesson e.g.</p>	
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	<p>-Resource Persons needed to facilitate teaching sessions; -Specialized equipment/Technology for demonstration purposes (e.g. Perkins Braille Machines, stylus and hand frames -laptops; projectors</p> <p>Note: Make sure the resources are adequate</p>	<p>-Resource Persons needed to facilitate teaching sessions; -Specialized equipment/Technology for demonstration purposes (e.g. Perkins Braille Machines, stylus and hand frames -laptops; projectors</p>	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> 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 <p><i>This section can build on the PD needs identified from the course manuals</i></p>			
<p>3. Teaching, learning and assessment activities for the lesson</p>	<p>3.1 Ask tutors to read silently the teaching and learning activities of the lesson from the course manual</p>	<p>3.1 Tutors read silently, the teaching and learning activities of the lesson from the course manual</p>	<p>40 mins</p>

<ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) • Working through one or two activities, 	<p>and identify areas that require clarification.</p> <p>3.2 Ask tutors to brainstorm on teaching and learning activities and identify areas that require clarification</p> <p>3.3 Request tutors to identify issues in assessment in alignment with the NTEAP and required course assessment:</p> <p>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.</p> <p>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.</p> <p>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</p> <p>3.6 Ask tutors to identify how any assessments relate to</p>	<p>and identify areas that require clarification.</p> <p>3.2 Tutors brainstorm on teaching and learning activities and identify areas that require clarification</p> <p>3.3 Tutors identify issues in assessment in alignment with the NTEAP and required course assessment:</p> <p>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.</p> <p>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</p> <p>3.6 Tutors identify how any assessments relate to</p>	
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	course assessment components	course assessment component	
	<p>3.7 Ask tutors to identify issues for clarification or questions which might arise</p>	<p>3.7 Tutors identify issues for clarification or questions which might arise</p>	
	<p>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</p>	<p>3.8 Tutors identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied</p>	
	<p>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</p>	<p>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</p>	
	<p>3.10 Ask Tutors to identify where power point presentations or other resources need to be developed to support learning and provide guidance</p>	<p>3.10 Tutors identify where power point presentations or other resources need to be developed to support learning and provide guidance</p>	
	<p>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,</p>	<p>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</p>	

	white canes, lenses, magnifying glasses		
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • <i>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</i> • <i>Identify how any assessments relate to course assessment components</i> • <i>The selected activities should be done with tutors in real or close to real time</i> • <i>Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these</i> • <i>Identify where, and which, core and transferable skills,</i> 			

<p><i>including 21st skills and the use of information technology, are being developed or applied</i></p> <ul style="list-style-type: none"> • <i>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</i> • <i>Identify where power point presentations or other resources need to be developed to support learning and provide guidance</i> • <i>Identify resources required for any TLMs and provide guidance on development of these</i> 			
<p>4 Evaluation and review of session:</p> <ul style="list-style-type: none"> • identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues 	<p>4.1. Ask tutors identify any outstanding issues relating to this lesson for clarification</p> <p>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.</p>	<p>4.1. Tutors identify any outstanding issues relating to this lesson for clarification</p> <p>4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on observation during the next PD session.</p>	<p>5 mins</p>

	<p>4.3 Ask tutors to read from the PD manual and find relevant materials for the next session.</p> <p>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.</p>	<p>4.3 Tutors read from the PD manual and look for relevant materials for the next session.</p>	
<p>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.</p>	<p>Discuss possible ways by which to assess this course in alignment with NTEAP</p>		

Lesson Title: Lesson 10

A: Inclusive Teaching Strategies

-Benefits of Inclusive Education

B: Practicum in Special Educational Needs

- Braille (V)

<p>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</p>	<p>Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></p>	<p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</p>	<p>Time in session</p>
<p>1. Introduction / lesson overview</p> <ul style="list-style-type: none"> • Overview of subject/s age phase/s to be covered in this PD session and how it will be 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 	<p>Begin the lesson with an Ice breaker</p> <p>1.1 Discuss the overview of the subject or learning area to be covered in this PD session</p> <p>(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.</p>	<p>1.1 Tutors discuss the overview of the subject or learning area to be covered in this PD session.</p>	

<p>sections up to learning outcomes</p>	<p>Note: Remind tutors that the grouping for this PD session is based on the JHS level.</p> <p>1.2 Ask tutors to reflect on how useful the previous PD session was, in the delivery of their lessons.</p> <p>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.</p> <p>1.3 Ask tutors to share their views and understandings on the benefits of Inclusive Education</p> <p>1.4 Ask tutors to share their views and understandings on Braille as a skill in communicating effectively with learners with different blindness and low vision.</p> <p>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.</p>	<p>1.2 Tutors reflect on how useful the previous PD session was, in the delivery of their lessons.</p> <p>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.</p> <p>1.3 Tutors share their views and understandings on the Benefits of Inclusive Education</p> <p>1.4 Tutors share their views and understandings on Braille as a skill in communicating effectively with learners with different blindness and low vision.</p> <p>1.5 Tutors read the section of the course manual on <i>important or distinctive features of the lesson(s)</i> For example, 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.</p>	
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	<p>- appropriate techniques to employ in teaching learners who are blind and those with low vision.</p> <p>1.6 Ask tutors to identify and discuss the relationship between <i>LOs and LIs of lesson one in the course manual</i></p> <p>1.6.1 Ask tutors to discuss the following A. Benefits of Inclusive Education B. Algebraic numbers in braille</p>	<p>- appropriate techniques to employ in teaching learners who are blind and those with low vision.</p> <p>1.6 Tutors identify and discuss the relationship between <i>LOs and LIs of lesson one in the course manual</i></p> <p>1.6.1 Tutors discuss the following A. Benefits of Inclusive Education B. Algebraic numbers in braille</p>	
<p>The guidance notes for SL/HoD need to</p> <ul style="list-style-type: none"> • <i>Provide short overview of the lesson</i> • <i>Identify important or distinctive features of the lesson</i> • <i>Identify assessment, aligned to NTEAP</i> • <i>Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD.</i> • <i>Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD</i> 			

<p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept. 	<p>2.1 Ask tutors to discuss the following: i) Benefits of Inclusive Education</p> <p>2.2 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 Brailers inadequate equipment to support of braille teaching e.g., Braille machines, Magnifying glasses</p> <p>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</p> <p>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;</p>	<p>2.1 Tutors discuss the following: i) Benefits of Inclusive Education</p> <p>2.2 Tutors discuss possible challenging areas in teaching of the concepts in the lesson. e.g. challenges with internet connectivity, -Large Class Sizes, Lack of Brailers inadequate equipment to support of braille teaching e.g., Braille machines, Magnifying glasses</p> <p>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)</p> <p>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</p>	<p>25 mins</p>
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	<p>-Specialized equipment/Technology for demonstration purposes (e.g. Perkins Braille Machines, stylus and hand frames -laptops; projectors</p> <p>Note: Make sure the resources are adequate</p>	demonstration purposes (e.g. Perkins Braille Machines, stylus and hand frames -laptops; projectors	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> 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 <p><i>This section can build on the PD needs identified from the course manuals</i></p>			
<p>3. Teaching, learning and assessment activities for the lesson</p> <ul style="list-style-type: none"> Reading of teaching and learning activities and 	<p>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.</p>	<p>3.1 Tutors read silently, the teaching and learning activities of the lesson from the course manual and identify areas that require clarification.</p>	<p>40 mins</p>

<p>identification of areas that require clarification</p> <ul style="list-style-type: none"> • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) • Working through one or two activities, 	<p>3.2 Ask tutors to brainstorm on Benefits of Inclusive Education and identify areas that require clarification</p> <p>3.3 Request tutors to identify issues in assessment in alignment with the NTEAP and required course assessment:</p> <p>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.</p> <p>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.</p> <p>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</p> <p>3.6 Ask tutors to identify how any assessments relate to course assessment components</p>	<p>3.2 Tutors brainstorm on Benefits of Inclusive Education and identify areas that require clarification</p> <p>3.3 Tutors identify issues in assessment in alignment with the NTEAP and required course assessment:</p> <p>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.</p> <p>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</p> <p>3.6 Tutors identify how any assessments relate to course assessment component</p>	
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	<p>3.7 Ask tutors to identify issues for clarification or questions which might arise</p> <p>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</p> <p>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</p> <p>3.10 Ask Tutors to identify where power point presentations or other resources need to be developed to support learning and provide guidance</p> <p>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</p>	<p>3.7 Tutors identify issues for clarification or questions which might arise</p> <p>3.8 Tutors identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied</p> <p>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</p> <p>3.10 Tutors identify where power point presentations or other resources need to be developed to support learning and provide guidance</p> <p>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</p>	
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<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • <i>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</i> • <i>Identify how any assessments relate to course assessment components</i> • <i>The selected activities should be done with tutors in real or close to real time</i> • <i>Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these</i> • <i>Identify where, and which, core and transferable skills, including 21st skills and the use of</i> 			
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<p><i>information technology, are being developed or applied</i></p> <ul style="list-style-type: none"> • <i>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</i> • <i>Identify where power point presentations or other resources need to be developed to support learning and provide guidance</i> • <i>Identify resources required for any TLMs and provide guidance on development of these</i> 			
<p>4 Evaluation and review of session:</p> <ul style="list-style-type: none"> • identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues 	<p>4.1 Ask tutors identify any outstanding issues relating to this lesson for clarification</p> <p>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.</p> <p>4.3 Ask tutors to read from the PD manual and find</p>	<p>4.1 Tutors identify any outstanding issues relating to this lesson for clarification</p> <p>4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on observation during the next PD session.</p> <p>4.3 Tutors read from the PD manual and look for</p>	<p>5 mins</p>

	<p>relevant materials for the next session.</p> <p>Note: Make sure that everybody has a concrete plan for teaching the given topics.</p> <p>In the case of unresolved issues consult the subject writing leads.</p>	<p>relevant materials for the next session.</p>	
<p>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.</p>	<p>Discuss possible ways by which to assess this course in alignment with NTEAP</p>		

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)**

<p>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</p>	<p>Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></p>	<p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</p>	<p>Time in session</p>
<p>1. Introduction / lesson overview</p> <ul style="list-style-type: none"> • Overview of subject/s age phase/s to be covered in this PD session and how it will be 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 	<p>Begin the lesson with an Ice breaker</p> <p>1.1 Discuss the overview of the subject or learning area to be covered in this PD session</p> <p>(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.</p>	<p>1.1 Tutors discuss the overview of the subject or learning area to be covered in this PD session.</p>	

<p>sections up to learning outcomes</p>	<p>1.2 Ask tutors to reflect on how useful the previous PD session was, in the delivery of their lessons.</p> <p>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.</p> <p>1.3 Ask tutors to share their views and understandings on overcoming Challenges within Inclusive Schools</p> <p>1.4 Ask tutors to share their views and understandings on Braille.</p> <p>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. - appropriate techniques to employ in teaching learners who are blind and those with low vision.</p> <p>1.6 Ask tutors to identify and discuss the relationship between <i>LOs and LIs of</i></p>	<p>1.2 Tutors reflect on how useful the previous PD session was, in the delivery of their lessons.</p> <p>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.</p> <p>1.3 Tutors share their views and understandings on overcoming Challenges within Inclusive Schools</p> <p>1.4 Tutors share their views and understandings on Braille.</p> <p>1.5 Tutors 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. - appropriate techniques to employ in teaching learners who are blind and those with low vision.</p> <p>1.6 Tutors identify and discuss the relationship between <i>LOs and LIs of</i></p>	
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	<p><i>lesson one in the course manual</i></p> <p>1.6.1 Ask tutors to: read on</p> <p>A. Benefits of Inclusive Education</p> <p>B. abbreviations and operation signs</p> <p>C. use abbreviations and operation signs</p> <p>D. Algebraic numbers in braille</p>	<p><i>lesson one in the course manual</i></p> <p>1.6.1 Tutors discuss the following</p> <p>A. Benefits of Inclusive Education</p> <p>B. Algebraic numbers in braille</p>	
<p>The guidance notes for SL/HoD need to</p> <ul style="list-style-type: none"> • 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 			
<p>2. Concept Development (New learning likely to arise in this lesson):</p>	<p>2.1 Ask tutors to discuss the following:</p> <p>i) Overcoming Challenges within Inclusive Setting</p> <p>2.2 Ask tutors to discuss possible challenging areas</p>	<p>2.1 Tutors discuss the following:</p> <p>i) Overcoming Challenges within Inclusive Setting</p> <p>2.2 Tutors discuss possible challenging areas in</p>	<p>25 mins</p>

<ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept. 	<p>in teaching of the concepts in the lesson. e.g. challenges with internet connectivity, -Large Class Sizes, Lack of Brailers inadequate equipment to support of braille teaching e.g., Braille machines, Magnifying glasses</p> <p>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</p> <p>2.4. 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 -laptops; projectors</p>	<p>teaching of the concepts in the lesson. e.g. challenges with internet connectivity, -Large Class Sizes, Lack of Brailers inadequate equipment to support of braille teaching e.g., Braille machines, Magnifying glasses</p> <p>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)</p> <p>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</p>	
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	Note: Make sure the resources are adequate		
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> 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 <p><i>This section can build on the PD needs identified from the course manuals</i></p>			
<p>3. Teaching, learning and assessment activities for the lesson</p> <ul style="list-style-type: none"> Reading of teaching and learning activities and identification of areas that require clarification Reading of assessment opportunities and 	<p>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.</p> <p>3.2 Ask tutors to brainstorm on Benefits of Inclusive Education and identify areas that require clarification</p>	<p>3.1 Tutors read silently, the teaching and learning activities of the lesson from the course manual and identify areas that require clarification.</p> <p>3.2 Tutors brainstorm on Benefits of Inclusive Education and identify areas that require clarification</p>	40 mins

<p>ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%)</p> <ul style="list-style-type: none"> • Working through one or two activities, 	<p>3.3 Request tutors to identify issues in assessment in alignment with the NTEAP and required course assessment:</p> <p>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.</p> <p>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.</p> <p>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</p> <p>3.6 Ask tutors to identify how any assessments relate to course assessment components</p> <p>3.7 Ask tutors to identify issues for clarification or questions which might arise</p>	<p>3.3 Tutors identify issues in assessment in alignment with the NTEAP and required course assessment:</p> <p>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.</p> <p>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</p> <p>3.6 Tutors identify how any assessments relate to course assessment component</p> <p>3.7 Tutors identify issues for clarification or questions which might arise</p>	
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	<p>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</p> <p>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</p> <p>3.10 Ask Tutors to identify where power point presentations or other resources need to be developed to support learning and provide guidance</p> <p>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</p>	<p>3.8 Tutors identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied</p> <p>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</p> <p>3.10 Tutors identify where power point presentations or other resources need to be developed to support learning and provide guidance</p> <p>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</p>	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • <i>Select activities, linked to CLO and indicators, from the lesson that are likely to be most</i> 			

<p><i>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</i></p> <ul style="list-style-type: none"> • <i>Identify how any assessments relate to course assessment components</i> • <i>The selected activities should be done with tutors in real or close to real time</i> • <i>Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these</i> • <i>Identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied</i> • <i>Makes links to the existing PD Themes with page reference</i> 			
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<p><i>where they can support teaching, for example: action research, questioning and to other external reference material</i></p> <ul style="list-style-type: none"> • <i>Identify where power point presentations or other resources need to be developed to support learning and provide guidance</i> • <i>Identify resources required for any TLMs and provide guidance on development of these</i> 			
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues 	<p>4.1 Ask tutors identify any outstanding issues relating to this lesson for clarification</p> <p>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.</p> <p>4.3 Ask tutors to read from the PD manual and find relevant materials for the next session.</p> <p>Note: Make sure that everybody has a concrete plan for teaching the given topics.</p>	<p>4.1 Tutors identify any outstanding issues relating to this lesson for clarification</p> <p>4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on observation during the next PD session.</p> <p>4.3 Tutors read from the PD manual and look for relevant materials for the next session.</p>	<p>5 mins</p>

	<p>In the case of unresolved issues consult the subject writing leads.</p>		
<p>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.</p>	<p>Discuss possible ways by which to assess this course in alignment with NTEAP</p>		

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. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
<p>1. Introduction / lesson overview</p> <ul style="list-style-type: none">• Overview of subject/s age phase/s to be covered in this PD session and how it will be 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	<p>Begin the lesson with an Ice breaker</p> <p>1.1 Discuss the overview of the subject or learning area to be covered in this PD session</p> <p>(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.</p>	<p>1.1 Tutors discuss the overview of the subject or learning area to be covered in this PD session.</p>	

<p>sections up to learning outcomes</p>	<p>1.2 Ask tutors to reflect on how useful the previous PD session was, in the delivery of their lessons.</p> <p>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.</p> <p>1.3 Ask tutors to summarize their understandings on Inclusive Education, Braille and Sign language and share same with their colleagues</p> <p>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 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.</p> <p>1.5 Ask tutors to identify and discuss the relationship between <i>LOs and LIs of lesson one in the course manual</i></p>	<p>1.2 Tutors reflect on how useful the previous PD session was, in the delivery of their lessons.</p> <p>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.</p> <p>1.3 Tutors to summarize their understandings on Inclusive Education, Braille and Sign language and share same with their colleagues</p> <p>1.4 Tutors 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. - appropriate techniques to employ in teaching learners who are blind and those with low vision.</p> <p>1.5 Tutors identify and discuss the relationship between <i>LOs and LIs of lesson one in the course manual</i></p>	
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	<p>1.5.1 Ask tutors to: read on</p> <p>A. Benefits of Inclusive Education</p> <p>B. abbreviations and operation signs</p> <p>C. use abbreviations and operation signs</p> <p>D. Algebraic numbers in braille</p>	<p>1.5.1 Tutors discuss the following</p> <p>A. Benefits of Inclusive Education</p> <p>B. Algebraic numbers in braille</p>	
<p>The guidance notes for SL/HoD need to</p> <ul style="list-style-type: none"> • 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 			
<p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging 	<p>2.1 Ask tutors to discuss the following:</p> <p>i) Concept of Inclusive Education, ILPs, Overcoming Challenges within Inclusive Setting, Sign Language, Braille</p>	<p>2.1 Tutors discuss the following:</p> <p>i) Concept of Inclusive Education, ILPs, Overcoming Challenges within Inclusive Setting, Sign Language, Braille</p>	25 mins

<p>areas in teaching of the concept.</p> <ul style="list-style-type: none"> • Identification of needed resources for the teaching and learning of the concept. 	<p>2.2 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 Brailers inadequate equipment to support of braille teaching e.g., Braille machines, Magnifying glasses</p> <p>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</p> <p>2.4. 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 -laptops; projectors</p>	<p>2.2 Tutors discuss possible challenging areas in teaching of the concepts in the lesson. e.g. challenges with internet connectivity, -Large Class Sizes, Lack of Brailers inadequate equipment to support of braille teaching e.g., Braille machines, Magnifying glasses</p> <p>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)</p> <p>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</p>	
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	Note: Make sure the resources are adequate		
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> 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 <p><i>This section can build on the PD needs identified from the course manuals</i></p>			
<p>3. Teaching, learning and assessment activities for the lesson</p> <ul style="list-style-type: none"> Reading of teaching and learning activities and identification of areas that require clarification Reading of assessment opportunities and 	<p>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.</p> <p>3.2 Ask tutors to brainstorm on Benefits of Inclusive Education and identify areas that require clarification</p>	<p>3.1 Tutors read silently, the teaching and learning activities of the lesson from the course manual and identify areas that require clarification.</p> <p>3.2 Tutors brainstorm on Benefits of Inclusive Education and identify areas that require clarification</p>	40 mins

<p>ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%)</p> <ul style="list-style-type: none"> • Working through one or two activities, 	<p>3.3 Request tutors to identify issues in assessment in alignment with the NTEAP and required course assessment:</p> <p>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.</p> <p>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.</p> <p>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</p> <p>3.6 Ask tutors to identify how any assessments relate to course assessment components</p> <p>3.7 Ask tutors to identify issues for clarification or questions which might arise</p>	<p>3.3 Tutors identify issues in assessment in alignment with the NTEAP and required course assessment:</p> <p>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.</p> <p>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</p> <p>3.6 Tutors identify how any assessments relate to course assessment component</p> <p>3.7 Tutors identify issues for clarification or questions which might arise</p>	
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	<p>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</p> <p>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</p> <p>3.10 Ask Tutors to identify where power point presentations or other resources need to be developed to support learning and provide guidance</p> <p>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</p>	<p>3.8 Tutors identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied</p> <p>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</p> <p>3.10 Tutors identify where power point presentations or other resources need to be developed to support learning and provide guidance</p> <p>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</p>	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • <i>Select activities, linked to CLO and indicators, from the lesson that are likely to be most</i> 			

<p><i>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</i></p> <ul style="list-style-type: none"> • <i>Identify how any assessments relate to course assessment components</i> • <i>The selected activities should be done with tutors in real or close to real time</i> • <i>Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these</i> • <i>Identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied</i> • <i>Makes links to the existing PD Themes with page reference</i> 			
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<p><i>where they can support teaching, for example: action research, questioning and to other external reference material</i></p> <ul style="list-style-type: none"> • <i>Identify where power point presentations or other resources need to be developed to support learning and provide guidance</i> • <i>Identify resources required for any TLMs and provide guidance on development of these</i> 			
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues 	<p>4.1. Ask tutors identify any outstanding issues relating to this lesson for clarification</p> <p>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.</p> <p>4.3 Ask tutors to read from the PD manual and find relevant materials for the next session.</p> <p>Note: Make sure that everybody has a concrete plan for teaching the given topics.</p>	<p>4.1. Tutors identify any outstanding issues relating to this lesson for clarification</p> <p>4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on observation during the next PD session.</p> <p>4.3 Tutors read from the PD manual and look for relevant materials for the next session.</p>	<p>5 mins</p>

	<p>In the case of unresolved issues consult the subject writing leads.</p>		
<p>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.</p>	<p>Discuss possible ways by which to assess this course in alignment with NTEAP</p>		

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