

Tutor Professional Development Handbook: B.Ed. in Initial Teacher Education - Social Science 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

Year Three Semester One

Writing the weekly PD sessions

Guidance for the Subject Writing Leads (SWL).

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

Tutor PD Session for Lesson 1 in the Course Manual

TUTOR WEEKLY PD SESSIONS FOR THE SOCIAL SCIENCES

Age Phase/s: JHS

Year 3 **Semester** 1

Name of Subjects:

GEOGRAPHY:

Courses:

- Weather and Climate
 - ✓ Introduction to weather and climate
- Regional Geography of Ghana
 - ✓ Position and size of countries in Africa

HISTORY:

Courses:

- Curriculum and Assessment in History
 - ✓ Introduction to the course
- Economic History of Ghana – From Pre-Colonial Times to the End of the Colonial Period
 - ✓ Introductory lesson

RME:

Courses:

- Contents and their Pedagogies
 - ✓ Introduction to the course
- Introduction to African Religion
 - ✓ History of African Traditional Religion

SOCIAL STUDIES:

Courses:

- Conflict Management
 - ✓ Understanding the concept of conflict and its types
- Environmental and Social Issues in Contemporary Ghana
 - ✓ Natural resources and their characteristics

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. • Reading and discussion of the introductory sections up to learning outcomes • 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>1.1 Ask participants to explain the purpose of the JHS specialism. <i>Eg: The focus of the JHS specialism program is to equip student teachers with specialist subject knowledge and the ability to address the developmental needs of learners in their adolescents.</i></p> <p>1.2 Ask participant to sit according to their subject groups (Geography tutors, social studies tutors, RME tutors and History tutors) and read the introductory part of the course manual focussing on the goal of the course, course description, key contextual factors and CLOs as well as the assessment components and take feedback from them.</p> <p>Examples of goals <i>Regional Geography of Africa: The goal is to introduce student-teachers to the dominant teams in Regional Geography of Africa.</i></p>	<p>1.1 Explain the purpose of the JHS specialism.</p> <p>1.2 Sit according to your subject groups (Geography tutors, social studies tutors, RME tutors and History tutors) and read the introductory part of the course manual, focussing on the goal of the course, course description, key contextual factors and CLOs as well as the assessment components and provide feedback as appropriate</p> <p>Examples of goals <i>Regional Geography of Africa: The goal is to introduce student-teachers to the dominant teams in Regional Geography of Africa.</i></p>	

	<p>Conflict Management: <i>The goal is to expose student-teachers to the effects of conflicts on the socio-economic development of Ghana.</i></p> <p>Introduction to African Traditional Religion (ATR): <i>The goal is to expose student-teachers to African traditional religious systems of belief and worships.</i></p> <p>Economic History of Ghana: <i>The goal is to prepare history student-teachers for basic school education by introducing them to how to conduct historical research and examine historical issues.</i></p> <p>Course Learning Outcomes History:</p> <ul style="list-style-type: none"> i. <i>Student teachers to be able to demonstrate understanding of the course requirement and expectation for the semester.</i> ii. <i>Develop understanding of the relevance of the course on the pre-colonial Ghanaian economy</i> <p>Geography:</p> <ul style="list-style-type: none"> i. <i>Define weather and climate.</i> ii. <i>Exhibit knowledge of the difference between weather and climate</i> 	<p>Conflict Management: <i>The goal is to expose student-teachers to the effects of conflicts on the socio-economic development of Ghana.</i></p> <p>Introduction to African Traditional Religion (ATR): <i>The goal is to expose student-teachers to African traditional religious systems of belief and worships.</i></p> <p>Economic History of Ghana: <i>The goal is to prepare history student-teachers for basic school education by introducing them to how to conduct historical research and examine historical issues.</i></p> <p>Course Learning Outcomes History:</p> <ul style="list-style-type: none"> i. <i>Student teachers to be able to demonstrate understanding of the course requirement and expectation for the semester.</i> ii. <i>Develop understanding of the relevance of the course on the pre-colonial Ghanaian economy</i> <p>Geography:</p> <ul style="list-style-type: none"> i. <i>Define weather and climate.</i> ii. <i>Exhibit knowledge of the difference between weather and climate</i> 	
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	<p>Social studies:</p> <ul style="list-style-type: none"> i. Demonstrate knowledge and understanding of the meaning of conflict. ii. Demonstrate knowledge and understanding of the types of conflicts in the society iii. Demonstrate how to teach the topic in the basic school curriculum. <p>RME:</p> <ul style="list-style-type: none"> i. Demonstrate knowledge about the root of ATR. <p>1.3 Ask participants to check the assessment procedures in lesson one to find out if they are align to the NTEAP</p> <p>E.g., <i>The subject project (30%) (e.g. preparing posters and other TLMS for teaching a particular topic)</i> <i>The subject portfolio of 30% (mid-semester exams, assignments, exercises, group presentations, reflections etc), End of semester exams 40%</i></p> <p>1.4 Ask participants to reflect on year two semester 2 PD session. Inform participants that this is the first session which will cover the first lessons</p>	<p>Social studies:</p> <ul style="list-style-type: none"> i. Demonstrate knowledge and understanding of the meaning of conflict. ii. Demonstrate knowledge and understanding of the types of conflicts in the society iii. Demonstrate knowledge and understanding of how to teach the topic in the basic school curriculum. <p>RME:</p> <ul style="list-style-type: none"> i Demonstrate knowledge about the root of ATR. <p>1.3 In your various subject areas check the assessment procedures in lesson one to find out if they are aligned to the NTEAP</p> <p>E.g., <i>The subject project (30%) (e.g. preparing posters and other TLMS for teaching a particular topic)</i> <i>The subject portfolio of 30% (mid-semester exams, assignments, exercises, group presentations, reflections etc), End of semester exams – 40%</i></p> <p>1.4 Reflect on the last PD session for year 2 semester 2 in your respective subject areas. This is the first PD session and it is meant to</p>	
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	<p>in the course manual.</p> <p><i>Eg. How useful was the PD session towards effective lesson delivery, what were the challenges, what suggestions do you have to make the current PD session better?</i></p> <p>1.5 Ask participants to explain the main purpose of their lessons by referring to the course manuals for lesson one</p> <p>E.g., Regional Geography of Africa (Geography): <i>The lesson expands student-teachers understanding of map reading techniques by using coordinates and other approaches to the study of regional geography.</i></p> <p>Environment and Social Issues in Contemporary Ghana (Social Studies): <i>It is to equip student-teachers to be to explain natural resources and to classify them based on origin, renewability etc</i></p> <p>Economic History of Ghana (History): <i>The purpose of the lesson is to encourage student teachers to appreciate the relevance of acquiring knowledge on the economic history of the precolonial period.</i></p>	<p>Introduce you to the course manual for year 3 and the first lesson in Geography, History, Social Studies and RME</p> <p><i>Eg. How useful was the PD session towards effective lesson delivery, what were the challenges, what suggestions do you have to make the current PD session better?</i></p> <p>1.5 In your respective subject groups read and discuss the lesson descriptions of your various lesson one's manuals</p> <p>E.g., Regional Geography of Africa (Geography): <i>The lesson expands student-teachers understanding of map reading techniques by using coordinates and other approaches to the study of regional geography.</i></p> <p>Environment and Social Issues in Contemporary Ghana (Social studies): <i>It is to equip student-teachers to be to explain natural resources and to classify them based on origin, renewability etc</i></p> <p>Economic History of Ghana (History): <i>The purpose of the lesson is to encourage student teachers to appreciate the relevance of acquiring knowledge on the economic history of the precolonial period.</i></p>	
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	<p>Introduction to African Traditional Religion (RME): The purpose of lesson one is to introduce student-teachers to the roots of African traditional religion through interactive pedagogies.</p> <p>1.6 Ask participants to identify the distinctive features of their lessons by referring to their course manuals.</p> <p>Examples Introduction to African Traditional Religion (RME): Perception about ATR</p> <p>Weather and Climate (Geography): Meaning of weather and climate, elements of weather and climate, meteorological instruments and their uses.</p> <p>Conflict Management (Social Studies): Concept of conflict management, types of conflict, processes of conflict management</p> <p>History of precolonial Ghanaian economy (History): Components of the precolonial Ghanaian economy</p> <p>1.7 Ask participants to think about possible questions which may arise from the first lesson including GESI and ICT related questions and provide responses</p>	<p>Introduction to African Traditional Religion (RME): The purpose of lesson one is to introduce student-teachers to the roots of African traditional religion through interactive pedagogies.</p> <p>1.6 Refer to your course manuals to identify the distinctive aspects of lesson one</p> <p>Examples Introduction to African Traditional Religion (RME): Perception about ATR</p> <p>Weather and Climate (Geography): Meaning of weather and climate, elements of weather and climate, meteorological instruments and their uses.</p> <p>Conflict Management (Social Studies): Concept of conflict management, types of conflict, processes of conflict management</p> <p>History of precolonial Ghanaian economy (History): Components of the precolonial Ghanaian economy</p> <p>1.7 Think about possible questions which may arise from the first lesson including GESI and ICT related questions and provide responses.</p>	
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	<p>Examples</p> <p>Introduction to African Traditional Religion (RME): <i>Why is it that it is mostly females who are sent to shrines to serve for the sins of the family?</i></p> <p>Conflict management (Social Studies): <i>The apparent non representation of females in conflict management.</i></p> <p>Economic History of pre-colonial Ghana (History): <i>The need to balance the content of history to reflect the activities of both genders.</i></p> <p>Weather and climate (Geography): <i>Integration of gender sensitive and socially inclusive ICT approaches in weather and climate issues. (e.g. Referring learners to engaging male and female journalists are engaged in the reporting on weather)</i></p>	<p>Examples</p> <p>Introduction to African Traditional Religion (RME): <i>Why is it that its mostly females who are sent to shrines to serve for the sins of the family?</i></p> <p>Conflict management (Social Studies): <i>The apparent non representation of females in conflict management.</i></p> <p>Economic History of pre-colonial Ghana (History): <i>The need to balance the content of history to reflect the activities of both genders.</i></p> <p>Weather and climate (Geography): <i>Integration of gender sensitive and socially inclusive ICT approaches in weather and climate issues. (e.g. Referring learners to the way male and female journalists are engaged in the reporting on weather)</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 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 Asked participants to identify and discuss the main concepts of the lesson 1 in the various subject groups.</p> <p>Examples Geography: <i>weather, climate, atmosphere, elements, location, position,</i> History: <i>Economy, pre-colonial Ghana, productivity</i> Social studies: <i>Conflict, peace building, dispute resolution, national development</i> RME: <i>Traditional religion, worship, shrine, priest and priestesses</i></p> <p>2.2 Ask participants to identify the possible challenging areas in teaching of the concepts in lesson one of their various subject areas and discuss ways of addressing these as a group and across subjects</p> <p>E.g. Geography: <i>How to make the teaching of concepts, such as, weather, climate, atmosphere, etc practical for students.</i></p> <p>Social studies: <i>student-teachers background and experiences might influence their misconceptions of the concept of conflicts.</i></p> <p>RME: <i>Student teachers might hold misconceptions about ATR and can show negative attitude towards the lesson</i></p>	<p>2.1 Identify and discuss the concepts of the lesson 1 in the various subject groups</p> <p>Examples Geography: <i>weather, climate, atmosphere, elements, location, position,</i> History: <i>Economy, pre-colonial Ghana, productivity</i> Social studies: <i>Conflict, peace building, dispute resolution, national development</i> RME: <i>Traditional religion, worship, shrine, Priest and Priestesses,</i></p> <p>2.2 Identify the possible challenging areas in teaching of the concepts in lesson one of their various subject areas and discuss ways of addressing these as a group and across subjects</p> <p>E.g. Geography: <i>How to make the teaching of concepts, such as, weather, climate, atmosphere, etc practical for students.</i></p> <p>Social studies: <i>student-teachers background and experiences might influence their misconceptions of the concept of conflicts.</i></p> <p>RME: <i>Student teachers might hold misconceptions about ATR and can show negative attitude towards the lesson</i></p>	<p>25 mins</p>
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	<p>History: <i>Students-teachers' knowledge of modern economy may interfere with their understanding of pre-colonial history.</i></p> <p>2.3 Ask participants to identify the needed resources in teaching and learning the concepts bearing in mind GESI responsiveness.</p> <p>Examples Some resources required to support teaching and learning may include: Laptops, projectors, YouTube videos of relevant topics, links to websites etc</p> <p>Geography: <i>Atlases, projectors, videos and post cards showing both males and females reading weather maps, android phones of student teachers, pens, pencils etc.</i></p> <p>Social studies: <i>video clip on law-and-order portraying both males, females, physically challenged officers of the law, pictures and posters showing both males and females, internet facilities.</i></p> <p>RME: <i>Videos and post cards showing males and female (Priest and Priestesses)</i></p> <p>History: <i>Archival documents, video documentary on precolonial economy, computers, projectors</i></p>	<p>History: <i>Students-teachers' knowledge of modern economy may interfere with their understanding of pre-colonial history.</i></p> <p>2.3 Identify the needed resource in teaching and learning the concepts bearing in mind GESI responsiveness.</p> <p>Examples Some resources required to support teaching and learning may include: Laptops, projectors, YouTube videos of relevant topics, links to websites etc</p> <p>Geography: <i>Atlases, projectors, videos and post cards showing both males and females reading weather maps, android phones of student teachers, pens, pencils etc.</i></p> <p>Social studies: <i>video clip on law-and-order portraying both males, females, physically challenged officers of the law, pictures and posters showing both males and females, internet facilities.</i></p> <p>RME: <i>Videos and post cards showing males and female (Priest and Priestesses)</i></p> <p>History: <i>Archival documents, video documentary on precolonial economy, computers, projectors</i></p>	
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	<p>2.4 Ask tutors to identify cross-cutting issues in respect of lesson 1 in the respective courses. This includes GESI, ICT, and 21st C core values and skills, Such as critical thinking and problem solving, communication and collaboration, etc., and ask tutors to provide specific examples from their own courses and discuss as a group.</p> <p><i>Examples of GESI, the activities of men and women that impact(ed) on and how they are affected by:</i></p> <ul style="list-style-type: none"> ✓ Biodiversity ✓ pre-colonial economy ✓ climate change ✓ The roles of men and women in African traditional religion <p><i>Some transferable skills to be developed include:</i></p> <ol style="list-style-type: none"> i. Digital literacy skills in presentations ii. Communication skills/Collaborative skills in groupwork iii. Critical thinking and problem solving in resolving conflicts iv. Personal development and leadership skills in leading groupwork 	<p>2.4 Identify cross-cutting issues in respect of lesson 1 in each subject area. This include GESI, ICT, and 21st C core values and skills, such as critical thinking and problem solving, communication and collaboration, etc.</p> <p><i>Examples of GESI, the activities of men and women that impact(ed) on and how they are affected by:</i></p> <ul style="list-style-type: none"> ✓ Biodiversity ✓ pre-colonial economy ✓ climate change ✓ The roles of men and women in African traditional religion <p><i>Some transferable skills to be developed include:</i></p> <ol style="list-style-type: none"> i. Digital literacy skills in presentations ii. Communication skills/Collaborative skills in groupwork iii. Critical thinking and problem solving in resolving conflicts iv. Personal development and leadership skills in leading groupwork. 	
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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, 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 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 participants to read through the suggested teaching and learning activities for lesson 1 and identify activities which are unclear to them. Ask them to pay particular attention to integration of ICT, GESI and the 21st Century core values and competencies into the teaching and learning activities. Take feedback from across the group</p> <p><i>For example in Geography, History, Social Studies, or RME, how will you use shower thought, smaller groups discussion, internet search by students, power point presentations etc. to promote integration of ICT,</i></p>	<p>3.1 Read through the suggested teaching and learning activities for lesson 1 and identify those activities which you need further clarification. Pay particular attention to integration of ICT, GESI and the 21st Century core values and competencies into the teaching and learning activities.</p> <p><i>For example in Geography, History, Social Studies, or RME, how will you use shower thought, smaller groups discussion, internet search by students, power point presentations etc. to promote integration of ICT,</i></p>	<p>40 mins</p>

	<p><i>GESI and the 21st Century core values and competencies.</i></p> <p><i>Note: both males and female should be given leadership positions in the various group. The groups should reflect mixed ability and gender consideration</i></p> <p>3.2 Let some volunteers demonstrate how to use the activities to teach for their peers to observe and comment. (Provide a few moments for them to prepare)</p> <p>Examples: Geography: Using the internet to search for weather information.</p> <p>Social Studies: Using drama or role play to enact a conflict scene.</p> <p>History: Using a video documentary to teach precolonial economic activities</p> <p>RME: Using value clarification strategy to teach moral values</p> <p>3.3 Ask participants to study the assessment opportunities in their respective subject areas and indicate by writing down whether the components of assessment aligned to the NTEAP and contain activities for subject project and subject portfolio well linked to the CLO.</p>	<p><i>GESI and the 21st Century core values and competencies.</i></p> <p><i>Note: both males and female should be given leadership positions in the various group. The groups should reflect mixed ability and gender consideration</i></p> <p>3.2 Any volunteer to demonstrate how to use the activities to teach for us to observe and comment.</p> <p>Examples: Geography: Using the internet to search for weather information.</p> <p>Social Studies: Using drama or role play to enact a conflict scene.</p> <p>History: Using a video documentary to teach precolonial economic activities</p> <p>RME: Using value clarification strategy to teach moral values</p> <p>3.3 Study the assessment opportunities in your respective subject areas and indicate by writing down whether the components of assessment aligned to the NTEAP and contain activities for subject project and subject portfolio well linked to the CLO.</p>	
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	<p>Examples Geography: <i>An in-depth study of the nature of regional geography of Africa (Subject project)</i> <i>Tutor feedback on a report on the climate of a local area (Subject portfolio)</i></p> <p>Social Studies: <i>In groups, student teachers create a concept map to identify and explain the links between law and order in society (Subject project).</i> <i>Lesson plan on teaching how to maintain law and order in society integrating ICT and 21st Century skills (Subject portfolio)</i></p> <p>History: <i>Student teachers are grouped and assigned a project on linking the CoE curriculum with the basic school curriculum. (Subject project)</i> <i>Development of a poster showing the allocation of resources on a regional basis in pre-colonial Ghana (Subject portfolio).</i></p> <p>RME: <i>Student teachers prepare a poster showing the role of a traditional priest. (Subject project)</i> <i>Student teachers prepare a TLM to support basic school pupils' learning of RME (Subject portfolio)</i></p> <p>3.4 Ask participants to share their list of subject projects and subject portfolios with their colleagues.</p>	<p>Examples Geography: <i>An in-depth study of the nature of regional geography of Africa (Subject project)</i> <i>Tutor feedback on a report on the climate of a local area (Subject portfolio)</i></p> <p>Social Studies: <i>In groups, student teachers create a concept map to identify and explain the links between law and order in society (Subject project).</i> <i>Lesson plan on teaching how to maintain law and order in society integrating ICT and 21st Century skills (Subject portfolio)</i></p> <p>History: <i>Student teachers are grouped and assigned a project on linking the CoE curriculum with the basic school curriculum. (Subject project)</i> <i>Development of a poster showing the allocation of resources on a regional basis in pre-colonial Ghana (Subject portfolio)</i></p> <p>RME: <i>Student teachers prepare a poster showing the role of a traditional priest. (Subject project)</i> <i>Student teachers prepare a TLM to support basic school pupils' learning of RME (Subject portfolio)</i></p> <p>3.4 Ask participants to share their list of subject projects and subject portfolios with their colleagues.</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 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> 			
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<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> 			
4. Evaluation and review of session: <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 participants to ask questions for clarification relating to the lesson, if any</p> <p>4.2 Ask participants to read on lesson two and come along with their course manuals for the pd session two next week.</p> <p>4.3 Ask participants to identify a critical friend to observed their lesson and provide feedback on same.</p>	<p>4.1 Ask questions relating to the lesson for clarification</p> <p>4.2 Read on lesson two for our next pd session. Bring your course manuals along for the next session.</p> <p>4.3 Identify a critical friend to observed their lesson and provide feedback on same.</p>	5 mins
Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring : subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.			

Tutor PD Session for Lesson 2 in the Course Manual

Geography

- Position and size of countries in Africa 2
- Characteristics and Importance of the Atmosphere

History

- The nature of Curriculum
- Pre-Colonial Economy

RME

- Scriptures in ATR (Oral Traditions)
- God, His Creation and Attributes

Social Studies

- The concept and types of Peace
- Human activities and their Impact on Biodiversity

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
1. Introduction / lesson overview <ul style="list-style-type: none"> • 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 participants to reflect and discuss the successes and or challenges in the implementations of PD session one in respect of lessons one of the respective subject areas.</p> <p>1.2 Ask tutors to read the introductory section of the lesson focussing on the lesson description, possible barriers, purpose, the LOs and indicators and take feedback from them.</p> <p>Examples History: <i>The purpose of lesson two is to help student-teachers understand the precolonial activities of Ghanaians and connect them to the present.</i></p>	<p>1.1 In your respective group, reflect and discuss the successes and challenges you faced during the implementation of the previous PD session.</p> <p>1.2 Read the introductory section of the lesson focussing on the lesson description, possible barriers, purpose, the LOs and indicators.</p> <p>Examples History: <i>The purpose of lesson two is to help student-teachers understand the precolonial activities of Ghanaians and connect them to the present.</i></p>	

	<p>Geography: The lesson two seeks to help student-teachers to understand how the nature of the landscape influences human activities.</p> <p>Social Studies: The purpose of lesson two is to provide opportunity for student-teachers to appreciate the importance of peace and help their learners to learn in a peaceful environment.</p> <p>RME: the purpose of lesson two is to expose student-teachers to oral traditions as a valuable scripture of ATR.</p> <p>1.3 Ask tutors in their respective subject areas to identify the important or distinctive aspects of lesson two.</p> <p><i>Examples</i> Geography: formation of the atmosphere, characteristics of the atmosphere, structure of the atmosphere. History: agricultural systems, indigenous industrial occupations, trading activities Social Studies: concept of peace, negative and positive peace, characteristics of peace. RME: nature of god, concept of god, creation stories.</p> <p>1.4 Ask tutors in their respective subject areas to read out the indicators of lesson two and explain how they link up with the learning outcomes.</p>	<p>Geography: The lesson two seeks to help student-teachers to understand how the nature of the landscape influences human activities.</p> <p>Social Studies: The purpose of lesson two is to provide opportunity for student-teachers to appreciate the importance of peace and help their learners to learn in a peaceful environment.</p> <p>RME: the purpose of lesson two is to expose student-teachers to oral traditions as a valuable scripture of ATR.</p> <p>1.3 Identify the important or distinctive aspects of lesson two in your respective subject areas.</p> <p><i>Examples</i> Geography: formation of the atmosphere, characteristics of the atmosphere, structure of the atmosphere. History: agricultural systems, indigenous industrial occupations, trading activities Social Studies: concept of peace, negative and positive peace, characteristics of peace. RME: nature of god, concept of god, creation stories.</p> <p>1.4 In your respective subject areas read out the indicators of lesson two and explain how they link up with the learning outcomes.</p>	
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	<p><i>Examples</i></p> <p>History: demonstrate understanding of some agricultural and industrial systems in precolonial Ghana.</p> <p>RME: demonstrate skills in explaining values embedded in other traditions.</p> <p>Social Studies: appreciate the importance of peace in Ghana and the teaching and learning environment.</p> <p>Geography: exhibit knowledge on the characteristics of the atmosphere.</p>	<p><i>Examples</i></p> <p>History: demonstrate understanding of some agricultural and industrial systems in precolonial Ghana.</p> <p>RME: demonstrate skills in explaining values embedded in other traditions.</p> <p>Social Studies: appreciate the importance of peace in Ghana and the teaching and learning environment.</p> <p>Geography: exhibit knowledge on the characteristics of the atmosphere.</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 areas in teaching of the concept. 	<p>2.1 Assist tutors in their respective subject areas to identify and discuss concepts in lesson two that need clarification.</p> <p>For example Social Studies: peace, negative and positive peace</p>	<p>2.1 In your respective subject areas identify and discuss concepts in lesson two that need clarification.</p> <p>For example Social Studies: peace, negative and positive peace</p>	25 mins

<ul style="list-style-type: none"> • Identification of needed resources for the teaching and learning of the concept. 	<p>Geography: <i>atmosphere, troposphere, stratosphere, mesosphere, ozonosphere, exosphere</i></p> <p>History: <i>curriculum, assessment, barter trade</i></p> <p>RME: <i>Scripture, myth, symbol</i></p> <p>2.2 Let tutors in their respective groups identify and discuss possible barriers to the learning of the lesson and discuss ways of addressing these as a group and across subjects.</p> <p>Examples Geography: <i>student-teachers with no or poor physical geography background may have difficulty understanding concepts related to the atmosphere.</i></p> <p>RME: <i>student-teachers might assume they already know about myths about African traditions and might struggle to appreciate their religious connections.</i></p> <p>Social Studies: <i>student-teachers who have been victims of conflicts might not appreciate mechanisms of peace.</i></p> <p>History: <i>student-teachers understanding of contemporary economic activities might interfere with their understanding of precolonial economic activities.</i></p>	<p>Geography: <i>atmosphere, troposphere, stratosphere, mesosphere, ozonosphere, exosphere</i></p> <p>History: <i>curriculum, assessment, barter trade</i></p> <p>RME: <i>Scripture, myth, symbol</i></p> <p>2.2 Identify and discuss possible barriers to the learning of the lesson in your subject areas and discuss ways of addressing these as a group and across subjects.</p> <p>Examples Geography: <i>student-teachers with no or poor physical geography background may have difficulty understanding concepts related to the atmosphere.</i></p> <p>RME: <i>student-teachers might assume they already know about myths about African traditions and might struggle to appreciate their religious connections.</i></p> <p>Social Studies: <i>student-teachers who have been victims of conflicts might not appreciate mechanisms of peace.</i></p> <p>History: <i>student-teachers understanding of contemporary economic activities might interfere with their understanding of precolonial economic activities.</i></p>	
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	<p>2.3 Ask tutors in their respective subject areas to identify the needed resources for the teaching and learning of the concepts identified.</p> <p>Examples Some resources required to support teaching and learning may include: Laptops, projectors, YouTube videos of relevant topics, links to websites etc</p> <p>Geography: <i>Atlases, projectors, videos and post cards showing both males and females reading weather maps, android phones of student teachers, pens, pencils etc.</i></p> <p>Social studies: <i>video clip on law-and-order portraying both males, females, physically challenged officers of the law, pictures and posters showing both males and females, internet facilities.</i></p> <p>RME: <i>Videos and post cards showing males and female (Priest and Priestesses)</i></p> <p>History: <i>Archival documents, video documentary on precolonial economy, computers, projectors</i></p> <p>2.4 Ask tutors to identify cross-cutting issues in respect of lesson one in the respective courses. This include GESI, ICT, and 21st C core values and</p>	<p>2.3 In your respective subject areas, identify the needed resources for the teaching and learning of the concepts identified.</p> <p>Examples Some resources required to support teaching and learning may include: Laptops, projectors, YouTube videos of relevant topics, links to websites etc</p> <p>Geography: <i>Atlases, projectors, videos and post cards showing both males and females reading weather maps, android phones of student teachers, pens, pencils etc.</i></p> <p>Social studies: <i>video clip on law-and-order portraying both males, females, physically challenged officers of the law, pictures and posters showing both males and females, internet facilities.</i></p> <p>RME: <i>Videos and post cards showing males and female (Priest and Priestesses)</i></p> <p>History: <i>Archival documents, video documentary on precolonial economy, computers, projectors</i></p> <p>2.4 Ask tutors to identify cross-cutting issues in respect of lesson one in the respective courses. This include GESI, ICT, and 21st C core values and</p>	
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	<p>skills, such as critical thinking and problem solving, communication and collaboration, etc., and ask tutors to provide specific examples from their own courses and discuss as a group.</p> <p><i>Examples of GESI, the activities of men and women that impact(ed) on and how they are affected by:</i></p> <ul style="list-style-type: none"> ✓ Biodiversity ✓ pre-colonial economy ✓ climate change ✓ The roles of men and women in African traditional religion <p><i>Some transferable skills to be developed include:</i></p> <ul style="list-style-type: none"> i. Digital literacy skills in presentations ii. Communication skills/Collaborative skills in groupwork iii. Critical thinking and problem solving in resolving conflicts iv. Personal development and leadership skills in leading groupwork <p>2.5 Ask tutors to use the shower thought strategy to identify some misconceptions and controversial issues in the various lessons in their subject areas and take feedback from the group and consider similarities and differences across subjects.</p>	<p>skills, such as critical thinking and problem solving, communication and collaboration, etc.</p> <p><i>Examples of GESI, the activities of men and women that impact(ed) on and how they are affected by:</i></p> <ul style="list-style-type: none"> ✓ Biodiversity ✓ pre-colonial economy ✓ climate change ✓ The roles of men and women in African traditional religion <p><i>Some transferable skills to be developed include:</i></p> <ul style="list-style-type: none"> i. Digital literacy skills in presentations ii.. Communication skills/Collaborative skills in groupwork iii.. Critical thinking and problem solving in resolving conflicts iv.. Personal development and leadership skills in leading groupwork <p>2.5 Ask tutors to use the shower thought strategy to identify some misconceptions and controversial issues in the various lessons in their subject areas.</p>	
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	<p>Examples Geography <i>Student-teachers may have misconceptions about where the atmosphere is and the composition of the atmosphere</i></p> <p>History <i>There could be controversy surrounding the level of productivity and community development during the pre-colonial era in Ghana</i></p> <p>Social Studies <i>In terms of environmental resources, there could be controversy on resource utilization and sustainable management.</i></p> <p>RME <i>Whether pre-colonial Africans knew God could be controversial</i></p>	<p>Examples Geography <i>Student-teachers may have misconceptions about where the atmosphere is and the composition of the atmosphere</i></p> <p>History <i>There could be controversy surrounding the level of productivity and community development during the pre-colonial era in Ghana</i></p> <p>Social Studies <i>In terms of environmental resources, there could be controversy on resource utilization and sustainable management.</i></p> <p>RME <i>Whether pre-colonial Africans knew God could be controversial</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, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</i> 			

<i>This section can build on the PD needs identified from the course manuals</i>			
3. Teaching, learning and assessment activities for the lesson <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 participants to read through the suggested teaching and learning activities for lesson 1 and identify activities which are unclear to them, paying particular attention to integration of ICT, GESI and the 21st Century core competencies into the teaching and learning activities. Take feedback from across the group</p> <p><i>For example in Geography, History, Social Studies, or RME, how will you use shower thought, smaller groups discussion, internet search by students, power point presentations etc. to promote integration of ICT, GESI and the 21st Century core values and competencies.</i></p> <p>Note: both males and female should be given leadership positions in the various group. The groups should reflect mixed ability and gender consideration</p> <p>Examples of teaching and learning activities that may need clarification:</p> <p>History the jigsaw technique Geography think-pair-share Social Studies concept mapping, shower</p>	<p>3.1 Read through the suggested teaching and learning activities for lesson 1 and identify activities which are unclear to them paying particular attention to the integration of ICT, GESI and the 21st Century core competencies into the teaching and learning activities.</p> <p><i>For example in Geography, History, Social Studies, or RME, how will you use shower thought, smaller groups discussion, internet search by students, power point presentations etc. to promote integration of ICT, GESI and the 21st Century core values and competencies.</i></p> <p>Note: both males and female should be given leadership positions in the various group. The groups should reflect mixed ability and gender consideration</p> <p>Examples of teaching and learning activities that may need clarification:</p> <p>History the jigsaw technique Geography think-pair-share Social Studies concept mapping, shower</p>	40 mins

	<p><i>thought, RME Want to know, Leant (KWL), differentiated tasks groupings.</i></p> <p>3.2 Let tutors in groups discuss how the suggested teaching and learning activities can be applied by student teachers during STS activities so can be used to teach the basic school curriculum</p> <p>3.3 Ask tutors to examine the assessment tasks in their respective subject areas and point out how they align to the NTEAP. and contain activities for subject project and subject portfolio well linked to the CLO.</p> <p>Examples Geography: <i>An in-depth study of the nature of regional geography of Africa (Subject project)</i> <i>Tutor feedback on a report on the climate of a local area (Subject portfolio)</i></p> <p>Social Studies: <i>In groups, student teachers create a concept map to identify and explain the links between law and order in society (Subject project).</i> <i>Lesson plan on teaching how to maintain law and order in society integrating ICT and 21st Century skills (Subject portfolio)</i></p>	<p><i>thought, RME Want to know, Leant (KWL), differentiated tasks groupings.</i></p> <p>3.2 In groups, discuss how the suggested teaching and learning activities can be applied by student teachers during STS activities so can be used to teach the basic school curriculum</p> <p>3.3 Ask tutors to examine the assessment tasks in their respective subject areas and point out how they align to the NTEAP. and contain activities for subject project and subject portfolio well linked to the CLO.</p> <p>Examples Geography: <i>An in-depth study of the nature of regional geography of Africa (Subject project)</i> <i>Tutor feedback on a report on the climate of a local area (Subject portfolio)</i></p> <p>Social Studies: <i>In groups, student teachers create a concept map to identify and explain the links between law and order in society (Subject project).</i> <i>Lesson plan on teaching how to maintain law and order in society integrating ICT and 21st Century skills (Subject portfolio)</i></p>	
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	<p>History: <i>Student teachers are grouped and assigned a project on linking the CoE curriculum with the basic school curriculum. (Subject project)</i> <i>Development of a poster showing the allocation of resources on a regional basis in pre-colonial Ghana (Subject portfolio).</i></p> <p>RME: <i>Student teachers prepare a poster showing the role of a traditional priest. (Subject project)</i> <i>Student teachers prepare a TLM to support basic school pupils' learning of RME (Subject portfolio)</i></p> <p>3.4 Ask participants to share their list of subject projects and subject portfolios with their colleagues.</p>	<p>History: <i>Student teachers are grouped and assigned a project on linking the CoE curriculum with the basic school curriculum. (Subject project)</i> <i>Development of a poster showing the allocation of resources on a regional basis in pre-colonial Ghana (Subject portfolio).</i></p> <p>RME: <i>Student teachers prepare a poster showing the role of a traditional priest. (Subject project)</i> <i>Student teachers prepare a TLM to support basic school pupils' learning of RME (Subject portfolio)</i></p> <p>3.4 Ask participants to share their list of subject projects and subject portfolios with their colleagues.</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</i> 			

<p><i>components</i></p> <ul style="list-style-type: none"> • <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 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 participants to ask questions for clarification relating to the lesson, if any.</p>	<p>4.1 Refer to lesson two in the course manual of the various subjects and point out any outstanding issues that needs to be addressed.</p>	<p>5 mins</p>

<ul style="list-style-type: none"> • In the case of unresolved issues 	<p>4.2 Ask participants to read lesson three and come along with their course manuals for the PD session three next week.</p> <p>4.3 Ask participants to identify a critical friend to observed their lesson and provide feedback on same.</p>	<p>4.2 Read lesson three and come along with your course manuals for the PD session three next week.</p> <p>4.3 Identify a critical friend to observed your lesson and provide feedback on same.</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>			

Tutor PD Session for Lesson 3 in the Course Manual

Geography

- Relief and drainage of Africa 1
- Composition of the Atmosphere

History

- The history curriculum
- Trade and Economic Change in the Gold Coast

RME

- God, His Creation and Attributes
- Basic African Traditional Religious Beliefs I

Social Studies

- Causes of Conflicts
- Sustainable Utilization of Natural Resources in Ghana

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
1. Introduction / lesson overview <ul style="list-style-type: none"> • 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 participants to take pieces of papers and write two positive effects of the previews PD session (lesson2) on their lesion delivery for the week.</p> <p>1.2 Ask tutors to share their points with their colleagues.</p> <p>1.3 Ask participants to identify if any some challenges faced in the classroom in implementing the outcome of the previous PD session (session 2).</p> <p>1.4 Ask participants to sit in their various subject groups to discuss how to</p>	<p>1.1 Take a piece of paper each and write down two positive effects of PD session 2 on your lesson delivery for the week</p> <p>1.2 Share your points with your colleagues by reading out aloud.</p> <p>1.3 What challenges did you encounter in the classroom in the implementation of the previous PD session?</p> <p>1.4 Sit in your subject groups and discuss how to address the challenges</p>	

	<p>address the challenges identified in delivering the previous lessons in the classroom</p> <p>1.5 Ask participants to each read silently the lesson descriptions of lesson 3 in their various course manuals</p> <p>1.6 Ask participants to summarise the lesson description in their various course manuals to bring out the purpose of lesson 3 in each subject area.</p> <p>Examples <i>Geography; To establish the relationship between relief features and human settlement.</i></p> <p><i>Geography: composition of the atmosphere: To understand atmospheric pollutants and effects.</i></p> <p><i>History: It seeks to establish the origins of the Atlantic Slave Trade and its change to Legitimate trade.</i></p> <p><i>Social studies: To enable student-teachers explore strategies to manage natural resources in Ghana and use such knowledge to teach related Social Studies topics in the Basic school curriculum, etc.</i></p> <p>1.7 Ask tutors to identify the important or distinctive aspects of their lessons.</p>	<p>that were encountered in the classroom for lesson 2</p> <p>1.5 Open to lesson 3 in your course manuals and read the lesson descriptions silently</p> <p>1.6 Summarize the lesson 3 description in your subject areas and bring out the abridged version of the purpose of your lessons</p> <p>Examples <i>Geography; -Regional: To establish the relationship between relief features and human settlement.</i></p> <p><i>Geography: composition of the atmosphere: To understand atmospheric pollutants and effects.</i></p> <p><i>History: It seeks to establish the origins of the Atlantic Slave Trade and its change to Legitimate trade.</i></p> <p><i>Social studies: To enable student-teachers explore strategies to manage natural resources in Ghana and use such knowledge to teach related Social Studies topics in the Basic school curriculum, etc.</i></p> <p>1.7 Identify the distinctive aspects of lesson three in your respective subject areas.</p>	
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	<p>Examples Geography: Relief features, major relief areas, settlement patterns.</p> <p>History: Emergence of the slave trade, locations of European countries.</p> <p>Social Studies: renewable and non-renewable resources, resource utilization, biodiversity conservation</p> <p>RME: beliefs in ancestors, morality and values, God and gods</p> <p>1.8 Ask tutors in their groups to read and discuss the linkages between the lesson outcome and indicators for lesson three.</p> <p>Examples History Identify some European countries that took part in the Trans-Atlantic Slave Trade</p> <p>RME Demonstrate knowledge and understanding of traditional beliefs in God, gods and ancestors, etc.</p> <p>Geography Domonstrate understanding of the components of the atmosphere</p> <p>Social Studies Appraise knowledge on the issues that cause conflicts in communities</p>	<p>Examples Geography: Relief features, major relief areas, settlement patterns.</p> <p>History: Emergence of the slave trade, locations of European countries.</p> <p>Social Studies: renewable and non-renewable resources, resource utilization, biodiversity conservation</p> <p>RME: beliefs in ancestors, morality and values, God and gods</p> <p>1.8 Read and discuss the linkages between the lesson outcome and indicators for lesson three.</p> <p>Examples History Identify some European countries that took part in the Trans-Atlantic Slave Trade</p> <p>RME Demonstrate knowledge and understanding of traditional beliefs in God, gods and ancestors, etc.</p> <p>Geography Domonstrate understanding of the components of the atmosphere</p> <p>Social Studies Appraise knowledge on the issues that cause conflicts in communities</p>	
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	<p>1.9 Ask tutors to identify cross-cutting issues in respect of lesson three in the respective courses of each subject area, including GESI and SEN issues.</p> <p>For example, GESI (The activities of men and women that impact(ed) on:</p> <p>Geography: <i>Effects of atmospheric pollution on males and females</i> <i>climate change impact on males, females, children, the vulnerable, the wealthy.</i> <i>climate change on the vulnerable groups</i></p> <p>History <i>pre-colonial economy, role of females and males, Effects of Slave trade on SEN</i></p> <p>RME <i>The roles of men and women in African traditional religion</i></p> <p>Social Studies <i>Effect of conflict on the vulnerable groups</i></p>	<p>1.9 Identify cross-cutting issues in respect of lesson three in your respective courses including GESI and SEN issues</p> <p>For example, GESI (The activities of men and women that impact(ed) on:</p> <p>Geography: <i>Effects of atmospheric pollution on males and females</i> <i>climate change impact on males, females, children, the vulnerable, the wealthy.</i> <i>climate change on the vulnerable groups</i></p> <p>History <i>pre-colonial economy, role of females and males, Effects of Slave trade on SEN</i></p> <p>RME <i>The roles of men and women in African traditional religion</i></p> <p>Social Studies <i>Effect of conflict on the vulnerable groups</i></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 			

<p>lesson and provide responses for SL/HoD.</p> <ul style="list-style-type: none"> 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 Guide tutors in their respective subject areas to identify and discuss concepts in lesson three that need clarification.</p> <p>Example Social Studies: <i>conflict, peace, natural resources, sustainable utilization.</i></p> <p>Geography: <i>Relief, Drainage, settlement, population, atmosphere, pollutions/pollutants, effects</i></p> <p>History: <i>slavery, Trans-Atlantic slave Trade, economic change</i></p> <p>RME: <i>God, God's creation, God's attribute, African Traditional religion</i></p> <p>2.2 Invite tutors in their respective groups to shower thought on the possible barriers to the learning of these concepts in their lesson and discuss ways of addressing these as a group and across subjects</p> <p>For example: RME: <i>Students might struggle to appreciate the belief in ancestors.</i></p>	<p>2.1 In your respective subject areas identify and discuss some concepts in the lesson three that need clarification.</p> <p>Example Social Studies: <i>conflict, peace, natural resources, sustainable utilization.</i></p> <p>Geography: <i>Relief, Drainage, settlement, population, atmosphere, pollutions/pollutants, effects</i></p> <p>History: <i>slavery, Trade, Trans-Atlantic, economic change</i></p> <p>RME: <i>God, God's creation, God's attribute, African Traditional religion</i></p> <p>2.2 Shower thought on the possible barriers that can affect the learning of the lesson three in your subject areas and discuss ways of addressing these as a group and across subjects.</p> <p>For example: RME: <i>Students might struggle to appreciate the belief in ancestors.</i></p>	<p>25 mins</p>

	<p>Geography: Students might not be able to visit major relief regions to appreciate their effect on people.</p> <p>History: students might become emotional about the slave trade as it relates to their communities.</p> <p>GESI (the myth about the creation story in African Traditional Religion, How conflict affect the vulnerable groups)</p> <p>SEN (the myth surrounding people with special needs SEN)</p> <p>ICT, Controversial issues e.g. Do traditional religious followers worship God or gods?</p> <p>2.3 Ask tutors in their respective subject areas to identify the needed resources for the teaching and learning of the concepts identified.</p> <p>For example, internet sources, video clips on the slave trade and conflicts, resource persons, atlases, maps, photographs, you tube videos on: http://youtube/5Etcz834s9L, etc.</p> <p>NOTE: These resources must be GESI responsive by showing the role of males and females as well as people with different abilities and socio-economic background in various activities.</p>	<p>Geography: Students might not be able to visit major relief regions to appreciate their effect on people.</p> <p>History: students might become emotional about the slave trade as it relates to their communities.</p> <p>GESI (the myth about the creation story in African Traditional Religion, How conflict affect the vulnerable groups)</p> <p>SEN (the myth surrounding people with special needs SEN)</p> <p>ICT, Controversial issues e.g. Do traditional religious followers worship God or gods?</p> <p>2.3 In your respective subject areas, identify the needed resources for the teaching and learning of the concepts identified.</p> <p>For example: internet sources, video clips on the slave trade and conflicts, resource persons, atlases, maps, photographs, you tube videos on: http://youtube/5Etcz834s9L, etc.</p> <p>NOTE: These resources must be GESI responsive by showing the role of males and females as well as people with different abilities and socio-economic background in various activities.</p>	
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	2.4 Ask tutors to identify cross-cutting issues in respect of lesson one in the respective courses. This include GESI, ICT, and 21 st C core values and skills, such as critical thinking and problem solving, communication and collaboration, etc., and ask tutors to provide specific examples from their own courses and discuss as a group.	2.4 Identify cross-cutting issues in respect of lesson one in the respective courses. This include GESI, ICT, and 21 st C core values and skills, such as critical thinking and problem solving, communication and collaboration, etc., and provide specific examples from your own courses and discuss as a group.	
<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 	3.1 Ask tutors to identify teaching learning activities in the lesson that need clarification in their respective subject areas.	3.1 Refer to your respective course manuals and identify teaching learning activities in the lessons that need clarification.	40 mins

<p>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>For example, the jigsaw technique in history, think-pair-share in geography, concept mapping, Shower thought, Know, Want to know, Leant (KWL), differentiated tasks groupings.</p> <p>3.2 Encourage tutors to in their subject based groups discuss how the suggested teaching and learning activities can be applied by student teachers during the STS activities in the basic schools</p> <p>3.3 Ask tutors to examine the assessment tasks in their respective subject areas and establish whether or not they align to the NTEAP.</p> <p>Example: <i>subject project, subject portfolio which include quizzes, mid semester exams, assignments, presentations etc</i></p> <p>For example, the nature of the assessment tasks in terms of assessment as learning, assessment for learning and assessment of learning.</p>	<p>For example, the jigsaw technique in history, think-pair-share in geography, concept mapping, Shower thought, Know, Want to know, Leant (KWL), differentiated tasks groupings.</p> <p>3.2 In your subject based groups, discuss how the suggested teaching and learning activities can be applied by student teachers during the STS activities in the basic school.</p> <p>3.3 In your groups, refer to the NTEAP document and examine the assessment tasks in lesson two of each course to see if they are aligned the NTEAP.</p> <p>Example: <i>subject project, subject portfolio which include quizzes, mid semester exams, assignments, presentations etc.</i></p> <p>For example, the nature of the assessment tasks in terms of assessment as learning, assessment for learning and assessment of learning.</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</i> 			

<p><i>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 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 Lead participants to recap the day's pd session by reflecting on the activities, their positives and challenges.</p> <p>4.2 Ask participants check in their course manuals if there are some outstanding issues in their respective lessons of the various subjects that need further clarification.</p> <p><i>For example, issues related to the concepts, activities, GESI, SEN, Pedagogy or strategies etc.</i></p> <p>4.3 Ask tutors in their respective groups to discuss how to deal with the unresolved issues.</p> <p>4.4 Ask tutors to identify a critical friend to observe their lessons using an observation guide and share their observations with the tutor as well as report to the group in the next PD session for discussion.</p> <p>4.5 Ask participants to read on lesson four and any other materials related to the fourth lessons in their respective subject areas for the next PD session</p>	<p>4.1 Individually write down at least two observations about today's pd session (both positives and challenges)</p> <p>4.2 Refer to lesson three in the course manual of your subject areas to see if there are some outstanding issues that needs to be addressed.</p> <p><i>For example, issues related to the concepts, activities, GESI, SEN, Pedagogy or strategies etc.</i></p> <p>4.3 In your respective groups let us discuss the unresolved issues for</p> <p>4.4 Each of you should identify a critical friend to observe your lessons in the lecture halls using an observation guide to take notes to discuss with you and also to report to the group for further discussion in our next PD session next week for lesson four.</p> <p>4.5 Read lessons four and any other relevant materials related to the fourth lessons in your respective subjects in readiness for 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</p>			

<p>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>	
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Tutor PD Session for Lesson 4 in the Course Manual

1. GEOGRAPHY

- Relief and drainage of Africa 2
- Radiation Balance of the Earth

2. HISTORY

- Theoretical and Pedagogical Contentions in History
- From the Trade in Slaves to 'Legitimate' Trade.

3. RME

- Religious Practices and their Moral Implications
- Basic African Traditional Religious beliefs II

4. SOCIAL STUDIES

- Effects of Conflicts: The Individual and Families
- Environmental Health and Sanitation

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
1. Introduction / lesson overview <ul style="list-style-type: none"> • 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 participants to reflect and discuss the successes and or challenges in the implementations of PD session three in respect of lessons three of the respective subject areas.</p> <p><i>E.g., The implementation of teaching and learning activities and the appropriateness of the resources.</i></p> <p>1.2 Ask participants to explain the main purposes of lesson four by referring to the course manuals.</p> <p>Examples <i>History: to help student</i></p>	<p>1.1 Reflect and discuss the successes and challenges you encountered during the implementation of the last PD session.</p> <p><i>E.g., the implementation of teaching and learning activities and the appropriateness of the resources.</i></p> <p>1.2 In your respective subject groups read and discuss the purpose or description of the lesson on your various lesson four.</p> <p>Examples <i>History: to help student</i></p>	

	<p><i>teachers to identify the complexities of precolonial and colonial economy</i></p> <p>Social Studies: <i>to introduce student teachers to effects of conflicts on the individual and families with particular attention to the children.</i></p> <p>Geography: <i>the lesson is intended to help student-teachers acquire knowledge and understanding of the drainage features of Africa to enable them teach the common core curriculum.</i></p> <p>RME: <i>the purpose of the lesson is to give student-teachers the opportunity to do an in-dept study of the content of the junior high school RME curriculum.</i></p> <p>1.3 Ask tutors in their respective subject areas to identify the important or distinctive aspects of lesson four.</p> <p>Examples Geography: <i>processes of heat transfer, nature of temperature and heat</i> History: <i>the concept of legitimate trade, rites of passage</i> Social Studies: <i>the concept of conflict, effects of conflict</i> RME: <i>spirits, beliefs in personal spirits</i></p> <p>1.4 Ask tutors to read and discuss the LOs and LIs for lesson four</p>	<p><i>teachers to identify the complexities of precolonial and colonial economy</i></p> <p>Social Studies: <i>to introduce student teachers to effects of conflicts on the individual and families with particular attention to the children.</i></p> <p>Geography: <i>the lesson is intended to help student-teachers acquire knowledge and understanding of the drainage features of Africa to enable them teach the common core curriculum.</i></p> <p>RME: <i>the purpose of the lesson is to give student-teachers the opportunity to do an in-dept study of the content of the junior high school RME curriculum.</i></p> <p>1.3 Identify the important or distinctive aspects of lesson four in your respective subject areas.</p> <p>Examples Geography: <i>processes of heat transfer, nature of temperature and heat</i> History: <i>the concept of legitimate trade, rites of passage</i> Social Studies: <i>the concept of conflict, effects of conflict</i> RME: <i>spirits, beliefs in personal spirits</i></p> <p>1.4 Read and discuss the LOs and LIs for lesson four</p>	
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	<p>Note <i>The LIs are derived from the LOs</i></p> <p>Examples Geography LO: <i>Develop the understanding of the concepts of drainage and their importance</i> LI: <i>Explain the concept of drainage</i></p> <p>RME LO: <i>Demonstrate knowledge on ATR beliefs</i> LI: <i>Explain ATR beliefs in impersonal spirits.</i></p> <p>Social Studies LO: <i>demonstrate knowledge and understanding of environmental health</i> LI: <i>Explain the concept of environmental health</i></p> <p>History LO: <i>Exhibit knowledge and understanding of what legitimate trade is</i> LI: <i>explain the concept of legitimate trade</i></p> <p>1.5 Guide tutors to identify cross-cutting issues in respect of lesson four in the respective courses of each subject area.</p> <p><i>For example,</i> GESI:</p> <ul style="list-style-type: none"> ✓ <i>The impact of slave trade on men and women;</i> ✓ <i>Effects of conflicts on men and women;</i> 	<p>Note <i>The LIs are derived from the LOs</i></p> <p>Examples Geography LO: <i>Develop the understanding of the concepts of drainage and their importance</i> LI: <i>Explain the concept of drainage</i></p> <p>RME LO: <i>Demonstrate knowledge on ATR beliefs</i> LI: <i>Explain ATR beliefs in impersonal spirits.</i></p> <p>Social Studies LO: <i>demonstrate knowledge and understanding of environmental health</i> LI: <i>Explain the concept of environmental health</i></p> <p>History LO: <i>Exhibit knowledge and understanding of what legitimate trade is</i> LI: <i>explain the concept of legitimate trade</i></p> <p>1.5 Identify cross-cutting issues in respect of lesson four in your respective courses.</p> <p><i>For example,</i> GESI:</p> <ul style="list-style-type: none"> ✓ <i>The impact of slave trade on men and women;</i> ✓ <i>Effects of conflicts on men and women;</i> 	
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	<p>SEN:</p> <ul style="list-style-type: none"> ✓ <i>Effects of conflicts on the vulnerable groups</i> ✓ <i>Environmental Health and Sanitation on the vulnerable groups</i> <p>ICT: <i>Availability of ICT facilities</i></p>	<p>SEN:</p> <ul style="list-style-type: none"> ✓ <i>Effects of conflicts on the vulnerable groups</i> ✓ <i>Environmental Health and Sanitation on the vulnerable groups</i> <p>ICT: <i>Availability of ICT facilities</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 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 Lead tutors in their respective subject areas to identify and discuss concepts in lesson four that need clarification.</p> <p>For example: Social Studies: <i>environment, health, sanitation, environmental diseases;</i> Geography: <i>settlement patterns;</i> History: <i>legitimate trade, Trans-Atlantic Slave Trade;</i> RME: <i>spirit beings, totem, taboo.</i></p>	<p>2.1 In your respective subject areas identify and discuss concepts in lesson four that need clarification.</p> <p>For example: Social Studies: <i>environment, health, sanitation, environmental diseases;</i> Geography: <i>settlement patterns;</i> History: <i>legitimate trade, Trans-Atlantic Slave Trade;</i> RME: <i>spirit beings, totem, taboo.</i></p>	25 mins

	<p>2.2 Let tutors in their respective groups identify and discuss possible barriers to the teaching of the lesson and discuss ways of addressing these as a group and across subjects.</p> <p>Examples <i>RME: Learners different religious upbringings may be a barrier to their appreciation of the role of spirits in ATR.</i></p> <p><i>History: Student-teachers may find it difficult to appreciate the complex nature of economic changes during the precolonial time</i></p> <p><i>Geography: Students with weak mathematical background may find it difficult to calculate the radiation balance.</i></p> <p><i>Social Studies: misconceptions about the individuals role in maintaining good sanitation</i></p> <p>2.3 Ask tutors in their respective subject areas to identify the needed resources for the teaching and learning of the concepts identified.</p> <p>For example, internet sources, video clips, resource persons, field trips etc. These must be gender responsive.</p> <p>2.4 Ask tutors to identify cross-cutting issues in respect of lesson one in</p>	<p>2.2 Identify and discuss possible barriers to the learning of the lesson in your subject areas and discuss ways of addressing these as a group and across subjects.</p> <p>Examples <i>RME: learners different religious upbringings may be a barrier to their appreciation of the role of spirits in ATR.</i></p> <p><i>History: Student-teachers may find it difficult to appreciate the complex nature of economic changes during the precolonial time</i></p> <p><i>Geography: Students with weak mathematical background may find it difficult to calculate the radiation balance.</i></p> <p><i>Social Studies: misconceptions about the individuals role in maintaining good sanitation</i></p> <p>2.3 In your respective subject areas, identify the needed resources for the teaching and learning of the concepts identified.</p> <p>For example, internet sources, video clips, resource persons, field trips etc. These must be gender responsive.</p> <p>2.4 Identify cross-cutting issues in respect of lesson one in the respective</p>	
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	<p>the respective courses. This include GESI, ICT, and 21st C core values and skills, such as critical thinking and problem solving, communication and collaboration, etc., and ask tutors to provide specific examples from their own courses and discuss as a group.</p>	<p>courses. This include GESI, ICT, and 21st C core values and skills, such as critical thinking and problem solving, communication and collaboration, etc., and provide specific examples from your own courses and discuss as a group.</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> <ul style="list-style-type: none"> Reading of teaching and learning activities and identification of areas that require clarification Reading of assessment 	<p>3.1 Let tutors identify teaching and learning activities in the lesson that need clarification in their respective subject areas.</p> <p><i>For example, the gigsaw technique in history, think-pair-share in geography, concept mapping, Shower</i></p>	<p>3.1 In your respective subject areas, identify teaching learning activities in the lessons that need clarification.</p> <p><i>For example, the gigsaw technique in history, think-pair-share in geography, concept mapping, Shower</i></p>	40 mins

<p>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> <ul style="list-style-type: none"> Working through one or two activities, 	<p><i>thought, Know, Want to know, Learned (KWL), differentiated tasks groupings.</i></p> <p><i>Some resources required to support teaching and learning may include:</i></p> <ul style="list-style-type: none"> ✓ <i>Laptops,</i> ✓ <i>projectors,</i> ✓ <i>youtube videos of relevant topics,</i> ✓ <i>links to websites</i> ✓ <i>field trips for example to religious, historical or geographical sites, etc.</i> <p>3.2 Ask tutors to discuss in groups how the suggested teaching and learning activities can be applied by student teachers during the STS.</p> <p>3.3 Ask tutors to examine the assessment tasks in their respective subject areas and point out whether they are aligned with the NTEAP:</p> <p>For example, the nature of the assessment tasks in terms of assessment as learning, assessment for learning and assessment of learning.</p> <p><i>Assessment tasks should include some transferable skills such as:</i></p> <ul style="list-style-type: none"> ✓ <i>Digital literacy skills</i> ✓ <i>Communication skills/Collaborative skills</i> ✓ <i>Critical thinking and</i> 	<p><i>thought, Know, Want to know, Learned (KWL), differentiated tasks groupings.</i></p> <p><i>Some resources required to support teaching and learning may include:</i></p> <ul style="list-style-type: none"> ✓ <i>Laptops,</i> ✓ <i>projectors,</i> ✓ <i>youtube videos of relevant topics,</i> ✓ <i>links to websites</i> ✓ <i>field trips for example to religious, historical or geographical sites, etc.</i> <p>3.2 In groups, discuss how the suggested teaching and learning activities can be applied by student teachers during the STS.</p> <p>3.3 In your groups, refer to the NTEAP document and examine the assessment tasks in lesson four of each course to see if they are aligned with the NTEAP.</p> <p>For example, the nature of the assessment tasks in terms of assessment as learning, assessment for learning and assessment of learning.</p> <p><i>Assessment tasks should include some transferable skills such as:</i></p> <ul style="list-style-type: none"> ✓ <i>Digital literacy skills</i> ✓ <i>Communication skills/Collaborative skills</i> ✓ <i>Critical thinking and</i> 	
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	<i>problem solving</i> ✓ <i>Personal development and leadership skills</i>	<i>problem solving</i> ✓ <i>Personal development and leadership skills</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 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</i> 			

<p><i>with page reference 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 Lead tutors to identify any outstanding issues in their respective lessons of the various subjects.</p> <p>For example: <i>issues related to the concepts, activities, GESI, SEN, ICT, Pedagogy or strategies etc.</i></p> <p>4.2 Lead tutors to discuss how to resolve the outstanding issues identified in the lesson.</p> <p>4.3 Ask tutors to read in advance Lesson 5 in their respective subject areas in the course manual and prepare for the next PD session. Tutors should refer to Lesson 5 on Geography, History, Social Studies and R.M.E. in their respective course manuals.</p>	<p>4.1 Refer to lesson four in your course manuals and point out any outstanding issues that needs to be addressed.</p> <p>For example: <i>issues related to the concepts, activities, GESI, SEN, ICT, Pedagogy or strategies etc.</i></p> <p>4.2 Subject lead and tutors discuss how to resolve the outstanding issues in the lesson.</p> <p>4.3 Read in advance Lesson 5 in your respective subject areas in the course manual and prepare for the next PD session. Refer to Lesson 5 on Geography, History, Social Studies and R.M.E. in your respective course manuals.</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>	
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Tutor PD Session for Lesson 5 in the Course Manual

Geography

- Climate and Vegetation Types 1
- Atmospheric Pressure and Wind Systems

History

- Creative Pedagogies used in History
- Indigenous Entrepreneurs in the Gold Coast

RME

- African Traditional Religious Practices 1
- Religious Leaders/Personalities

Social Studies

- Effects and Conflicts: Communities, Schools, and the Nation
- Causes and Effect of Poor Environmental Sanitation

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
1. Introduction / lesson overview <ul style="list-style-type: none"> • 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 participants to reflect and discuss the successes and or challenges in the implementation of PD session four with respect to lessons four of the respective subject areas.</p> <p>1.2 Ask participants in their respective subject areas to identify the main purpose of lesson five</p> <p>Examples <i>Social Studies: the pupose of the lesson is to help student-teachers discuss causes and effects of poor environmental sanitation</i></p> <p><i>Geography: enable student-teachers understand the nature of pressure and wind</i></p>	<p>1.1 In your respective group, reflect and discuss the successes and challenges you faced during the implementation of the previous PD session.</p> <p>1.2 Identify the main purpose of lesson five</p> <p>Examples <i>Social Studies: the pupose of the lesson is to help student-teachers discuss causes and effects of poor environmental sanitation</i></p> <p><i>Geography: enable student-teachers understand the nature of pressure and wind</i></p>	

	<p><i>systems and how they affect weather and climate.</i></p> <p>History: <i>the purpose is to help student-teachers demonstrate understanding of the backgrounds of indigenous entrepreneurs in the Ghanaian society</i></p> <p>RME: <i>the pupose of the lesson is to equip student-teachers with knowledge and understanding of ATR practices.</i></p> <p>1.3 Ask participants in their respective subject areas to identify the important or distinctive aspects of lesson five.</p> <p>Examples RME: <i>forms of traditional worship, libation</i></p> <p>Social Studies: <i>concept of conflict, effects of conflict</i></p> <p>Geography: <i>nature of pressure and wind, wind generation, wind systems</i></p> <p>History: <i>indigenous enterprenuership, indigenous industries, transaharan slave trade</i></p> <p>1.4 Ask tutors to read and discuss the introductory sections up to learning outcomes Examples of the LOs and indicators, concepts, scope of the lesson and sub-topics in each course in the respective subject area.</p>	<p><i>systems and how they affect weather and climate.</i></p> <p>History: <i>the purpose is to help student-teachers demonstrate understanding of the backgrounds of indigenous entrepreneurs in the Ghanaian society</i></p> <p>RME: <i>the pupose of the lesson is to equip student-teachers with knowledge and understanding of ATR practices.</i></p> <p>1.3. Identify the important or distinctive aspects of lesson five in your respective subject areas.</p> <p>Examples RME: <i>forms of traditional worship, libation</i></p> <p>Social Studies: <i>concept of conflict, effects of conflict</i></p> <p>Geography: <i>nature of pressure and wind, wind generation, wind systems</i></p> <p>History: <i>indigenous enterprenuership, indigenous industries, transaharan slave trade</i></p> <p>1.4 Ask tutors to read and discuss the introductory sections up to learning outcomes Examples of the LOs and indicators, concepts, scope of the lesson and sub-topics in each course in the respective subject area.</p>	
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	<p>Geography LO: demonstrate knowledge and understanding of LI: student-teachers are expected to apply their knowledge of the concept of climate to define it in their own words.</p> <p>History LO: demonstrate understanding of enterprenueship LI: Discuss how indigenous enterprenuership evolve.</p> <p>Social Studies LO: apply knowledge of the effects of conflicts LI: examine how conflicts affect teaching and learning in schools</p> <p>RME LO: show skills in demonstrating how libation is performed LI: demonstrate how libation is performed</p> <p>1.5 Ask tutors to identify cross-cutting issues in respect of lesson five in the respective courses of each subject area.</p> <p>GESI (Gender, inclusivity, equality Socio-Cultural and economic differences) Integrating ICT into the lesson such as powerpoint presentation, the use of youtube, etc. SEN appropriate activities such as mixed ability groupings.</p>	<p>Geography LO: demonstrate knowledge and understanding of LI: student-teachers are expected to apply their knowledge of the concept of climate to define it in their own words.</p> <p>History LO: demonstrate understanding of enterprenueship LI: Discuss how indigenous enterprenuership evolve.</p> <p>Social Studies LO: apply knowledge of the effects of conflicts LI: examine how conflicts affect teaching and learning in schools</p> <p>RME LO: show skills in demonstrating how libation is performed LI: demonstrate how libation is performed</p> <p>1.4. Identify cross-cutting issues in respect of lesson five in your respective courses.</p> <p>GESI (Gender, inclusivity, equality Socio-Cultural and economic differences) Integrating ICT into the lesson such as powerpoint presentation, the use of youtube, etc. SEN appropriate activities such as mixed ability groupings.</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 Let participants in their respective subject areas identify and discuss concepts in lesson five that need clarification.</p> <p>Example Social Studies: conflict, sanitation, environment</p> <p>Geography: Weather, climate, pressure, wind systems History: Pedagogies, Indigenous Entrepreneurs</p> <p>RME: Worship, Patriarches, Prophets/Caliphes</p> <p>2.2 Let tutors in their respective groups identify and discuss possible barriers to the learning of the lesson and discuss ways of addressing these as a group and across subjects.</p>	<p>2.1 In your respective subject areas identify and discuss concepts in lesson five that need clarification.</p> <p>Examples Social Studies: conflict, sanitation, environment</p> <p>Geography: Weather, climate, pressure, wind systems History: Pedagogies, Indigenous Entrepreneurs</p> <p>RME: Worship, Patriarches, Prophets/Caliphes</p> <p>2.2 Identify and discuss possible barriers to the learning of the lesson in your subject areas and discuss ways of addressing these as a group and across subjects</p>	<p>25 mins</p>

	<p>For example: <i>How to integrate GESI issues in the lessons (the issue about how certain religious positions is limited to only males. For instance, in the case of Religious Leaders. SEN (Myth about disability) Availability of SEN appropriate ICT tools. Controversial issues like the concept of God in the African Traditional Religion.</i></p> <p>RME: student teachers religious biases might influence them to show disinterest in the lesson</p> <p>Social Studies: negative attitude of student-teachers might affect their appreciation of good sanitation practices.</p> <p>Geography: students-teachers may find the lesson abstract in the absence of meteorological equipments.</p> <p>History: the tendency to project modern day concept and understanding of term entrepreneurship</p> <p>2.3. Ask tutors in their respective subject areas to identify the needed resources for the teaching and learning of the concepts identified. <i>Let tutors identify GESI responsive resources. For example, audio-visual equipment, internet sources, video clips, brailles, sign language resource persons, etc.</i></p>	<p>For example: <i>How to integrate GESI issues in the lessons (the issue about how certain religious positions is limited to only males. For instance, in the case of Religious Leaders. SEN (Myth about disability) Availability of SEN appropriate ICT tools. Controversial issues like the concept of God in the African Traditional Religion.</i></p> <p>RME: student teachers religious biases might influence them to show disinterest in the lesson</p> <p>Social Studies: negative attitude of student-teachers might affect their appreciation of good sanitation practices.</p> <p>Geography: students-teachers may find the lesson abstract in the absence of meteorological equipments.</p> <p>History: the tendency to project modern day concept and understanding of term entrepreneurship</p> <p>2.3 In your respective subject areas, identify the needed resources for the teaching and learning of the concepts identified. <i>Let tutors identify GESI responsive resources.. For example, audio-visual equipment, internet sources, video clips, brailles, sign language resource persons, etc.</i></p>	
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	2.4 Ask tutors to identify cross-cutting issues in respect of lesson one in the respective courses. This include GESI, ICT, and 21 st C core values and skills, such as critical thinking and problem solving, communication and collaboration, etc., and ask tutors to provide specific examples from their own courses and discuss as a group	2.4 Identify cross-cutting issues in respect of lesson one in the respective courses. This include GESI, ICT, and 21 st C core values and skills, such as critical thinking and problem solving, communication and collaboration, etc., and provide specific examples from your own courses and discuss as a group.	
<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 	<p>3.1 Let tutors identify teaching learning activities in the lesson that need clarification in their respective subject areas.</p> <p><i>For example, the gigsaw</i></p>	<p>3.1 In your respective subject areas, identify teaching learning activities in the lessons that need clarification.</p> <p><i>For example, the gigsaw technique in history, think-</i></p>	40 mins

<p>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><i>technique in history, think-pair-share in geography, concept mapping, Shower thought, Know, Want to know, Leant (KWL), differentiated tasks groupings.</i></p> <p>3.2 Lead tutors to identify the core and transferable skills that can be developed by student teachers from the teaching and learning activities. <i>For example, activities that promotes the development of Critical thinking, Personal development communication and collaboration, Professional attitudes and values etc.</i></p> <p>3.3 Ask tutors in groups discuss how the suggested teaching and learning activities can be applied by student teachers during the STS. <i>For example, how the student teachers observe their mentor deal with issues of GESI, and SEN in the teaching and learning activities during STS.</i></p> <p>3.4 Ask tutors in their groups to select one of them to present a model lesson using some of the activities suggested for the lesson and taking to consideration issues of GESI, SEN and use of ICT tools.</p>	<p><i>pair-share in geography, concept mapping, Shower thought, Know, Want to know, Leant (KWL), differentiated tasks groupings.</i></p> <p>3.2 Identify the core and transferable skills that can be developed by student teachers from the teaching and learning activities. <i>For example, activities that promotes the development of critical thinking, Personal development, communication and collaboration, Professional attitudes and values etc.</i></p> <p>3.3 In groups, discuss how the suggested teaching and learning activities can be applied by student teachers during the STS. <i>For example, how the student teachers observe their mentor deal with issues of GESI, and SEN in the teaching and learning activities during STS.</i></p> <p>3.4 Select one person from each group to present a model lesson using ICT tools and taking into consideration issues of gender, SEN.</p>	
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	<p>3.5 Ask tutors to discuss the presentation of the model lesson taking into consideration the use of gender and SEN responsive activities and resources as well as the appropriateness of the ICT tools that were used.</p> <p>3.6 Ask tutors to examine the assessment tasks in their respective subject areas and point out how they align to the NTEAP.</p> <p><i>For example, the nature of the assessment tasks in terms of assessment as learning, assessment for learning and assessment of learning.</i></p>	<p>3.5 In your respective groups discuss the presentation of the model lesson taking into consideration the use of gender and SEN responsive activities and resources as well as the appropriateness of the ICT tools that were used.</p> <p>3.6 In your groups, refer to the NTEAP document and examine the assessment tasks in lesson five of each course to see if they are aligned the NTEAP.</p> <p><i>For example, the nature of the assessment tasks in terms of assessment as learning, assessment for learning and assessment of learning.</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</i> 			

<p><i>to real time</i></p> <ul style="list-style-type: none"> • <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 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 • In the case of unresolved issues • Advance preparation 	<p>4.1 Lead tutors to reflect on the entire PD session and indicate whether their expectations have been met or not.</p> <p><i>For example, those whose expectations have been met can show by raising their</i></p>	<p>4.1 In your respective groups, reflect and evaluate the activities that you have gone through today and indicate whether your expectations have been met or not.</p> <p><i>For example, those whose expectations have been met can show by raising their</i></p>	<p>5 mins</p>

	<p><i>fingers or nodding their heads. On the other hand, those whose expectations have not been met can show by raising two fingers or shaking their heads.</i></p> <p>4.2 Let participants identify any outstanding issues in their respective lessons of the various subjects.</p> <p><i>These examples may include, issues related to the concepts, activities, GESI, SEN, Pedagogy or strategies etc.</i></p> <p>4.3 Ask tutors to read lessons six in their various subject areas and prepare for the next PD session.</p> <p>4.4 Ask tutors to write down the outstanding issues and go and research into them and post their findings on a common platform such as WhatsApp, telegram, etc. for discussion by the group.</p>	<p><i>fingers or nodding their heads. On the other hand, those whose expectations have not been met can show by raising two fingers or shaking their heads.</i></p> <p>4.2 Refer to lesson five in the course manual of the various subjects and point out any outstanding issues that needs to be addressed.</p> <p><i>These examples may include, issues related to the concepts, activities, GESI, SEN, Pedagogy or strategies etc.</i></p> <p>4.3 Read lessons six in your various subject prepare for the next PD session.</p> <p>4.4 Each of you should write down the outstanding issues related to your course and go and do research on them. Put your findings on the group's social media platform for discussion.</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>portfolio preparation and development are explicitly addressed in the PD sessions.</p>	
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Tutor PD Session for Lesson 6 in the Course Manual

Geography

- Climate and vegetation types 2
- Evaporation and Humidity

History

- Creative Pedagogies and Barriers to Learning
- The Emergence of Cash Crop Production and Export

RME

- African Traditional Religious Practices II
- Religious Leaders/Personalities

Social Studies

- Conflict prevention and its mechanisms
- Ways to Ensure Safe and Healthy Environment in Ghana

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
1. Introduction / lesson overview <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>1.1 Ask participants to reflect and discuss the successes and or challenges in the implementations of PD session five in respect of lessons five of the respective subject areas. Examples, the activities that were suggested for the teaching of the lesson e.g., GESI, SEN, ICT</p> <p>1.2 Asks tutors in their respective subject areas to identify the main purpose of lesson six</p> <p>Example <i>Geography: the purpose of the lesson is to help students use the knowledge of evaporation and humidity to teach the basic school curriculum</i></p>	<p>1.1 In your respective group, reflect and discuss the successes and challenges you faced during the implementation of the previous PD session.</p> <p>1.2 Identify the main purpose of lesson six in your respective subject areas</p> <p>Example <i>Geography: the purpose of the lesson is to help students use the knowledge of evaporation and humidity to teach the basic school curriculum</i></p>	

<ul style="list-style-type: none"> • Reading and discussion of the introductory sections up to learning outcomes 	<p>History: the lesson is to help student-teachers understand the complexities between cash crop and export production.</p> <p>Social Studies: the purpose of the lesson is to introduce student teachers to conflict prevention and the mechanisms to achieve that.</p> <p>RME: the purpose of the lesson is to equip student-teachers with knowledge of traditional festivals and how to use multi media resources to teach festivals</p> <p>1.3 Ask tutors in their respective subject areas to identify the important or distinctive aspects of lesson six.</p> <p>Examples RME: traditional festivals , religious significance of traditional festivals</p> <p>Social Studies: concept of conflict prevention, mechanisms of conflict prevention, etc</p> <p>History: cash crop economy, indigenous farmers, components of Ghanaian export production</p> <p>Geography: sources of evaporation, nature of humidity, fog and dew</p> <p>1.4 Ask tutors in your respective subject areas to read out the</p>	<p>History: the lesson is to help student-teachers understand the complexities between cash crop and export production.</p> <p>Social Studies: the purpose of the lesson is to introduce student teachers to conflict prevention and the mechanisms to achieve that.</p> <p>RME: the purpose of the lesson is to equip student-teachers with knowledge of traditional festivals and how to use multi media resources to teach festivals</p> <p>1.3 Identify the important or distinctive aspects of lesson six in your respective subject areas.</p> <p>Examples RME: traditional festivals, religious significance of traditional festivals</p> <p>Social Studies: concept of conflict prevention, mechanisms of conflict prevention, etc</p> <p>History: cash crop economy, indigenous farmers, components of Ghanaian export production</p> <p>Geography: sources of evaporation, nature of humidity, fog and dew</p> <p>1.4 In your various subject areas read out the description of lesson six</p>	
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	<p>descriptions of lesson six in the course manual pointing out the lesson outcomes.</p> <p>Examples Geography <i>LO: demonstrate knowledge about the sources of evaporation</i> <i>LI: identify sources of evaporation</i></p> <p>History <i>LO: demonstrate understanding about the nature of the export production in precolonial Ghana</i> <i>LI: identify the key components that characterised production and export in precolonial Ghana</i></p> <p>Social Studies <i>LO: appraised the mechanisms of conflict prevention</i> <i>LI: design a lesson plan on the mechanisms of conflict prevention and justify it</i></p> <p>RME <i>LO: demonstrate knowledge of traditional festivals</i> <i>LI: describe the religious significance of a given festival</i></p> <p>1.5 Ask tutors to identify cross-cutting issues in respect of lesson six in their respective courses of each subject area. <i>For example, GESI (The activities of men and women that impact(ed) on:</i></p>	<p>in the course manual pointing out the lesson outcomes.</p> <p>Examples Geography <i>LO: demonstrate knowledge about the sources of evaporation</i> <i>LI: identify sources of evaporation</i></p> <p>History <i>LO: demonstrate understanding about the nature of the export production in precolonial Ghana</i> <i>LI: identify the key components that characterised production and export in precolonial Ghana</i></p> <p>Social Studies <i>LO: appraised the mechanisms of conflict prevention</i> <i>LI: design a lesson plan on the mechanisms of conflict prevention and justify it</i></p> <p>RME <i>LO: demonstrate knowledge of traditional festivals</i> <i>LI: describe the religious significance of a given festival</i></p> <p>1.5 Identify cross-cutting issues in respect of lesson six in your respective courses. <i>For example, GESI (The activities of men and women that impact(ed) on:</i></p>	
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	<p><i>Vegetation, Evaporation</i> <i>Difficulty with some concepts not adequately dealt with</i> <i>The roles of man and women in African traditional religion</i> <i>ICT,</i> <i>SEN (Effects:</i> <ul style="list-style-type: none"> ✓ <i>of conflict on the vulnerable groups i.e., females, children, physically challenge</i> ✓ <i>climate change on the vulnerable groups</i> ✓ <i>Pedagogies on SEN</i> <i>Critical thinking, Personal development communication and collaboration, etc.</i></p>	<p><i>Vegetation, Evaporation</i> <i>Difficulty with some concepts not adequately dealt with</i> <i>The roles of man and women in African traditional religion</i> <i>ICT,</i> <i>SEN (Effects:</i> <ul style="list-style-type: none"> ✓ <i>of conflict on the vulnerable groups i.e., females, children, physically challenge</i> ✓ <i>climate change on the vulnerable groups</i> ✓ <i>Pedagogies on SEN</i> <i>Critical thinking, Personal development communication and collaboration, etc.</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 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 	<p>2.1 Let tutors in their respective subject areas identify and discuss concepts in lesson six that need clarification.</p> <p>Example <i>Social Studies: conflict, peace, conflict prevention, mechanisms</i></p>	<p>2.1 In your respective subject areas identify and discuss concepts in lesson six that needs clarification.</p> <p>Example <i>Social Studies: conflict, peace, conflict prevention, mechanisms</i></p>	25 mins

<p>needed resources for the teaching and learning of the concept.</p>	<p>Geography: <i>evaporation, humidity.</i></p> <p>History: <i>Cash crops, export production</i></p> <p>RME: <i>Festivals, traditional practices, field trips</i></p> <p>2.2 Encourage tutors in their respective groups to identify and discuss possible barriers to the learning of the lesson and discuss ways of addressing these as a group and across subjects</p> <p>For example: <i>GESI (the myth about some festivals in African Traditional Religion. How conflict prevention can improve the quality of life of vulnerable groups)</i> <i>SEN (the myth surrounding people with special needs SEN)</i> <i>ICT, Controversial issues</i></p> <p>2.3 Ask tutors in their respective subject areas to identify the needed resources for the teaching and learning of the concepts identified. <i>For example, internet sources, video clips, resource persons, etc.</i></p> <p>2.4 Ask tutors to identify cross-cutting issues in respect of lesson one in the respective courses. This include GESI, ICT, and 21st C core values and skills, such as critical</p>	<p>Geography: <i>evaporation, humidity.</i></p> <p>History: <i>Cash crops, export production</i></p> <p>RME: <i>Festivals, traditional practices, field trips</i></p> <p>2.2 identify and discuss possible barriers to the learning of the lesson in your subject areas and discuss ways of addressing these as a group and across subjects</p> <p>For example: <i>GESI (the myth about some festivals in African Traditional Religion. How conflict prevention can improve the quality of life of vulnerable groups)</i> <i>SEN (the myth surrounding people with special needs SEN)</i> <i>ICT, Controversial issues</i></p> <p>2.3 In your respective subject areas, identify the needed resources for the teaching and learning of the concepts identified. <i>For example, internet sources, video clips, resource persons, etc</i></p> <p>2.4 Identify cross-cutting issues in respect of lesson one in the respective courses. This include GESI, ICT, and 21st C core values and skills, such as critical thinking and</p>	
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	thinking and problem solving, communication and collaboration, etc., and ask tutors to provide specific examples from their own courses and discuss as a group.	problem solving, communication and collaboration, etc., and provide specific examples from your own courses and discuss as a group.	
<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 ensuring they are aligned to the NTEAP and required course assessment: subject 	<p>3.1 Ask tutors identify teaching learning activities in the lesson that need clarification in their respective subject areas.</p> <p><i>For example, the jigsaw technique in history, think-pair-share in geography, concept mapping, Shower thought, Know, Want to know, Leant (KWL), differentiated tasks groupings.</i></p>	<p>3.1 In your respective subject areas, identify teaching learning activities in the lessons that need clarification.</p> <p><i>For example, the jigsaw technique in history, think-pair-share in geography, concept mapping, Shower thought, Know, Want to know, Leant (KWL), differentiated tasks groupings.</i></p>	40 mins

<p>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>3.2 Ask tutors in groups discuss how the suggested teaching and learning activities can be applied by student teachers during the STS.</p> <p>3.3 Ask tutors to examine the assessment tasks in their respective subject areas and point out how they align to the NTEAP.</p> <p><i>For example, the nature of the assessment tasks in terms of assessment as learning, assessment for learning and assessment of learning.</i></p>	<p>3.2 In groups, discuss how the suggested teaching and learning activities can be applied by student teachers during the STS.</p> <p>3.3 In your groups, refer to the NTEAP document and examine the assessment tasks in lesson six of each course to see if they are aligned the NTEAP.</p> <p><i>For example, the nature of the assessment tasks in terms of assessment as learning, assessment for learning and assessment of learning.</i></p>	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience . These could involve applying new content, e.g. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive and inclusive approaches Identify how any assessments relate to course assessment components The selected activities should be done with tutors in real or close to real time Anticipate any issues for clarification or 			

<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 lesson for clarification • Advance preparation • In the case of unresolved issues 	<p>4.1 Let participants identify any outstanding issues in their respective lessons of the various subjects.</p> <p><i>For example, issues related to the concepts, activities, GESI, SEN, Pedagogy or strategies etc.</i></p> <p>4.2 Ask tutors in their respective groups to discuss how to deal with</p>	<p>4.1 Refer to lesson six in the course manual of the various subjects and point out any outstanding issues that needs to be addressed.</p> <p><i>For example, issues related to the concepts, activities, GESI, SEN, Pedagogy or strategies etc.</i></p> <p>4.2 In your respective groups discuss unresolved issues.</p>	<p>5 mins</p>

	the unresolved issues.		
	4.3 Ask tutors to read lessons seven in their various subject areas and prepare for the next PD session.	4.3 Read lessons seven in your various subject prepare for the next PD session	
Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring : subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.			

Tutor PD Session for Lesson 7 in the Course Manual

GEOGRAPHY:

- Clouds and Precipitation.
- Resources and sustainable Development

SOCIAL STUDIES:

- Conflict Resolution and Conflict Management Strategies
- Adolescent health and reproductive rights

R.M.E.:

- Traditional Values I
- The Family, Religious Home, and Obedience

HISTORY:

- Economic Development in the Colonial Era I
- Development and use of teaching aids in history

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
1. Introduction / lesson overview <ul style="list-style-type: none"> • 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 reflect on how useful lesson six PD session in their respective subject areas was and how it influenced their lesson delivery.</p> <p>1.2 Ask tutors in their respective subject areas to read the purpose of the lesson.</p> <p>Examples <i>RME: the purpose of the lesson is to equip student-teachers with knowledge about traditional values and skills to be able to teach RME</i></p> <p><i>Social Studies: the purpose of the lesson is to help student teachers become conscious of the need to use conflict</i></p>	<p>1.1 Reflect and tell how useful lesson six PD session in your respective subject areas was and influenced your lesson delivery.</p> <p>1.2 Discuss the purpose of the lesson.</p> <p>Examples <i>RME: the purpose of the lesson is to equip student-teachers with knowledge about traditional values and skills to be able to teach RME</i></p> <p><i>Social Studies: the purpose of the lesson is to help student teachers become conscious of the need to use conflict</i></p>	

	<p><i>mechanisms in dealing with conflict</i></p> <p>Geography: the purpose is to help student teachers use their knowledge and skills about clouds and precipitation to teach the basic school curriculum.</p> <p>History: the lesson is to help student-teachers appreciate how the low economy was diversified to suit the demands of the colonist.</p> <p>1.3 Ask tutors to identify distinctive aspect of lesson seven.</p> <p>Examples: History: colonial agents of development, nature of colonial economy</p> <p>Geography: clouds, adiabatic processes, precipitation</p> <p>Social Studies: conflict management, conflict resolution</p> <p>RME: traditional values, religious values</p> <p>1.4 Ask tutors to read and discuss the learning outcomes in their respective subject areas.</p> <p>Examples: History: LO: appreciate the nature of precolonial economy LI: outline the features of the precolonial economy</p>	<p><i>mechanisms in dealing with conflict</i></p> <p>Geography: the purpose is to help student teachers use their knowledge and skills about clouds and precipitation to teach the basic school curriculum.</p> <p>History: the lesson is to help student-teachers appreciate how the low economy was diversified to suit the demands of the colonist</p> <p>1.3 Identify distinctive aspects of lesson seven.</p> <p>Examples: History: colonial agents of development, nature of colonial economy</p> <p>Geography: clouds, adiabatic processes, precipitation</p> <p>Social Studies: conflict management, conflict resolution</p> <p>RME: traditional values, religious values.</p> <p>1.4 Read and discuss the learning outcomes of your respective subject areas.</p> <p>Examples: History: LO: appreciate the nature of precolonial economy LI: outline the features of the precolonial economy</p>	
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	<p>Geography: LO: demonstrate skills in managing severe storms LI: discuss ways of managing severe storm hazards and disasters.</p> <p>Social Studies: LO: demonstrate knowledge of the concepts of conflict resolution and conflict management and the difference between them. LI: explains the meaning of conflict resolution and conflict management and the difference between them.</p> <p>RME: LO: demonstrate knowledge and understanding of traditional values LI: explain traditional values</p> <p>1.5 Ask tutors to go to lesson seven of the course manuals of the various subject areas to read the course descriptions of each subject area and come out with the key issues.</p> <p><i>E.g., the lesson Resources and Sustainable Development 1 in Geography introduces student teachers to the study of aspect of Regional Geography with a focus on resources and sustainable development exposing them to the types of resources (natural, human, and cultural).</i></p>	<p>Geography: LO: demonstrate skills in managing severe storms LI: discuss ways of managing severe storm hazards and disasters.</p> <p>Social Studies: LO: demonstrate knowledge of the concepts of conflict resolution and conflict management and the difference between them. LI: explains the meaning of conflict resolution and conflict management and the difference between them.</p> <p>RME: LO: demonstrate knowledge and understanding of traditional values LI: explain traditional values</p> <p>1.5 Read your respective subject areas course descriptions in the course manuals and come out with the key issues.</p> <p><i>E.g., the lesson Resources and Sustainable Development 1 in Geography introduces student teachers to the study of aspect of Regional Geography with a focus on resources and sustainable development exposing them to the types of resources (natural, human, and cultural).</i></p>	
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	<p>1.6 Guide tutors to read and come out with their findings about the relationship between course description and learning outcomes of the respective subject areas' lessons.</p> <p><i>E.g., course description for the lesson Clouds and Precipitation in Geography is to expand the student teacher knowledge on cloud development and precipitation.</i> <i>E.g., of learning outcome of the lesson is, student teachers will be able to familiarize with clouds and adiabatic processes.</i></p> <p>1.7 Ask tutors in their respective subject areas to share their findings on the relationship between course description and learning outcome for your colleagues to make their comments.</p> <p>1.8 Ask tutors to identify cross-cutting issues in respect of lesson seven in their respective subjects' areas of each course area.</p> <p><i>These include:</i></p> <ul style="list-style-type: none"> ✓ <i>GESI (appreciate the roles of both men and women in the colonial economy)</i> ✓ <i>Appreciating the need to involve both men and women in religious activities in</i> 	<p>1.6 Read from the course manuals of your respective subject areas and come out with the relationship between course description and learning outcome.</p> <p><i>E.g., course description for the lesson Clouds and Precipitation in Geography is to expand the student teacher knowledge on cloud development and precipitation.</i> <i>E.g., of learning outcome of the lesson is, student teachers will be able to familiarize with clouds and adiabatic processes.</i></p> <p>1.7 Share and discuss your findings with your colleagues to make comments.</p> <p>1.8 Identify cross-cutting issues in your various subject areas in lesson seven.</p> <p><i>These include:</i></p> <ul style="list-style-type: none"> ✓ <i>GESI (appreciate the roles of both men and women in the colonial economy)</i> ✓ <i>Appreciating the need to involve both men and women in religious activities in</i> 	
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	<p><i>our families and neighbourhood.</i></p> <p>ICT, SEN (Effects: ✓ of conflict on the vulnerable groups such as the physical challenged in our society</p>	<p><i>our families and neighbourhood.</i></p> <p>ICT, SEN (Effects: ✓ of conflict on the vulnerable groups such as the physical challenged in our society</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 areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept. 	<p>2.1 Lead tutors to identify the key concepts in lesson seven in their respective subject areas from their course manuals which need to be clarified.</p> <p>E.g., Concepts in <i>Social Studies: development, peace, resolution, health, rights etc.</i> <i>Geography: precipitation, sustainability, development, Weather, climate, etc.</i> <i>History: development, colonial, economy, barter trade, etc.</i> <i>RME:</i></p>	<p>2.1 Identify the key concepts in your various subject areas which need to be clarified.</p> <p><i>Examples of Concepts:</i> <i>Social Studies: development, peace, resolution, health, rights etc.</i> <i>Geography: precipitation, sustainability, development, Weather, climate, etc.</i> <i>History: development, colonial,</i></p>	25 mins

	<p><i>Values, family, humanity, brotherhood, communal, etc.</i></p> <p>2.2 Lead tutors to identify possible challenging areas in the teaching and learning of lesson seven in their various subject areas and discuss ways of addressing these as a group and across subjects</p> <p><i>E.g., Tutors will be facing difficulty of some concepts not adequately dealt with. Lessons may not be appropriately understood by student teachers.</i></p> <p>GESI:</p> <ul style="list-style-type: none"> ✓ <i>Differences in leadership roles between men and women in religious institutions</i> <p>SEN:</p> <ul style="list-style-type: none"> ✓ <i>The missing roles of the vulnerable groups in conflict resolution and management.</i> ✓ <i>The missing roles of the vulnerable in leadership positions e.g., blind person can be a leader or a chief.</i> <p>ICT, Controversial issues.</p> <p>2.3 Ask tutors in their respective subject areas to identify the needed resources for the teaching and learning of concepts identified.</p>	<p><i>economy, barter trade, etc. RME:</i></p> <p><i>Values, family, humanity, brotherhood, communal, etc.</i></p> <p>2.2 Identify and discuss possible challenges to the teaching and learning of lesson seven in your subject areas and discuss ways of addressing these as a group and across subjects</p> <p><i>E.g., Tutors will be facing difficulty of some concepts not adequately dealt with. Lessons may not be appropriately understood by student teachers.</i></p> <p>GESI:</p> <ul style="list-style-type: none"> ✓ <i>Differences in leadership roles between men and women in religious institutions</i> <p>SEN:</p> <ul style="list-style-type: none"> ✓ <i>The missing roles of the vulnerable groups in conflict resolution and management.</i> ✓ <i>The missing roles of the vulnerable in leadership positions e.g., blind person can be a leader or a chief.</i> <p>ICT, Controversial issues.</p> <p>2.3 Identify resources that may be needed in teaching and learning the concepts identified in lesson seven taking into consideration GESI, SEN, local availability and cultural and religious sensitivity.</p>	
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	<p><i>E.g., Audio-visual Equipment and Video clips on meeting the needs of the youth</i></p> <p><i>Meteorological instruments, computers/ laptops, projector/screen etc.</i></p> <p>2.4 Guide tutors to identify GESI responsive resources such as assisting staff with experts in sign language as well as resources such teacher and learner resource packs, textbooks, course manuals, projectors etc. in the teaching and learning of the concepts mentioned above (NTS 3j)</p>	<p>Examples of resources: <i>Audio-visual Equipment and Video clips on meeting the needs of the youth</i></p> <p><i>Meteorological instruments, computers/ laptops, projector/screen etc.</i></p> <p>2.4 Identify GESI and SEN responsive resources which can help in the teaching of concepts</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 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 Lead tutors read through the suggested learning activities for lesson seven in the course manuals and identify activities which need to be used in their various subject areas taking into consideration GESI and SEN issues.</p> <p><i>E.g., Students fill the KWL chart with what they Know about teaching aids</i></p> <p><i>Through pair-share students teachers come out with the meaning of teaching aids or teaching learning resources. NOTE: Ask tutors to pay special attention to the activities relating to cross cutting issues like GESI, SEN and ICT.</i></p> <p>Examples of GESI and SEN issues:</p> <ol style="list-style-type: none"> <i>Provision made for vulnerable.</i> <i>Both men and women should be given leading roles in group task</i> <i>Equal distribution of questions to varies group of without considering gender, ability etc.</i> <p><i>Ref: Writing the weekly PD session-pp 3., NTS 1a, b, c, d, 2b, e, f, 3b, c</i></p> <p>3.2 Ask tutors to identify some transferable skills to be developed from these activities.</p>	<p>3.1 Read through the teaching and learning activities of lesson seven in your various subject areas and identify activities which need to be considered in various subject areas.</p> <p><i>E.g., Students fill the KWL chart with what they Know about teaching aids</i></p> <p><i>Through pair-share students teachers come out with the meaning of teaching aids or teaching learning resources. NOTE: Ask tutors to pay special attention to the activities relating to cross cutting issues like GESI, SEN and ICT.</i></p> <p>Examples of GESI and SEN issues:</p> <ol style="list-style-type: none"> <i>Provision made for vulnerable.</i> <i>Both men and women should be given leading roles in group task</i> <i>Equal distribution of questions to varies group of without considering gender, ability etc.</i> <p><i>Ref: Writing the weekly PD session-pp 3., NTS 1a, b, c, d, 2b, e, f, 3b, c</i></p> <p>3.2 Identify some transferable skills that can be developed or applied using teaching and learning activities.</p>	<p>40 mins</p>
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	<p>E.g., Critical Thinking, communication and collaboration skills, literacy skills, ICT skills, creativity, leadership etc.</p> <p>3.3 Ask some volunteers demonstrate how to use the activities in the course manuals to teach for their peers to observe and comment.</p> <p>3.4 Lead tutors to shower thought to bring out the various ways they can assist student teachers to develop their project and subject portfolio during STS activities.</p> <p>3.5 Guide tutors in their various subject areas to study the assessment tasks of lesson seven in their course manuals and indicate by writing down whether the components of assessment and their percentages are aligned to the NTEAP.</p> <p><i>E.g., the nature of the assessment tasks in terms of assessment as learning, assessment for learning and assessment of learning.</i></p> <p>3.6 Lead tutors to teach a sample lesson activity using ICT tools and be mindful of GESI and SEN</p>	<p><i>E.g., Critical Thinking, communication and collaboration skills, literacy skills, ICT skills, creativity, leadership etc.</i></p> <p>3.3 Any volunteer to demonstrate how to use the activities in the course manuals of various subject areas to teach for your peers to observe and comment.</p> <p>3.4 In your various subject areas, shower thought to bring out various teaching and learning activities that can develop student teachers project and subject portfolio during STS activities.</p> <p>3.5 In your various subject areas study the assessment tasks of lesson seven in the course manuals to find out if they are aligned to the NTEAP.</p> <p><i>E.g., the nature of the assessment tasks in terms of assessment as learning, assessment for learning and assessment of learning. Share your findings with your colleagues.</i></p> <p>3.6 Teach a model presentation of an activity using ICT tools taking into consideration</p>	
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	issues (e.g., Both men and women performing same roles in religious institutions.	GESI and SEN issues in the lessons.	
<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 being developed or applied</i> • <i>Makes links to the existing PD Themes with page reference where they can support teaching, for example:</i> 			

<p><i>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 • In the case of unresolved issues • Advance preparation 	<p>4.1 Ask tutors to review their teaching and learning in the various subject areas and encourage them to provide feedback of the PD sessions.</p> <p>4.2 Ask tutors to identify some outstanding issues relating to lesson seven for clarification.</p> <p><i>E.g., issues related to GESI, SEN (e.g., how to be patient with statrerers, using tactiles for visually challenged etc.</i></p> <p>4.3 Ask tutors to show by hand the extent to which they are satisfied with the session. (NTS 1a, 3i).</p> <p>4.4 Ask tutors in their respective subject areas, to discuss how to tackle the unresolved issues relating to this session for further clarification.</p> <p><i>E.g., Can be of a way unresolved issue addressed: Create WhatsApp platform</i></p>	<p>4.1 Review session and identify any outstanding issues relating to lesson seven of the various subject area course manuals for clarification.</p> <p>4.2 Identify some outstanding issues relating to lesson seven for clarification.</p> <p><i>E.g., issues related to GESI, SEN (e.g., how to be patient with statrerers, using tactiles for visually challenged etc.</i></p> <p>4.3 Show by hand the extent to which you are satisfied with this session.</p> <p>4.4 Discuss how to tackle the unresolved issues relating to this session for further clarification.</p> <p><i>E.g., Can be of a way unresolved issue addressed: Create WhatsApp platform</i></p>	<p>5 mins</p>

	<p><i>and add tutors of the respective subject areas for discussion.</i></p> <p>Advance Preparation: Remind tutors to read lessons eight in the course manuals in their various subject areas and prepare for the next PD session.</p> <p>Reminders:</p> <ul style="list-style-type: none"> <i>a) Tutors should identify a critical friend from the same or related discipline to observe their teaching and provide feedback (NTS 1a).</i> <i>b) Tutors read the course manual, the PD session guide in advance to be able to identify any outstanding issues relating to the lesson for clarification.</i> <i>c) Tutors gather all-inclusive resources (e.g., projector, flip chart and laptop, video clips etc.)</i> <p>4.4 Tutors in advance prepare samples of the instructional materials to be used in time and rehearse how these may be used to support the achievement the lesson (s).</p>	<p><i>and add tutors of the respective subject areas for discussion.</i></p> <p>Advance Preparation: Read lessons eight in the course manual of your respective subject areas to prepare for the next PD session.</p> <p>Reminders:</p> <ul style="list-style-type: none"> <i>a) Find a critical friend from the same or related subject area to observe your lesson during teaching and provide feedback (NTS 1a).</i> <i>b) Read the course manual, the PD session guide in advance to be able to identify any outstanding issues relating to the lesson for clarification.</i> <i>c) Gather all-inclusive resources (e.g., projector, flip chart and laptop, video clips etc.)</i> <p>4.4 Tutors in advance prepare samples of the instructional materials to be used in time and rehearse how these may be used to support the achievement the lesson (s).</p>	
<p>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP</p>			

<p>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>	
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Tutor PD Session for Lesson 8 in the Course Manual

Geography:

- Resources and Sustainable Development 2
- Atmospheric Disturbances

History:

- Preparing Scheme of learning
- Economic development in the Colonial era 2

RME:

- Traditional Values 2
- Religious festivals 2

Social Studies:

- The Process of Peace Building in Society
- Challenges of Adolescents and its implications

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
1. Introduction / lesson overview <ul style="list-style-type: none"> • 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 group according to their subject areas.</p> <p>1.2 Ask participants to reflect on previous PD sessions- lesson 7</p> <p>1.3 Ask participants to give an overview of the main purpose of the lesson.</p> <p>Examples <i>History: the purpose is to help student-teachers understand the social and cultural diversities</i> <i>RME: the purpose is to help student-teachers understand the importance of traditional values and how to teach them</i></p>	<p>1.1 Sit according to your subject areas.</p> <p>1.2 Reflect on the previous PD sessions (session 7).</p> <p>1.3 Refer to the lesson 8 in your course manual to give an overview of the main purpose of lesson 8.</p> <p>Examples <i>History: the purpose is to help student-teachers understand the social and cultural diversities</i> <i>RME: the purpose is to help student-teachers understand the importance of traditional values and how to teach them</i></p>	

	<p>Geography: the purpose is to help student-teachers understand the airmasses and fronts and the types of atmospheric disturbances</p> <p>Social Studies:the lesson is intended to help student-teachers use their knowledge of processes of peace building to teach the basic curriculum</p> <p>1.4 Ask participant to identify the key or important aspect of lesson 8.</p> <p>Examples History: influence of foreign cultures, education reforms, the great depression</p> <p>RME: social/moral values, economic values, political values</p> <p>Geography: Airmasses and fronts, severe storm hazards, atmospheric disturbances</p> <p>Social Studies: peace building, importance of peace building.</p> <p>1.6 Ask tutors to read the introductory session of their respective lessons in the course manual up to the learning outcomes and indicators noting down, important issues for discussions.</p> <p>Examples History LO: appreciate factors</p>	<p>Geography: the purpose is to help student-teachers understand the airmasses and fronts and the types of atmospheric disturbances</p> <p>Social Studies:the lesson is intended to help student-teachers use their knowledge of processes of peace building to teach the basic curriculum</p> <p>1.4 Identify the key or distinctive aspect of lesson 8 in your various course manuals.</p> <p>Examples History: influence of foreign cultures, education reforms, the great depression</p> <p>RME: social/moral values, economic values, political values</p> <p>Geography: Airmasses and fronts, severe storm hazards, atmospheric disturbances</p> <p>Social Studies: peace building, importance of peace building,</p> <p>1.6 Read the introductory session of your respective lessons in the course manual up to the learning outcomes and indicators noting down, important issues for discussions.</p> <p>Examples History LO: appreciate factors</p>	
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	<p><i>responsible for growth since independence</i> LI:present findings on factors responsible for growth in the education sector since independence</p> <p>Geography LO: demonstrate knowledge of the characteristics and types of atmospheric disturbances LI: describe the characteristics and types of atmospheric disturbances</p> <p>Social Studies LO: apply the knowledge and understanding gained to understand the functions of the national peace council LI:Discuss the functions of the national peace council</p> <p>RME LO: demonstrate knowledge and understanding of traditional values LI: role play scenarios to exhibit traditional values</p> <p>1.7 Ask participant to check the assessment procedures in the lesson 8 in their course manuals to find out if they are aligned to the NTEAP.</p> <p>1.8 Ask participants to anticipate questions which might arise from the introduction to the lesson and provide responses including GESI and Controversial issues.</p>	<p><i>responsible for growth since independence</i> LI:present findings on factors responsible for growth in the education sector since independence</p> <p>Geography LO: demonstrate knowledge of the characteristics and types of atmospheric disturbances LI: describe the characteristics and types of atmospheric disturbances</p> <p>Social Studies LO: apply the knowledge and understanding gained to understand the functions of the national peace council LI:Discuss the functions of the national peace council</p> <p>RME LO: demonstrate knowledge and understanding of traditional values LI: role play scenarios to exhibit traditional values</p> <p>1.7 Check the assessment procedures in the lesson 8 in the course manual of your respective course areas to find out if they are aligned to the NTEAP.</p> <p>1.8 Anticipate questions which might arise from the introduction to the lesson and provide responses.</p>	
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	<p><i>E.g.</i></p> <ol style="list-style-type: none"> <i>1. Why did the women laid down cloths for jesus's horse to walk on? RME.</i> <i>2. Whether fronts occur in Ghana, if not why?</i> <i>3. The role of males and females in economic activities in the colonial era etc.</i> 	<p><i>E.g.</i></p> <ol style="list-style-type: none"> <i>1. Why did the women laid down cloths for jesus's horse to walk on? RME.</i> <i>2. Whether fronts occur in Ghana, if not why?</i> <i>3. The role of males and females in economic activities in the colonial era etc.</i> 	
<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 participants to identify key concept in their various subject areas from the course manuals:</p> <p>For examples: RME: Religious festivals, Palm fronds, triumphant journey Social Studies: Adolescent, chastity, peace building Geography: fronts, atmospheric disturbances, storms, air masses etc History: scheme preparation, economic development,</p>	<p>2.1 Identify the key concept in your various subject areas as in the course manuals.</p> <p>For examples: RME: Religious festivals, Palm fronds, triumphant journey Social Studies: Adolescent, chastity, peace building Geography: fronts, atmospheric disturbances, storms, air masses etc History: scheme preparation, economic development,</p>	25 mins

	<p>2.2 Ask tutors to in their respective subject based groups discuss how these key concepts can be delivered at the basic school curriculum.</p> <p>2.3 Guide participants to in their respective groups identify key challenging areas in teaching the concept identified.</p> <ul style="list-style-type: none"> ✓ <i>Other religious faith has problem of understanding the concept of Palm Sunday.</i> ✓ <i>Difficulty with some concepts in Lesson not adequately understood by student teachers.</i> <p>2.4 Ask participants to use think-pair-share method to discuss how to address these challenges to enable student teachers to be able to deliver the concepts in the basic school curriculum.</p> <p>2.5 Ask participants to in their subjects-based groups identify the resources required for the teaching and the learning of the concept identified in lesson 8.</p> <p><i>E.g., Laptops, projectors, electricity supply, internet accessibility, sample scheme of learning etc.</i></p>	<p>2.2 In your respective subject based groups discuss how these key concepts can be delivered at the basic school curriculum.</p> <p>2.3 In your respective groups identify key challenging areas in teaching the concept identified.</p> <ul style="list-style-type: none"> ✓ <i>Other religious faith has problem of understanding the concept of Palm Sunday.</i> ✓ <i>Difficulty with some concepts in Lesson not adequately understood by student teachers.</i> <p>2.4 In pairs discuss how to address these challenges to enable student teachers to be able to deliver the concepts in the basic school curriculum and share with colleagues.</p> <p>2.5 Identify the resources required for the teaching and learning of the concept.</p> <p><i>E.g., Laptops, projectors, electricity supply, internet accessibility, sample scheme of learning etc.</i></p>	
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	<p>2.6 Ask tutors to identify cross-cutting issues in respect of lesson 8 in the respective courses of each subject area.</p> <p><i>For example, GESI (The activities of men and women that impact(ed) on:</i></p> <ul style="list-style-type: none"> ✓ <i>Illegal mining and environmental degradation (Galamsey)</i> ✓ <i>Scheme of learning with respect to the old and new curriculum at the basic schools.</i> ✓ <i>Traditional Values 2</i> ✓ <i>Challenges of Girl child and its implication</i> ✓ <i>Widowhood rites (RME)</i> ✓ <i>Early marriage</i> ✓ <i>Special care for the girl child</i> <p>2.7 Ask tutors to discuss some challenges and pertinent issues surrounding these topics in the various subject areas.</p>	<p>2.6 Identify cross-cutting issues in respect of lesson 8 in the respective courses of each subject area.</p> <p><i>For example, GESI (The activities of men and women that impact(ed) on:</i></p> <ul style="list-style-type: none"> ✓ <i>Illegal mining and environmental degradation (Galamsey).</i> ✓ <i>Scheme of learning with respect to the old and new curriculum at the basic schools.</i> ✓ <i>Traditional Values 2</i> ✓ <i>Challenges of Girl child and its implication.</i> ✓ <i>Widowhood rites (RME)</i> ✓ <i>Early marriage</i> ✓ <i>Special care for the girl child</i> <p>2.7 Discuss the pertinent issues surrounding some of these subject areas.</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:</i> 			

<p><i>literature – page referenced etc, on web, Utube, 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 Ask participants to read through the suggested teaching and learning activities for lesson 8 in the course manual and identify activities which are considered unclear. Participants should have special interest in the issues of GESI and ICT.</p> <p>3.2 Guide Participants to brainstorm on how to address the unclear issues identified in the lesson 8 of the various course areas for clarification</p> <p>3.3 Let some volunteers demonstrate how to use the activities to teach for their peers to observe and discuss.</p> <p>3.4 Ask participants to study the assessment opportunities in their respective subject areas and indicate by writing down whether the required course assessment</p> <p>3.5 Let participants be in groups to discuss the suggested teaching and</p>	<p>3.1 Read through the suggested teaching and learning activities for the lesson which is unclear to them with deliberate attention with issues related to GESI and ICT.</p> <p>3.2 Brainstorm on how to address the unclear issues in lesson 8 of your respective subject areas for clarification</p> <p>3.3 A volunteer should demonstrate how to use the activities to teach for colleagues to observe and discuss</p> <p>3.4 Study the assessment tasks to find out if they are aligned to the NTEAP.</p> <p>3.5 in groups discuss the suggested teaching and learning activities that can</p>	<p>40 mins</p>

	<p>learning activities that can be applied by student teachers during STS.</p> <p>Note: These activities should lead to the development of the core and transferable skills that include:</p> <ul style="list-style-type: none"> • Leadership skills • Language acquisition • Critical thinking and problem solving • Social and personality development <p>Some resources required to support teaching and learning may include: Laptops, projectors, YouTube videos of relevant topics, links to websites etc.</p>	<p>be applied by student teachers during STS.</p> <p>Note: These activities should lead to the development of the core and transferable skills that include:</p> <ul style="list-style-type: none"> • Leadership skills • Language acquisition • Critical thinking and problem solving • Social and personality development 	
<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</i> 			

<p><i>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 lesson for clarification • Advance preparation • In the case of unresolved issues 	<p>4.1 Ask participants to recap the session with respect to the concepts and activities and come out with issues relating to the lesson for any clarification.</p> <p>4.2 Remind participants to go through the lesson 9 and related disciplines for the next pd session.</p>	<p>4.1 Let's reflect on the lesson and identify issues that need clarification if any.</p> <p>4.2 Read on lesson nine for our next pd session. Bring your course manuals along for the next session.</p>	<p>5 mins</p>

	4.3 Ask participants if there are issues with regards to the lesson and experiences to be shared in the next pd session.	4.3 Do you still have issues we need to address?	
<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>			

Tutor PD Session for Lesson 9 in the Course Manual

Geography

- Primary activities and socio-economic development
- Climate Classification Schemes

History

- Preparing scheme of learning
- Problems of Economic Developments in Ghana I.

RME

- Justification for the study of ATR
- Religious Festivals

Social Studies

- Understanding Peace Education
- Adolescent behaviours that hamper their growth and development

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
1. Introduction / lesson overview <ul style="list-style-type: none"> • 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 participants to reflect and discuss the successes and or challenges in the implementations of PD session in respect of lesson 8 in their respective subject areas. GESI, ICT. How successful were they with mixed ability groupings, mixed gender and giving equal opportunity to students of all backgrounds?</p> <p>1.2 Ask tutors in their subject areas to identify the main purpose of the lesson</p> <p>Examples <i>RME: the purpose of the lesson is to expose student-</i></p>	<p>1.1 In your respective group, reflect and discuss the successes and challenges you faced during the implementation of the previous PD session.</p> <p>1.2 Identify the important or distinctive aspects of lesson nine in your various subject areas.</p> <p>Examples <i>RME: the purpose of the lesson is to expose student-</i></p>	

	<p>teachers to the need to study ATR as an academic subject.</p> <p>Social Studies: the lesson aims at helping student-teachers to gain knowledge and understanding of the scope, relevance and major teams of peace education</p> <p>Geography: the lesson is intended to help student teachers identify and classify global climates</p> <p>History: the lesson seeks to help student-teachers broaden their understanding and appreciation of the problems of economic development in Ghana</p> <p>1.3 Ask tutors to identify the important or distinctive aspects of lesson nine.</p> <p>Examples History: the concept of economic development, problems of economic development</p> <p>Geography: climate classification schemes</p> <p>Social Studies: meaning of peace education</p> <p>RME: cultural rejuvenation, religious rejuvenation, prejudices</p> <p>1.4 Ask tutors in their respective subject areas read out the introductory sections up to learning outcomes.</p>	<p>teachers to the need to study ATR as an academic subject.</p> <p>Social Studies: the lesson aims at helping student-teachers to gain knowledge and understanding of the scope, relevance and major teams of peace education</p> <p>Geography: the lesson is intended to help student teachers identify and classify global climates</p> <p>History: the lesson seeks to help student-teachers broaden their understanding and appreciation of the problems of economic development in Ghana</p> <p>1.3 Identify the important or distinctive aspects of lesson nine.</p> <p>Examples History: the concept of economic development, problems of economic development</p> <p>Geography: climate classification schemes</p> <p>Social Studies: meaning of peace education</p> <p>RME: cultural rejuvenation, religious rejuvenation, prejudices</p> <p>1.4 Read and discuss the introductory sections up to learning outcomes</p>	
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	<p>Examples</p> <p>History LO: demonstrate knowledge of the challenges in the colonial economy LI: identify economic challenges in the colonial economy</p> <p>Geography LO: demonstrate knowledge of climate classification schemes LI: describe climate classification schemes</p> <p>Social Studies LO: demonstrate knowledge and understanding of the main teams of social education LI: create a concept map on the main teams of peace education</p> <p>RME LO: demonstrate knowledge of the need to teach ATR LI: justify the need to study ATR as a section of RME</p> <p>1.5 Ask tutors to identify cross-cutting issues in respect of lesson nine in their respective subject areas.</p> <p>For example, GESI (The activities of men and women that impact(ed) on:</p> <ul style="list-style-type: none"> ✓ Challenges in economic consolidation during the colonial period ✓ Primary Economic activities ✓ Socio- economic 	<p>Examples</p> <p>History LO: demonstrate knowledge of the challenges in the colonial economy LI: identify economic challenges in the colonial economy</p> <p>Geography LO: demonstrate knowledge of climate classification schemes LI: describe climate classification schemes</p> <p>Social Studies LO: demonstrate knowledge and understanding of the main teams of social education LI: create a concept map on the main teams of peace education</p> <p>RME LO: demonstrate knowledge of the need to teach ATR LI: justify the need to study ATR as a section of RME</p> <p>1.5 Identify cross-cutting issues in respect of lesson nine in your respective courses.</p> <p>For example, GESI (The activities of men and women that impact(ed) on:</p> <ul style="list-style-type: none"> ✓ Challenges in economic consolidation during the colonial period ✓ Primary Economic activities ✓ Socio- economic 	
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	<p><i>development in Africa</i></p> <ul style="list-style-type: none"> ✓ <i>The roles of men and women in African traditional religion in the study of ATR.</i> <p>ICT, SEN (Effects:</p> <ul style="list-style-type: none"> ✓ <i>of Primary Economic Activities on vulnerable groups</i> ✓ <i>socio economic development on the vulnerable groups</i> ✓ <i>of gender roles in the historical development of African traditional religion.</i> <p>21st Century Skills: <i>Critical thinking, Personal development, communication and collaboration, etc.</i></p>	<p><i>development in Africa</i></p> <ul style="list-style-type: none"> ✓ <i>The roles of men and women in African traditional religion in the study of ATR.</i> <p>ICT, SEN (Effects:</p> <ul style="list-style-type: none"> ✓ <i>of Primary Economic Activities on vulnerable groups</i> ✓ <i>socio economic development on the vulnerable groups</i> ✓ <i>of gender roles in the historical development of African traditional religion.</i> <p>21st Century Skills: <i>Critical thinking, Personal development, communication and collaboration, etc.</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 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 in their respective subject areas identify and discuss concepts in lesson nine that needs clarification.</p> <p>For example Social Studies: <i>Understanding Peace Education</i> <i>Adolescent behaviours that hamper their growth and development</i> Geography: <i>climate, classification</i> History: <i>Preparing scheme of learning</i> <i>Problems of Economic Developments in Ghana</i> RME: <i>Justification for the study of ATR</i> <i>Religious Festivals</i></p> <p>2.2 Let tutors in their groups identify and discuss possible barriers to the learning of the lesson.</p> <p>For example: GESI <i>(the myth about festivals in African Tradition Religion</i> SEN <i>(the myth surrounding people with special needs</i> SEN) ICT, <i>Controversial issues</i></p> <p>2.3 Ask tutors in their respective subject areas to identify the needed resources for the teaching and learning of the concepts identified.</p> <p><i>For example, internet sources, video clips, resource persons, etc.</i></p>	<p>2.1 In your respective subject areas identify and discuss concepts in lesson nine that need clarification.</p> <p>For example Social Studies: <i>Understanding Peace Education</i> <i>Adolescent behaviours that hamper their growth and development</i> Geography: <i>climate, classification</i> History: <i>Preparing scheme of learning</i> <i>Problems of Economic Developments in Ghana</i> RME: <i>Justification for the study of ATR</i> <i>Religious Festivals</i></p> <p>2.2 Identify and discuss possible barriers to the learning of the lesson in your subject areas.</p> <p>For example: GESI <i>(the myth about festivals in African Tradition Religion</i> SEN <i>(the myth surrounding people with special needs</i> SEN) ICT, <i>Controversial issues</i></p> <p>2.3 In your respective subject areas, identify the needed resources for the teaching and learning of the concepts identified.</p> <p><i>For example, internet sources, video clips, resource persons, etc.</i></p>	<p>25 mins</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, 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 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 participants identify teaching learning activities in the lessons that needs clarification in their respective subject areas.</p> <p><i>For example, the gigsaw technique in history, think-pair-share in geography, concept mapping, Shower thought, Know, Want to know, Leant (KWL), differentiated tasks groupings.</i></p> <p>3.2 Let tutors in groups discuss how the suggested teaching and learning activities can be applied by student teachers during the STS.</p>	<p>3.1 In your respective subject areas, identify teaching learning activities in the lessons that need clarification.</p> <p><i>For example, the gigsaw technique in history, think-pair-share in geography, concept mapping, Shower thought, Know, Want to know, Leant (KWL), differentiated tasks groupings.</i></p> <p>3.2 In groups, discuss how the suggested teaching and learning activities can be applied by student teachers during the STS.</p>	<p>40 mins</p>

	<p>3.3 Ask tutors to examine the assessment tasks in their respective subject areas and point out how they align to the NTEAP.</p> <p><i>For example, the nature of the assessment tasks in terms of assessment as learning, assessment for learning and assessment of learning.</i></p>	<p>3.3 In your groups, refer to the NTEAP document and examine the assessment tasks in lesson nine of each course to see if they are aligned the NTEAP.</p> <p><i>For example, the nature of the assessment tasks in terms of assessment as learning, assessment for learning and assessment of learning.</i></p>	
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience . These could involve applying new content, e.g. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive and inclusive approaches • Identify how any assessments relate to course assessment components • The selected activities should be done with tutors in real or close to real time • Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these • Identify where, and which, core and transferable skills, 			

<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 participants to identify any outstanding issues in their respective lessons of the various subjects.</p> <p><i>For example, issues related to the concepts, activities, GESI, SEN, Pedagogy or strategies etc.</i></p> <p>4.2 Ask tutors in their respective groups to discuss how to deal with the unresolved issues.</p> <p>4.3 Ask tutors to read lesson ten in their various subject areas and prepare for the next PD session.</p>	<p>4.1 Refer to lesson nine in the course manual of the various subjects and point out any outstanding issues that needs to be addressed.</p> <p><i>For example, issues related to the concepts, activities, GESI, SEN, Pedagogy or strategies etc.</i></p> <p>4.2 In your respective groups discuss unresolved issues.</p> <p>4.3 Read lesson Ten in your various subjects and prepare for 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>	
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Tutor PD Session for Lesson 10 in the Course Manual

Social Studies

- Teaching and Learning Strategies for Peace Education
- Reproductive Health Education

RME

- Contribution of Traditional Religion to national development
- Religious Festivals

History

- Assessment Strategies in History
- Colonial responses to problems of economic development

Geography

- Secondary activities and socio-economic development
- Climate Change I

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
1. Introduction / lesson overview <ul style="list-style-type: none"> • 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 Engage tutors in any ice breaker activity that is relevant to the PD session.</p> <p>1.2 Ask tutors to reflect on PD session 9 by stating the teaching and learning strategies discussed and how they applied them in their lessons.</p> <p>1.3 Ask tutors to read aloud and discuss the main purpose of lesson 10</p> <p>Examples Geography: <i>the lesson is intended to equip students with the knowledge of the impact of climate change</i></p> <p>History: <i>this lesson focuses on the teaching/learning</i></p>	<p>1.1 Volunteer lead a relevant ice breaker activity.</p> <p>1.2 Explain how you applied the teaching and learning discussed in our previous PD session in your lessons.</p> <p>1.3 Read aloud and discuss the main purpose of lesson 10</p> <p>Examples Geography: <i>the lesson is intended to equip students with the knowledge of the impact of climate change</i></p> <p>History: <i>this lesson focuses on the teaching/learning</i></p>	

	<p><i>strategies for teaching peace education etc.</i></p> <p>Social Studies: <i>To ascertain the level of understanding of concepts etc.</i></p> <p>RME: <i>This lesson focuses on ATR's contribution to national development etc.</i></p> <p>1.4 Ask tutors to identify important or distinctive aspects of the lesson</p> <p>Examples Geography: <i>greenhouse gasses, global warming, impact of climate change</i></p> <p>History: <i>economic development</i></p> <p>Social Studies: <i>peace education, common core school curriculum</i></p> <p>RME: <i>contribution of ATR to national development, conservation of cultural values</i></p> <p>1.5 Ask tutors to draw relationships between the Learning Indicators (LIs) and the Learning Outcomes (Los):</p> <p>Examples Geography LO: <i>demonstrate understanding of the impact of climate change</i> LI: <i>explain the impact of climate change with pictorial evidence</i></p>	<p><i>strategies for teaching peace education etc.</i></p> <p>Social Studies: <i>To ascertain the level of understanding of concepts etc.</i></p> <p>RME: <i>This lesson focuses on ATR's contribution to national development etc.</i></p> <p>1.4 Identify important or distinctive aspects of the lesson</p> <p>Examples Geography: <i>greenhouse gasses, global warming, impact of climate change</i></p> <p>History: <i>economic development</i></p> <p>Social Studies: <i>peace education, common core school curriculum</i></p> <p>RME: <i>contribution of ATR to national development, conservation of cultural values</i></p> <p>1.5 Discuss the relationships between the Learning Indicators (LIs) and the Learning Outcomes (Los).</p> <p>Examples Geography: LO: <i>demonstrate understanding of the impact of climate change</i> LI: <i>explain the impact of climate change with pictorial evidence</i></p>	
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	<p>History LO:<i>demonstrate understanding of interventions by the colonial government to mitigate challenges to economic development</i> LI:<i>examine interventions by the by the colonial government to mitigate challenges to economic development</i></p> <p>Social Studies: LO:<i>evaluate reproductive health education as a strategy to help adolescents make informed decisions</i> LI:<i>explain how knowledge of adolescent health can be used to help adolescents make decisions</i></p> <p>RME: LO:<i>demonstrate knowledge of the role of ATR in national development</i> LI:<i>compose relevant probing question about ATR and national development</i></p> <p>1.6 Discuss the core and transferable skills in the lesson of your course.</p> <p>NB: This may include vocabulary and fundamental concepts and issues relating to SEN.</p> <p>Encourage tutors to discuss the core and transferable skills in the lessons of their various course manuals.</p> <p><i>Examples of these skills includes digital skills,</i></p>	<p>History: LO:<i>demonstrate understanding of interventions by the colonial government to mitigate challenges to economic development</i> LI:<i>examine interventions by the by the colonial government to mitigate challenges to economic development</i></p> <p>Social Studies: LO:<i>evaluate reproductive health education as a strategy to help adolescents make informed decisions</i> LI:<i>explain how knowledge of adolescent health can be used to help adolescents make decisions</i></p> <p>RME: LO:<i>demonstrate knowledge of the role of ATR in national development</i> LI:<i>compose relevant probing question about ATR and national development</i></p> <p>1.6 Discuss the core and transferable skills in the lesson of your course.</p> <p>NB: This may include vocabulary and fundamental concepts and issues relating to SEN.</p> <p>Encourage tutors to discuss the core and transferable skills in the lessons of their various course manuals.</p> <p><i>Examples of these skills includes digital skills,</i></p>	
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	<i>communication and collaborative skills through group discussion in the respective subject areas, ICT skills through the use of internet to search for information, creativity through assignments and project work, leadership, enquiry skills through research etc.</i>	<i>communication and collaborative skills through group discussion in the respective subject areas, ICT skills through the use of internet to search for information, creativity through assignments and project work, leadership, enquiry skills through research etc</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. • Identification of needed resources for the teaching and learning of the concept. 	<p>2.1 Encourage tutors to identify and discuss familiar and unfamiliar concepts in the lessons in their various subject areas.</p> <p><i>Example of concepts in the various subject areas:</i></p> <p>Social Studies: Reproductive health. Strategyy, Peace, Misconceptions, demography etc.</p>	<p>2.1 Identify and discuss familiar and unfamiliar concepts in the lesson of your subject area.</p> <p><i>Example of concepts in the various subject areas:</i></p> <p>Social Studies: Reproductive health. Strategyy, Peace, Misconceptions, demography etc.</p>	25 mins

	<p>Geography: socio-economic development, primary economic activities, secondary activities, weather patterns, climate change, greenhouse gases, global warming etc.</p> <p>History: Assessment, Strategy, colonial period, government, economic development etc.</p> <p>RME: Development, cultural values, morality, conservation, Religious Festivals etc.</p> <p>2.2 Encourage individual tutors to explain misconceptions that may arise from discussion of the concepts.</p> <p>For example, misconception in the teaching the concept reproductive health in social studies includes whether pregnancy can occur through anal sex, oral sex, or nonpenetrative sex.</p> <p>2.3 Lead tutors to work in pairs in identifying and discussing possible challenging areas that may be encountered in teaching some of the concepts in their various subject areas.</p> <p>NB:</p> <ul style="list-style-type: none"> ✓ How to use, zoom, telegram or power point presentation to teach specific topics in social studies, history, 	<p>Geography: socio-economic development, primary economic activities, secondary activities, weather patterns, climate change, greenhouse gases, global warming etc.</p> <p>History: Assessment, Strategy, colonial period, government, economic development etc.</p> <p>RME: Development, cultural values, morality, conservation, Religious Festivals etc.</p> <p>2.2 Explain misconceptions that may arise from discussion of the concepts.</p> <p>For example, misconception in the teaching the concept reproductive health in social studies includes whether pregnancy can occur through anal sex, oral sex, or nonpenetrative sex.</p> <p>2.3 Discuss possible challenging areas that encounter in teaching some of the concepts identified.</p> <p>NB:</p> <ul style="list-style-type: none"> ✓ How to use, zoom, telegram or power point presentation to teach specific topics in social studies, 	
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	<p><i>RME and geography</i></p> <ul style="list-style-type: none"> ✓ <i>Misconceptions and misinformation about certain concepts</i> ✓ <i>How to overcome challenges of GESI (gender stereotyping)</i> ✓ <i>Poor internet and power supply</i> ✓ <i>Cultural and religious sensitivity especially in RME etc.</i> ✓ <i>Controversial issues that may arise in teaching the concepts etc.</i> <p>2.4 In groups, encourage tutors to discuss the suggested resources that can be used to teach the concepts identified.</p> <p>For example,</p> <ul style="list-style-type: none"> i. <i>The use of ICT resources for teaching the concepts.</i> ii. <i>Use of resource persons</i> iii. <i>Use of Audio-visual Equipment and Video clips</i> iv. <i>Internet facility and laptop computer/PCs</i> v. <i>Braille, Scanner and Embosser to cater for SEN</i> vi. <i>Use of flip charts etc.</i> <p>NB: <i>The needed resources must cater for GESI responsive issues and must include the use of ICT resources for teaching the concepts.</i></p>	<p><i>history, RME and geography</i></p> <ul style="list-style-type: none"> ✓ <i>Misconceptions and misinformation about certain concepts</i> ✓ <i>How to overcome challenges of GESI (gender stereotyping)</i> ✓ <i>Poor internet and power supply</i> ✓ <i>Cultural and religious sensitivity especially in RME etc.</i> ✓ <i>Controversial issues that may arise in teaching the concepts etc.</i> <p>2.4 Discuss the resources that can be used to teach the concept identified.</p> <p>For example</p> <ul style="list-style-type: none"> i. <i>The use of ICT resources for teaching the concepts.</i> ii. <i>Use of resource persons</i> iii. <i>Use of Audio-visual Equipment and Video clips.</i> iv. <i>Internet facility and laptop computer/PCs</i> v. <i>Braille, Scanner and Embosser to cater for SEN</i> vi. <i>Use of flip charts etc.</i> <p>NB: <i>The needed resources must cater for GESI responsive issues and must include the use of ICT resources for teaching the concepts.</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, 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 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 Guide tutors to identify and discuss teaching and learning activities that may vary from their previous experiences and requires further clarifications.</p> <p>NB: <i>Tutors discuss how to use these activities during lesson delivery.</i></p> <p>Examples of Teaching and Learning Strategies for various subject in the social sciences:</p> <p>Social Studies: <i>Show your thoughts, Concept maps, small group activity etc.</i></p>	<p>3.1 Identify and discuss teaching and learning activities that may vary from your previous experiences and requires further clarifications.</p> <p>NB: <i>Tutors discuss how to use these activities during lesson delivery.</i></p> <p>Examples of Teaching and Learning Strategies for various subject in the social sciences:</p> <p>Social Studies: <i>Show your thoughts, Concept maps, small group activity etc.</i></p>	<p>40 mins</p>

	<p>RME: Shower thoughts: Concept maps, E-learning, seminar, Peer teaching etc.</p> <p>History: Presentations of models, Mapping of the concepts, Inquiry Learning, Think-pair-share etc.</p> <p>Geography: E-learning opportunities, Shower thoughts, access to online videos (YouTube) etc.</p> <p>3.2 Encourage tutors to discuss the teaching and learning activities identified in the course manuals of their subject areas and relate them to GESI, ICT and SEN.</p> <p>For example,</p> <ul style="list-style-type: none"> i. Check whether classroom arrangement will allow the physical challenged to take part in all activities. ii. Select teaching activities that will ensure equal participation of girls, boys and students with special needs. iv. Using ICT techniques (zoom, telegram, power point presentation etc.) to teach specific lessons in the various subject areas that is appropriate for all. <p>3.3 Ask tutors explain how the teaching and learning activities identified in the various subject areas can be applied by student teachers in their STS sessions.</p>	<p>RME: Shower thoughts: Concept maps, E-learning, seminar, Peer teaching etc.</p> <p>History: Presentations of models, Mapping of the concepts, Inquiry Learning, Think-pair-share etc.</p> <p>Geography: E-learning opportunities, Shower thoughts, access to online videos (YouTube) etc.</p> <p>3.2 Discuss the teaching and learning activities identified in the course manuals of their subject areas and relate them to GESI, ICT and SEN.</p> <p>For example,</p> <ul style="list-style-type: none"> i. Check whether classroom arrangement will allow the physical challenged to take part in all activities ii. Select teaching activities that will ensure equal participation of girls, boys and students with special needs. iii. Using ICT techniques (zoom, telegram, power point presentation etc.) to teach specific lessons in the various subject areas that is appropriate for all. <p>3.3 Explain how student teachers can applied the teaching and learning activities identified in your various subject areas during their STS sessions.</p>	
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	<p>3.4 Encourage tutors to read and discuss the assessment aspect of the lessons in the course manual of their subject areas to ensure that they are aligned to NTEAP.</p> <p>NB:</p> <ul style="list-style-type: none"> ✓ <i>The mode of assessment may include assessment for learning, assessment as learning assessment of learning.</i> ✓ <i>It may also include assessment of portfolio of student teachers during the STS session of their training</i> ✓ <i>Subject project assessment.</i> 	<p>3.4 Read and discuss the assessment aspect of the lessons in the course manual of your subject areas to ensure that they are aligned to NTEAP.</p> <p>NB:</p> <ul style="list-style-type: none"> ✓ <i>The mode of assessment may include assessment for learning, assessment as learning assessment of learning.</i> ✓ <i>It may also include assessment of portfolio of student teachers during the STS session of their training</i> ✓ <i>Subject project assessment.</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</i> 			

<p><i>to real time</i></p> <ul style="list-style-type: none"> • <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 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 • In the case of unresolved issues • Advance preparation 	<p>4.1 Ask tutors to identify unresolved issues that need further clarification in the respective subject areas.</p> <p>NB: It must include lesson specific issues and issues relating to GESI, ICT and SEN. <i>For example, controversial issues and unfamiliar concepts must identified.</i></p>	<p>4.1 Identify unresolved issues that need further clarification in the respective subject areas.</p> <p>NB: It must include lesson specific issues and issues relating to GESI, ICT and SEN. <i>For example, controversial issues and unfamiliar concepts must identified.</i></p>	<p>5 mins</p>

	<p>4.5 Encourage tutors to state what could be done in case of any unresolved issues in your subject areas.</p> <p><i>Example tutors must use appropriate TLMs (projectors, flip charts, internet resources etc.) to help resolve the outstanding issues.</i></p> <p>4.6 Ask tutors to prepare for the next PD session by reading Lesson 11 in their respective course manuals.</p>	<p>4.2 State what you can do to solve the case of any unresolved issues in your subject areas.</p> <p><i>Example tutors must use appropriate TLMs (projectors, flip charts, internet resources etc.) to help resolve the outstanding issues.</i></p> <p>4.3 Read on lesson 11 in the course manuals of your various subject areas for our 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 explicitly addressed in the PD sessions.</p>			

Tutor PD Session for Lesson 11 in the Course Manual

Geography

- Climate change II
- Tertiary activities and socio-economic development.

History

- Classroom management practices in history
- Field work presentation

RME

- Rites of passage
- Survey on ATR beliefs

Social Studies

- Attributes of a peace educator
- Reproductive rights education

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
1. Introduction / lesson overview <ul style="list-style-type: none"> • 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 participants to group themselves according to their subject areas and reflect on the PD session on lesson 10, focusing on areas that went well during the implementation and any challenges they faced.</p> <p><i>E.g. integration of GESI, ICT and other cross cutting issues into the lesson, emerging issues and how they were handled, appropriateness of the resource materials, controversial issues and concepts.</i></p> <p>2.1 Ask tutors to mention what they expect to learn from this PD session.</p>	<p>1.1 In your respective groups, reflect and discuss the successes and challenges (if any) you faced during the implementation of the previous PD session.</p> <p><i>E.g. integration of GESI, ICT and other cross cutting issues into the lesson, emerging issues and how they were handled, appropriateness of resource materials, controversial issues and concepts</i></p> <p>2.1 In pairs think and share your expectations about this PD session.</p>	

	<p>2.2 Invite volunteers from each subject group to read out the lesson description and purpose of each lesson as indicated in the course manuals and ask the group to discuss their implications for the teaching of the lesson.</p> <p><i>E.g. to efficiently teach the lesson on reproductive rights, the tutor must familiarise him/herself with Ghana's policy document on these rights as well as the SDG goals 3 and 7</i></p> <p>2.3 Asks tutors in their respective subject areas to identify the important or distinctive aspects of lesson eleven.</p> <p>NOTE: <i>the distinctive features may include the scope of the lesson in terms of contents, the LOs and learning indicators, purpose of each lesson, GESI responsive resources including resource persons to assist visually impaired students during community visits in the case of Regional Geography and History, etc.</i></p> <p>2.4 Ask tutors to identify cross-cutting issues in respect of lesson 11 in the respective courses of each subject area and explain how these can be integrated in the lessons. For example, GESI (in RME; Examples of How the rites of</p>	<p>2.2 One of you should volunteer and read out from course manual the lesson description and purpose. After that the group should discuss the implications of the purpose for teaching the lesson.</p> <p><i>E.g., to efficiently teach the lesson on reproductive rights, the tutor must familiarise him/herself with Ghana's policy document on these rights as well as the SDG goals 3 and 7</i></p> <p>2.3 Identify the important or distinctive aspects of lesson eleven in your respective subject areas.</p> <p>NOTE: <i>the distinctive features may include the scope of the lesson in terms of contents, the LOs and learning indicators, purpose of each lesson, GESI responsive resources including resource persons to assist visually impaired students during community visits in the case of Regional Geography and History, etc.</i></p> <p>2.4 In your subject groupings Identify cross-cutting issues in respect of lesson 11 and explain how you can integrate them in your lesson. For example, GESI (in RME; Examples of How the rites of passage affect men and</p>	
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	<p>passage affect men and women: Social studies; cite examples of involvement of men and women with the requisite attributes for peace building</p> <p>ICT, integrating the power point presentation, internet links e.g. The following link on climate change and gender can be used to illustrate: https://www.undp.org/sites/g/files/zgkgke326/files/publications/Gender_climate_change_training_module, etc in lesson delivery,</p> <p>SEN (History):</p> <ul style="list-style-type: none"> ✓ The need to consider persons with special needs when assigning student teachers for field work <p>21st Century Skills:</p> <ul style="list-style-type: none"> ✓ Critical Thinking, ✓ Personal Development, ✓ Communication and Collaboration, etc. 	<p>women: Social studies; cite examples of involvement of men and women with the requisite attributes for peace building</p> <p>ICT: integrating power point presentation as a technique of teaching, internet links e.g., the following link on gender dimensions of climate change can be used to illustrate: https://www.undp.org/sites/g/files/zgkgke326/files/publications/Gender_climate_change_training_module, etc in lesson delivery,</p> <p>SEN (History):</p> <ul style="list-style-type: none"> ✓ The need to consider persons with special needs when assigning student teachers for field work <p>21st Century Skills:</p> <ul style="list-style-type: none"> ✓ Critical Thinking, ✓ Personal development, ✓ Communication and Collaboration, etc. 	
<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			
2. Concept Development (New learning likely to arise in this lesson): <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 Let tutors in their respective subject areas identify and discuss concepts in lesson11 that need clarification.</p> <p>For example <i>Social Studies: reproductive rights, adolescent reproductive needs and wants. reproductive health Needs are necessities must have to adolescents to ensure proper and healthy growth, e.g., education on reproductive rights. Reproductive wants are desires adolescents wish to have in order to add comfort to their lives, e.g., sex, Geography: tertiary, mitigation, adaptation History: historical writing, assessment as, of and for learning, archival studies RME: Scripture, myth, symbol</i></p> <p>2.5 Let tutors in their respective groups identify and discuss possible barriers to the learning of the lesson.</p> <p>For example: <i>Doctrinal differences and biases of the tutor and among student-teachers may affect their appreciation of rites of passage in ATR. Social Studies: Mistrusts and sceptisms among student-teachers about the neutrality</i></p>	<p>2.1 In your respective subject areas identify and discuss concepts in lesson two that need clarification.</p> <p>For example <i>Social Studies: reproductive rights, adolescent reproductive needs and wants. reproductive health needs are necessities must have to adolescents to ensure proper and healthy growth, e.g., education on reproductive rights. Reproductive wants are desires adolescents wish to have in order to add comfort to their lives, e.g., sex, Geography: tertiary, mitigation, adaptation History: historical writing, assessment as, of and for learning, archival studies RME: Scripture, myth, symbol</i></p> <p>2.2 In your respective groups identify and discuss possible barriers to the learning of the lesson.</p> <p>For example: <i>Doctrinal differences and biases of the tutor and among student-teachers may affect their appreciation of rites of passage in ATR. Social Studies: Mistrusts and sceptisms among student-teachers about the neutrality</i></p>	25 mins

	<p><i>of peace builders, the possibility the presence of student teachers who have been part of a violent conflict or victims of a violent conflict</i> SEN (the myth surrounding people with special needs SEN) ICT, Controversial issues such as reproductive needs and wants, etc</p> <p>2.2 Lead tutors in their respective subject areas to identify the needed resources for the teaching and learning of the concepts identified.</p> <p><i>E.g., internet sources, GESI responsive video clips, flip charts, resource persons, Reference materials on archival research writing, examples of archival materials, the Basic school curriculum for history and RME, Ghana's reproductive rights policy document, the SDGs, reference materials with page numbers in each course, tactile devices, brailing equipment and materials etc.</i></p>	<p><i>of peace builders, the possibility the presence of student teachers who have been part of a violent conflict or victims of a violent conflict</i> SEN (the myth surrounding people with special needs SEN) ICT, Controversial issues such as reproductive needs and wants, etc</p> <p>2.3 In your respective subject areas identify the needed resources for the teaching and learning of the concepts identified.</p> <p><i>E.g., internet sources, GESI responsive video clips, flip charts, resource persons, Reference materials on archival research writing, examples of archival materials, the Basic school curriculum for history and RME, Ghana's reproductive rights policy document, the SDGs, reference materials with page numbers in each course, tactile devices, brailing equipment and materials 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</i> 			

<p><i>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</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 identify teaching learning activities in the lesson that need clarification in the respective subject areas.</p> <p><i>E.g. the steps involved in using the Value clarification technique in social studies and RME such as identification of a problem or controversial issue, choosing from a list of alternatives, consideration of consequences of choice of each alternative, pricing and cherishing a choice with public declaration, affirming and acting; think-pair-share in geography, concept mapping, shower thought, Know, Want to know, Leant (KWL), differentiated tasks groupings.</i></p> <p>3.1 Ask tutors to examine the teaching and learning activities to find out if they link up with the Los and learning indicator(s) of the lesson</p>	<p>3.1 In pairs identify teaching learning activities in the lesson that need clarification in your respective courses</p> <p><i>E.g., the steps involved in using the Value clarification technique in social studies and RME such as identification of a problem or controversial issue, choosing from a list of alternatives, consideration of consequences of choice of each alternative, pricing and cherishing a choice with public declaration, affirming and acting; think-pair- share in geography, concept mapping, shower thought, Know, Want to know, Leant (KWL), differentiated tasks groupings.</i></p> <p>3.1 In your groups examine the teaching and learning activities of each course in the course manual and indicate if they link up with Los and learning indicator(s) of the lesson in respect</p>	<p>40 mins</p>

	<p>3.2 Guide tutors to discuss how GESI issues can be integrated in the teaching and learning activities.</p> <p><i>E.g., When grouping student teachers for discussion, special attention should be given to students who are physically challenged. Also, mixed ability grouping, gender balanced grouping, assigning leading roles to both males and female student teachers, use of teaching and learning resources that portray both male and female examples, resource persons to assist students with hearing impairment.</i></p> <p>3.3 Guide tutors to identify the core and transferable skills, including the 21st century skills and ICT skills that are integrated in the teaching and learning activities.</p> <p><i>E.g., History: the development of communication and collaboration skills in group work, and critical thinking and problem-solving skills, skills in the use of power point presentation, the skill of internet search in student teachers project work, etc.</i></p> <p>3.4 Ask tutors to examine the assessment tasks in the respective subject</p>	<p>3.2 In your respective groups, discuss how you can integrate GESI issues in the teaching and learning activities of each of the lessons in your subject.</p> <p><i>E.g., When grouping student teachers for discussion, special attention should be given to students who are physically challenged. Also, mixed ability grouping, gender balanced grouping, assigning leading roles to both males and female student teachers, use of teaching and learning resources that portray both male and female examples, resource persons to assist students with hearing impairment</i></p> <p>3.3 In your groups, read through the teaching and learning activities and point out the core and transferable skills, including the 21st century and ICT skills in respective courses</p> <p><i>E.g., History: the development of communication and collaboration skills in group work, and critical thinking and problem-solving skills, skills in the use of power point presentation, the skill of internet search in student teachers project work, etc.</i></p> <p>3.4 In pairs examine the assessment tasks and point out how they align</p>	
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	<p>areas and point out how they align to the NTEAP.</p> <p><i>Consider the assessment components E.g., Portfolio: Student-teachers' portfolio assessment in Social studies. Project: assessment of research presentation in History.</i></p> <p>3.5 Assist tutors to discuss ways, they can use to support student teachers use the teaching and learning techniques and strategies learned in the lesson in their STS.</p> <p>3.6 Ask a volunteer from each subject group model a presentation of an activity using ICT tools and taking into consideration GESI issues (e.g., using teaching and learning resources that capture examples of male and female characters, assigning leadership roles to both males and females their groups, and in the demonstration of the ICT tools.</p>	<p>to the NTEAP.</p> <p><i>Consider the assessment components E.g., Portfolio: Student-teachers' portfolio assessment in Social studies. Project: assessment of research presentation in History.</i></p> <p>3.5 In your groups, discuss how you can support your student teachers to use the techniques and strategies learned in the PD session in their STS.</p> <p>3.6 One person from each subject area should model a presentation of an activity using ICT tools and taking into consideration GESI issues (e.g., using teaching and learning resources that capture examples of male and female characters, assigning leadership roles to both males and females their groups, and in the demonstration of the ICT tools in the lesson.</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.</i> 			

<p><i>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 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 Engage tutors to do self-evaluation on the PD session by mentioning what they have learned and whether they are satisfied with what has been discussed. Take into consideration inclusivity.</p> <p><i>E.g., tutors with no fingers, hearing impairment</i></p> <p>4.2 Ask participants to identify any outstanding issues in their respective lessons of the various subjects.</p> <p><i>Take note of all unresolved issues and task tutors to do further research on them and share their findings on the group's social media platform. E.g., WhatsApp, telegram, etc. for discussion. For example, issues related to the concepts, activities, GESI, Pedagogy or strategies etc.</i></p> <p>4.3 Ask tutors to read lesson 12 in their various subject areas and prepare for the next PD session.</p> <p>NOTE: Remind tutors to invite a critical friend within their subject area observe their teaching and give them feedback. Also note that lesson 12 reviews the entire semester's work.</p>	<p>4.1 Take turns to mention what you have learned from this PD session. Show by fingers or nods and shaking of the head sideways as to those who are really satisfied and those who are not satisfied.</p> <p><i>E.g., tutors with no fingers, hearing impairment</i></p> <p>4.2 In your groups go over the issues discussed during this PD session and reflect to find out if there are outstanding issues to resolved.</p> <p>Take Home task <i>Do further research on the outstanding issues and share your findings on the group's social media platform. E.g., WhatsApp, telegram, etc. for discussion and incorporation into the lesson. For example, issues related to the concepts, activities, GESI, Pedagogy or strategies etc.</i></p> <p>4.3 Read lesson 12 in the course manual of your course and prepare for the next PD session.</p> <p>NOTE: you are reminded to invite a critical friend within your subject area observe your teaching and give feedback to you Also note that lesson 12 reviews the entire semester's work</p>	<p>5 mins</p>
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<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>	
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Tutor PD Session for Lesson 12 in the Course Manual

Geography:

- Course Summary/Review

History:

- Course Summary/Review

Social Studies:

- Course Summary/Review

RME:

- Course Summary/Review

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
1. Introduction / lesson overview <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 	<p>1.1 Ask session participants to reflect on PD sessions 1-11</p> <p>1.2 Ask participants to give an overview of the Geography/History/Social Studies/RME course manual.</p> <p>1.3 Ask participants to explain the main purpose of the lessons in the course manual.</p> <p>1.4 Ask participants to identify and write down cross cutting themes in their lessons. (E.g.: GESI etc)</p> <p>1.5 Ask participants to share with their colleagues cross cutting issues identified.</p>	<p>1.1 Reflect on PD sessions 1-11.</p> <p>1.2 Refer to your course manuals and give an overview.</p> <p>1.3 Refer to your course manual and explain the main purpose of the various lessons.</p> <p>1.4 Identify and write down cross cutting themes in their individual lessons.</p> <p>1.5 Share with their colleagues cross cutting issues identified</p>	

up to learning outcomes	<p>1.6 Ask participants to read and discuss the introduction to the learning outcomes.</p> <p>1.7 Ask participants to identify distinctive features of the lesson including use of digital tools and attention to equity and inclusion issues.</p> <p>1.8 Ask participants to identify how their assessment procedure align to NTEAP.</p> <p>1.9 Ask participants to anticipate questions which might arise from the lesson and provide responses.</p> <p>1.10 Ask participants to anticipate controversial questions related to GESI and ICT and provide responses.</p>	<p>1.6 Read and discuss the introduction to the learning outcomes.</p> <p>1.7 Identify distinctive features of your lessons including use of ICT, GESI, etc.</p> <p>1.8 Identify assessment procedure taking cognisance of the NTEAP.</p> <p>1.9 Anticipate questions which might arise and provide responses.</p> <p>1.10 Anticipate controversial questions related to GESI and ICT and provide responses.</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 			

<i>well also be issues for SL/HoD</i>			
2. Concept Development (New learning likely to arise in this lesson): <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 participants to identify the key concepts in their various subject areas from their course manuals.</p> <p>2.2 Lead participants to identify possible challenging areas in teaching the concepts identified.</p> <p>2.3 Ask participants to identify needed GESI responsive and ICT resources for teaching and learning the concept.</p> <p>2.4 Ask participants to 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.</p> <p>2.5 Ask participants to identify resources that may be needed taking into consideration local availability and cultural and religious sensitivity.</p>	<p>2.1 Identify key concepts from their course manuals</p> <p>2.2 Identify possible challenging areas in teaching the concepts identified.</p> <p>2.3 Identify needed GESI and ICT resources for teaching and learning the concept</p> <p>2.4 Identify any aspect of the lesson that might be challenging for you in terms of new learning, and which needs to be considered prior to going through the lesson activities.</p> <p>2.5 Identify resources that may be needed taking into consideration local availability and cultural and religious sensitivity.</p>	25 mins
Guidance notes for SL/HoD should <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</i> 			

<p><i>activities “ walk through”.</i></p> <ul style="list-style-type: none"> <i>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</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 participants read through the suggested teaching and learning activities for the lesson in the course manual and identify activities which they consider as unclear. Ask them to pay special attention to the activities relating to cross cutting issues like GESI and ICT.</p> <p>3.2 Discuss with participants the meaning of activities and how they can be implemented it during the lesson</p> <p>3.3 Let some volunteers demonstrate how to use the activities to teach for their peers to observe and comment on</p> <p>3.4 Ask participants to study the assessment opportunities in their respective subject areas and indicate whether they are aligned to the NTEAP</p>	<p>3.1 Read through the teaching and learning activities and identify activities you consider unclear paying attention to activities that are related to GESI and ICT.</p> <p>3.2 Choose specific activities to do and explain how to implement them</p> <p>3.3 Demonstrate how to use the activities to teach while your colleagues observe and comment.</p> <p>3.4 Study the assessment tasks to find out if they are aligned to the NTEAP. Share your findings with colleagues.</p>	<p>40 mins</p>

	<p>3.5 Ask participants critically study the linkages between the activities, the LOs and LIs and identify specific unfamiliar areas that need further clarification (e.g., selection of GESI content and how to use new strategies of teaching such as differentiated task grouping. Note: fish boning, scaffolding, KWL, etc and use appropriate ICT tools such zoom, Google class, LMS).</p> <p>3.6 Explain how the unfamiliar teaching strategies are used and let volunteers demonstrate how to use them in teaching.</p> <p>3.7 Using think-pair-share technique, let participants identify areas to assess and explain how they will assess during the lesson relating it to any of the assessment components in the NTEAP</p> <p>3.8 Give opportunity to participants to ask questions or make suggestions as to how to successfully implement the new contents and strategies.</p> <p>3.9 Facilitator ask participants to identify where, and which, core and transferable skills, including digital skills, are</p>	<p>3.5 Study the linkages between the activities, the LO and LIs and identify specific unfamiliar areas that need further clarification (e.g., selection of GESI content and use appropriate ICT tools such zoom, Google class, LMS, etc.</p> <p>3.6 Demonstrate how to use unfamiliar teaching strategies.</p> <p>3.7 Use think-pair-share to identify areas to assess and explain how you will assess any of the assessment components in the NTEAP.</p> <p>3.8 Identify questions on controversial issues or make suggestions as to how to successfully implement the new contents and strategies.</p> <p>3.9 Identify where, and which, core and transferable skills, including digital skills, are being developed or</p>	
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	<p>being developed or applied. For example, communication and collaboration, digital literacy, creativity, and leadership.</p> <p>3.10 Ask participants to identify where power point presentations or other resources need to be developed to support learning.</p>	<p>applied.</p> <p>3.10 Identify where power point presentations or other resources need to be developed to support learning.</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,</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 participants to review learning and identify any outstanding issues relating to this lesson for clarification.</p> <p>4.2 Ask participants to review the PD sessions and indicate how they have impacted their teaching of the lessons in the course manual.</p>	<p>4.1 Review session and identify any outstanding issues relating to this lesson for clarification.</p> <p>4.2 Review the PD sessions and indicate how they have impacted your teaching of the lessons in the course manual.</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 :</p>			

subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.	
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The PD session check list: supporting B.Ed. implementation.

In some cases, to support implementation the PD sessions may need to add more detail to what is in the course manuals

What to Include in PD sessions: Check list	Checked and In Place.
Course introductions and conclusions <ul style="list-style-type: none"> The first PD session of each semester introduces the course manual/s and course expectations to student teachers. The final PD session provides the opportunity to review student teachers learning from the course 	
Prior knowledge: Points for tutors on assessing or activating student teachers' prior knowledge.	
Basic School Curriculum: when topics for student teachers are from the Basic School Curriculum the PD session makes explicit links.	
CLO: relevant to the session to be introduced	
Lesson Learning outcomes and indicators. PD sessions provide opportunities for tutors to model interactive approaches to teaching and learning they will use to support student teachers	
Integration of subject specific content and subject specific pedagogy. This is modelled in PD sessions through activities for tutors. Any potentially new or challenging concepts are explored with tutors	
Subject Specific Training. Where subjects have been grouped together for the PD sessions, tutors are guided to activities in the subject course manuals to ensure the PD is not generic. Where appropriate there is direct page or point references to activities in each of the relevant subject course manuals.	
Integrating GESI: each PD session explicitly highlights at least two (2) teaching and learning activities from the course manual/s which should be used to promote student teachers' understanding of GESI responsiveness and support the inclusion of all pupils.	
Assessment. Integrating and embedding NTEAP practices PD sessions include at least two continuous assessment opportunities which will support tutors in developing student teacher's understanding of and ability to apply assessment for or as learning.	
Phase Specific Training. Tutors are guided to specific activities in the relevant phase course manuals for EG, UP and JHS. Tutors are advised to group student teachers according to the phase they are training for specific activities.	
Building in STS. STS tasks are integrated into the PD sessions. Preparing for work in school and opportunities for tutors to draw on what student teachers are learning in school by, for example, targeting observations linked directly to the themes in the course manuals.	
Building in activities which support the development of 21c skills in particular the use of ICT. The development of these is integrated into the PD sessions including the use of ICT to support learning. Each PD session should include at least two (2) examples of	

students being required to use ICT to extend their learning.	
Resources /TLM. Where specific resources are required, it is clear where tutors can access them e.g., videos, online resources or readings.	

ACKNOWLEDGEMENTS

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

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