

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

HANDBOOK FOR TUTORS



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
FRENCH
Tutor Version of Weekly PD sessions

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

Courses/Lesson title:

A: Morphology and Syntax of French and Usage

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

B: Research Methods in French

- **General issues on Research Method**

C: Theories and Approaches to Language Acquisition and Learning

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

D: Vocabulary and French Orthography

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

| Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed | Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) | Time in session |
|--|--|-----------------|
| 1. Introduction / lesson overview | <p>Introduction/lesson overview</p> <p>Reflection</p> <p>1.1 Start the PD session with an icebreaker in French (a song/ poem/ a short game) Eg. Poem entitled: '<i>Ma main</i>'</p> <p>1.2 Tell how useful the Year 2, Semester 2 PD session was and how it would influence your teaching in the current semester. NTS 3k, m, o.</p> <p>1.3 Read the main purpose of the first lessons of the course manuals and think-pair-share with a colleague.</p> <p>Ref. to course manuals: <i>A: Morphology and Syntax of French and Usage, p.13</i> <i>B: Research Methods in French, p.10</i> <i>C: Theories and Approaches to Language Acquisition and Learning, p.11</i> <i>D: Vocabulary and French Orthography, p. 11</i></p> <p>1.4 Discuss and share with the whole group issues of GESI such as gender and language acquisition, how to assign roles in the language class and resources for teaching students with special needs.</p> | 20 min |

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| | <p>1.5 Identify the distinctive (unique) aspects of the first lessons and share your observations with the whole group.</p> <p>1.6 In pairs, explain what is expected to be achieved in the CLOs and CLIs and indicate how they are related to student teachers' relevant previous knowledge.</p> <p>1.7 Share with the whole group.</p> <p>Ref. to course manuals: A, B, C, D, pp. 13, 10, 11 and 11 respectively</p> | |
| <p>2. Concept Development (New learning likely to arise in this lesson):</p> | <p>Concept Development</p> <p>2.1 In groups, read the sub-topics of Lesson 1 and discuss them.</p> <p>Ref. to the course manuals: A, B, C, pp. 14 - 15, 11 – 12, 11-12, and 11-12 respectively</p> <p>2.2 In groups, identify possible challenging areas in teaching the concepts/sub-topics, eg Morphology, Syntax, Allomorphs, Morphemes etc, and show how you can help student teachers to use different activities and strategies to support learning of these challenging areas in basic schools through STS activities.</p> <p>2.3 In your groups, identify and discuss the appropriate teaching and learning resources needed to teach the concept/sub-topics?</p> <p>Ref. to Course Manual : A, B, C, D, pp. 15, 12, 13 and 12 respectively NTS:3j, 3m</p> <p>2.4 In your individual groups, share your findings on the appropriate GESI responsive resources needed to teach and learn the concept/sub-topics with the larger group. Eg. https://www.youtube.com/watchv=sifW8kGrNyc https://www.youtube.com/watch?v=Vlvq2sI0I7M</p> <p>2.5 Identify other resources that could be used in the delivery of the lesson prepared. Eg, collection of short texts/jigsaw and YouTube videos.</p> | <p>25 mins</p> |

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| <p>3. Teaching, learning and assessment activities for the lesson</p> | <p>Teaching and learning activities for the lesson</p> <p>3.1 In your groups, read the teaching and learning activities and identify areas that require clarification.</p> <p>3.2 Present the areas you identified in the teaching and learning activities for whole group discussion.</p> <p>3.3 In small groups, discuss and subsequently share with the whole group, ways to integrate the core transferable skills and GESI in both B. Ed. and Basic School curricula into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g</p> <p>3.4 Through the use of YouTube videos/ texts/charts/improvised materials in groups, prepare teaching and learning activities to teach lessons. Present your work on flip charts.</p> <p>3.5 Read the assessment component of Lessons 1 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o.</p> <p>3.6 Carry out peer teaching of the lesson prepared (at point 3.4 above). NTS 3h</p> <p>3.7 Use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson.</p> <p>3.8 Identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. NTS 3h, j</p> <p>Reflection</p> <p>3.9 Explain how they can assist student teachers to support basic school learners to develop the core and transferable skills through STS activities.</p> <p>3.10 Identify other resources that could be used in the delivery of the lessons.</p> | <p>40 mins</p> |
| <p>4. Evaluation and review of session:</p> | <p>Evaluation and review of session</p> <p>4.1 Share the issues you have about the lesson delivered for clarification?</p> | <p>5 mins</p> |

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| | <p>4.2 Share the advance preparation you have done that facilitated the preparation and delivery of the lesson?</p> <p>4.3 Point out unresolved issues that need to be attended to.</p> <p>4.4 Note the reminder to identify a Critical Friend who participated in the PD session, to sit and to observe your lesson. He/she would share his/her observation during the next PDS.NTS 1a</p> | |
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NTEAP: National Teacher Education Assessment Policy.

GESI: Gender Equity Social inclusion

PDS: Professional Development Session

The PD session check list: supporting B.Ed. implementation.

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

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

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| Resources /TLM. Where specific resources are required, it is clear where tutors can access them e.g., videos, online resources or readings. | |
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Tutor PD Session 2 for Lesson 2 in the Course 4 Manuals

Courses/Title of Lesson

A: *Morphology and Syntax of French and Usage*

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

B: *Research Methods in French*

- **General issues on Research Method II**

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

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

D: *Vocabulary and French Orthography*

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

| Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed | Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) | Time in session |
|---|--|-----------------------|
| <p>1. Introduction / lesson overview</p> <ul style="list-style-type: none"> • Overview of subject/s age phase/s to be covered in this PD session and how it will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes | <p>Introduction/lesson overview</p> <p>Reflection</p> <p>1.1. Start the PD Session with an Ice Breaker in French (a song/ poem/short game). Eg. “<i>Je voudrais aller en taxi</i>”</p> <p>1.2. The Critical Friend and tutors reflect individually on the previous week’s session and record their experiences.</p> <p>1.3. The Critical Friend shares his/her observation with the tutors.</p> <p>1.4. Pair up and share ideas on your experiences.</p> <p>1.5. Read the Lesson 2’s description in the Course manuals: <i>A: Morphology and Syntax of French and Usage</i> <i>B: Research Methods in French</i> <i>C: Theories and Approaches to Language Acquisition and Learning</i> <i>D: Vocabulary and French Orthography.</i></p> <p>1.6. Identify key concept(s) from the descriptions of the four manuals to be discussed in the lessons. Eg. “<i>les éléments de la phrase</i>”</p> | <p>20 mins</p> |

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| | <p>1.7. In pairs, discuss the LOs and LIs in the Manuals, indicate how they are related to student teachers' relevant previous knowledge.</p> <p>1.8. Share your findings with colleagues in the group.</p> <p>1.9. Read silently on barriers that may affect the learning of the Lesson 2 in the Manuals. <i>Eg. Weak linguistic background of student teachers in French, Perception that French language is very difficult to learn and to teach</i></p> <p>1.10. Whole group discussion on how to address them in the course of the teaching and learning process.</p> | |
| <p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept. | <p>Concept Development</p> <p>2.1. In groups, read the sub-topics of Lesson 2 and discuss them. <i>Eg. les éléments de la phrase</i></p> <p>2.2. In groups, identify possible challenging areas in teaching the concepts/ sub-topics and show how they can help student teachers to use different activities and strategies to support learning of these areas in basic schools through STS activities.</p> <p>2.3. In your groups, identify and discuss the appropriate teaching and learning resources/improvised materials needed to teach the concept/sub-topics?</p> <p>2.4. In your individual groups, share your findings on the appropriate resources/improvised materials needed to teach and learn the concept/sub-topics with the larger group.</p> <p>2.5. Identify other resources that could be used in the delivery of the lesson prepared. <i>Eg. collection of short texts, jigsaws and items on YouTube.</i></p> <p>Note: <i>The resources/TLMS should be masculine and feminine responsive.</i></p> | <p>25 mins</p> |
| <p>3. Teaching, learning and assessment of activities for the lesson</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and | <p>Teaching and learning activities for the lesson</p> <p>3.1. In your groups, read the teaching and learning activities and identify areas that require clarification.</p> | <p>40 mins</p> |

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| <p>identification of areas that require clarification</p> <ul style="list-style-type: none"> • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) • Working through one or two activities, | <p>3.2. Present the areas you identified in the teaching and learning activities for whole group discussion.</p> <p>3.3. In small groups, discuss and subsequently share with the whole group, ways to integrate the core transferable skills and GESI in both B. Ed. and Basic School curricula into the teaching and learning activities. <i>NTS 1a, 1b, 2c, 3f, 3g.</i></p> <p>3.4. Prepare, in groups, teaching and learning activities to teach lessons using YouTube videos/ texts/ charts/improvised resources. Present your work on flip charts.</p> | |
| | <p>3.5. Read the assessment component of the Lesson 2 of the Course Manuals and compare with the components prescribed by NTEAP and review as appropriate.</p> <p>3.6. Carry out peer teaching of the lesson prepared (at point 3.4). <i>NTS 3h</i></p> <p>3.7. Use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson.</p> <p>3.8. Identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. <i>NTS 3h, j</i></p> <p>Reflection</p> <p>3.9. In groups, identify the core transferable skills and gender issues raised during the lesson delivery and explain how they were addressed.</p> <p>3.10. Explain how they can support student teachers to support basic school learners to develop the core and transferable skills such as the use of PowerPoint presentation of lesson through STS activities.</p> <p>3.11. Identify other resources that could be used in the delivery of the lessons.</p> | |
| <p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • identification of any outstanding issues | <p>Evaluation and review of session</p> <p>4.1. Share the issues you have about the lesson delivered for discussion</p> | <p>5 mins</p> |

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| <p>relating to this lesson for clarification</p> <ul style="list-style-type: none"> • Advance preparation • In the case of unresolved issues | <p>4.2. Share the advanced preparation you have done that facilitated the preparation and delivery of the lesson?</p> <p>4.3. Point out unresolved issues that need to be attended to.</p> <p>4.4. Note the reminder to identify a Critical Friend who participated in the PD session, to sit and to observe your lesson. He/he would share his/her observation during the next PDS. NTS 1a</p> | |
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NTEAP: National Teacher Education Assessment Policy.

GESI: Gender Equity Social inclusion

PDS: Professional Development Session

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

Courses/Lesson title:

A: Morphology and Syntax of French and Usage

- **Morphemes and Allomorphs**

B: Research Methods in French

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

C: Theories and Approaches to Language Acquisition and Learning

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

D: Vocabulary and French Orthography

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

| Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed | Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) | Time in session |
|--|---|-----------------|
| 1. Introduction / lesson overview | <p>Introduction/lesson overview</p> <p>Reflection</p> <p>1.1 Start the PD Session with an Ice Breaker in French (a song/ poem/ short game). Eg <i>“Si le mouton était cheval”</i></p> <p>1.2 The Critical Friend and tutors reflect individually on the previous week’s session and record their experiences.</p> <p>1.3 The Critical Friend shares his/her observations with the tutors.</p> <p>1.4 Pair up and share ideas on their experiences.</p> <p>1.5 Read the Lesson 3’s description in the Course manuals. <i>A. Morphology and syntax of French</i> <i>B. Research Methods in French</i> <i>C. Theories and Approaches to Language Acquisition and Learning</i> <i>D. Vocabulary and French Orthography</i></p> <p><i>A, B, C, D pp. 20, 17, 19 and 18 respectively.</i></p> <p>1.6 Identify key concept(s) from the descriptions of the four manuals to be discussed in the lessons. Eg: <i>Morpheme libre; French orthography</i></p> | 20 mins |

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| | <p>1.7 In pairs, discuss the LOs and LIs in the Manuals, indicate how they are related to student teachers' relevant previous knowledge.</p> <p>1.8 Share your findings with colleagues.</p> <p>Ref. to course manuals: A, B, C, D, pp. 17, 18, 18-19 and 20 respectively.</p> <p>1.9 Read silently on barriers that may affect the learning of the Lesson 3 in the Manuals. Ex: Weak linguistic background of student teachers in French. Perception that French language is very difficult to learn and to teach.</p> <p>1.10 Whole group discussion on how to address them in the course of the teaching and learning process.Ex: Reminding student teachers that studying French is fun and not as difficult as perceived.</p> | |
| <p>2. Concept Development (New learning likely to arise in this lesson):</p> | <p>Concept Development</p> <p>2.1 In groups, read the sub-topics of Lesson 3 and discuss them.</p> <p>Ref. to the course manuals: A, B, C, D pp. 22, 18-19, 20-21 and 19-20 respectively.</p> <p>2.2 In groups, identify possible challenging areas in teaching the concepts/sub-topics and show how they can help student teachers to use different activities and strategies to support learning of these areas in basic schools through STS activities.</p> <p>2.3 In pairs, identify and discuss the appropriate teaching and learning resources/improvised materials needed to teach the concept/sub-topics. Ref. to Course Manual pp. A, B, C, D pp. 23, 20, 22 and 20 respectively. NTS:3j, 3m</p> <p>2.4 In your individual groups, share your findings on the appropriate resources needed to teach and learn the concept/sub-topics with the larger group.</p> | <p>25 mins</p> |

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| | <p>2.5 Identify other resources that could be used in the delivery of the lesson prepared. Eg: collection of short texts/jigsaw and YouTube videos.</p> <p>Note: The resources /TLM including ICT should be gender sensitive.</p> | |
| <p>3. Teaching, learning and assessment activities for the lesson</p> | <p>Teaching and learning activities for the lesson</p> <p>3.1 In your groups, read the teaching and learning activities and identify areas that require discussion.</p> <p>3.2 Present the areas you identified in the teaching and learning activities for whole group discussion.</p> <p>3.3 In small groups, discuss and subsequently share with the whole group, ways to integrate the core transferable skills and GESI in both B. Ed. and Basic School curricula into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g</p> <p>Ex: Grouping student teachers based on gender and ability. Give attention to GESI in addressing student difficulties in the French language</p> <p>3.4 Through the use of YouTube videos/ texts/ charts/improvised materials in groups, prepare teaching and learning activities to teach lessons. Present your work on flip charts.</p> <p>3.5 Ask tutors to read the assessment component of Lessons 3 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o Ex: Use Question and Answer to revise student-teacher’s knowledge on the concept and forms of morphology</p> <p>3.6 Carry out peer teaching of the lesson prepared (at point 3.4). NTS 3h</p> <p>3.7 Use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson.</p> <p>3.8 Identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. NTS 3h, j</p> | <p>40 mins</p> |

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| | <p>Reflection</p> <p>3.9 Explain how they can assist student teachers to support basic school learners to develop the core and transferable skills through STS activities.</p> <p>3.10 Identify other resources that could be used in the delivery of the lessons.</p> | |
| <p>4.1 Evaluation and review of session:</p> | <p>Evaluation and review of session</p> <p>4.1 Share the issues you have about the lesson delivered for discussion?</p> <p>4.2 Share the advance preparation you have done that facilitated the preparation and delivery of the lesson?</p> <p>4.3 Point out unresolved issues that need to be attended to.</p> <p>4.4 <i>Note the reminder to identify a Critical Friend who participated in the PD session, to sit and to observe your lesson. He/She would share his/her observation during the next PDS.</i>NTS 1a</p> | <p>5 mins</p> |

NTEAP: National Teacher Education Assessment Policy.

GESI: Gender Equity Social Inclusion

PDS: Professional Development Session

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

Courses/Lesson title:

A: Morphology and Syntax of French and Usage,

- **Types of grammar**

B: Research Methods in French

- **Identification of research problem and objectives**

C: Theories and Approaches to Language Acquisition and Learning

Language 1 acquisition

D: Vocabulary and French Orthography,

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

| Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed | Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) | Time in session |
|--|---|-----------------|
| 1. Introduction / lesson overview | <p>Introduction/lesson overview</p> <p>Reflection</p> <p>1.1 Start the PD Session with an Ice Breaker in French (a song/ poem/short game). <i>Eg: petit Oiseaux</i></p> <p>1.2 The Critical Friend and tutors reflect individually on the previous week’s session and record their experiences.</p> <p>1.3 The Critical Friend shares his/her observation with the tutors.</p> <p>1.4 Pair up and share ideas on their experiences.</p> <p>1.5 Read the Lesson 4’s description in the Course manuals. <i>A: Morphology and Syntax of French and Usage, p.24</i> <i>B: Research Methods in French, p.22</i> <i>C: Theories and Approaches to Language Acquisition and Learning, p.22</i> <i>D: Vocabulary and French Orthography, p. 22</i></p> <p>1.6 Identify key concept(s) from the descriptions of the four manuals to be discussed in the lessons.</p> <p>1.7 In pairs, discuss the LOs and LIs in lesson 4 of the Manuals, indicate how they are related to student teachers’ relevant previous knowledge.</p> | 20 mins |

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| | <p>1.8 Share your findings with colleagues.</p> <p>Ref. to course manuals: A, B, C, D pp. 25, 23, 23 and 22 respectively.</p> <p>1.9 Read silently on barriers that may affect the learning of the Lesson 4 in the Manuals.</p> <p>1.10 Whole group discussion on how to address them in the course of the teaching and learning process.</p> | |
| <p>2. Concept Development (New learning likely to arise in this lesson) :</p> | <p>Concept Development</p> <p>2.1 In groups, read the sub-topics of Lesson 4 and discuss them.</p> <p>Ref. to the course manuals: A, B, C, D pp. 26, 23-24, 24-25 and 23 respectively.</p> <p>2.2 In groups, identify possible challenging areas in teaching the concepts/sub-topics and show how they can help student teachers to use different activities and strategies to support learning of these areas in basic schools through STS activities.</p> <p>2.3 In your groups, identify and discuss the appropriate teaching and learning resources needed to teach the concept/sub-topics? Ref. to Course Manual pp. 8-9 NTS:3j, 3m A, B, C, D pp. 27, 24, 26 and 24 respectively. NTS:3j, 3m</p> <p>2.4 In your individual groups, share your findings on the appropriate resources needed to teach and learn the concept/sub-topics with the larger group.</p> <p>2.5 Ask tutors to identify other resources that could be used in the delivery of the lesson prepared. Eg, Youtube videos on types of morphemes, formulating or stating a research problem. Power point presentation on behaviourist/cognitivist theories of language acquisition. Power point on strategies for teaching French Orthography</p> | <p>25 mins</p> |

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| <p>3. Teaching, learning and assessment activities for the lesson</p> | <p>Teaching and learning activities for the lesson</p> <p>3.1 In your groups, read the teaching and learning activities and identify areas that require discussion.</p> <p>3.2 Present the areas you identified in the teaching and learning activities for whole group discussion.</p> <p>3.3 In small groups, discuss and subsequently share with the whole group, ways to integrate the core transferable skills and GESI in both B. Ed. and Basic School curricula into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g</p> <p>3.4 Through the use of YouTube videos/ texts/ charts/improvised materials in groups, prepare teaching and learning activities to teach lessons bearing in mind GESI. Present your work on flip charts.</p> <p>3.5 Read the assessment component of Lessons 4 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o.</p> <p>3.6 Carry out peer teaching of the lesson prepared (at point 3.4). NTS 3h</p> <p>3.7 Use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson.</p> <p>3.8 Identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. NTS 3h, j</p> <p>Reflection</p> <p>3.9 Explain how they can assist student teachers to support basic school learners to develop the core and transferable skills through STS activities.</p> <p>3.10 Identify other resources that could be used in the delivery of the lessons.</p> | <p>40 mins</p> |
| <p>4. Evaluation and review of session:</p> | <p>Evaluation and review of session</p> <p>4.1 Share the issues you have about the lesson delivered for clarification?</p> | <p>5 mins</p> |

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| | <p>4.2 Share the advance preparation you did that facilitated the preparation and delivery of the lesson?</p> <p>4.3 Point out unresolved issues that need to be attended to.</p> <p>4.4 Note: Identify a Critical Friend who participated in the PD session, to sit and to observe your lesson. He/she would share his/her observation during the next PDS.NTS 1a</p> | |
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NTEAP: National Teacher Education Assessment Policy.

GESI: Gender Equity Social Inclusion

PDS: Professional Development Session

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

Courses/Title of Lesson

A: Morphology and Syntax of French and Usage

- Types of grammar

B: Research Methods in French

- Concepts of a design and research instruments

C: Theories and Approaches to Language Acquisition and Learning

- Problème de l'acquisition de L1

D: Vocabulary and French Orthography

- Proposals for reforms and rules for spelling in French

| Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed | Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) | Time in session |
|--|--|-----------------|
| <p>1. Introduction / lesson overview</p> <ul style="list-style-type: none"> • Overview of subject/s age phase/s to be covered in this PD session and how it will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s | <p>Introduction/lesson overview</p> <p>Reflection</p> <p>1.1. Start the PD Session with an Ice Breaker in French (a song/ poem/short game).</p> <p>1.2. The Critical Friend and tutors reflect individually on the previous week's session and record their experiences.</p> <p>1.3. The Critical Friend shares their observation with the tutors.</p> <p>1.4. Pair up and share ideas on their experiences.</p> <p>1.5. Read the Lesson 5's description in the Course manuals: <i>A: Morphology and Syntax of French and Usage</i> <i>B: Research Methods in French</i> <i>C: Theories and Approaches to Language Acquisition and Learning</i> <i>D: Vocabulary and French Orthography</i></p> <p>1.6. Identify key concept(s) from the descriptions of the four manuals to be discussed in the lessons.</p> | 20 mins |

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| <ul style="list-style-type: none"> • Reading and discussion of the introductory sections up to learning outcomes | <p>1.7. In pairs, discuss the LOs and LIs in the Manuals, indicate how they are related to student teachers' relevant previous knowledge.</p> <p>1.8. Share your findings with colleagues in the group.</p> <p>1.9. Read silently on barriers that may affect the learning of the Lesson 5 in the Manuals.</p> <p>1.10. Whole group discussion on how to address the barriers in the course of the teaching and learning process.</p> | |
| <p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. Identification of needed resources for the teaching and learning of the concept. | <p>Concept Development</p> <p>2.1. In groups, read the sub-topics of Lesson 5 and discuss them.</p> <p>2.2. In groups, identify possible challenging areas in teaching the concepts/ sub-topics and show how they can help student teachers to use different activities and strategies to support learning of these areas in basic schools through STS activities.</p> <p>2.3. <i>Through think-pair share</i>, identify and discuss the appropriate teaching and learning resources needed to teach the concept/sub-topics? <i>NTS:3j, 3m</i></p> <p>2.4. In your individual groups, share your findings on the appropriate resources needed to teach and learn the concept/sub-topics with the larger group.</p> <p>2.5. Identify other resources that could be used in the delivery of the lesson prepared. <i>Eg, collection of short texts, jigsaws and items on YouTube.</i></p> | <p>25 mins</p> |
| <p>3. Teaching, learning and assessment of activities for the lesson</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification • Reading of assessment | <p>Teaching and learning activities for the lesson</p> <p>3.1. In your groups, read the teaching and learning activities and identify areas that require discussion on.</p> <p>3.2. Present the areas you identified in the teaching and learning activities for whole group discussion.</p> <p>3.3. In small groups, discuss and subsequently share with the whole group, ways to integrate the core transferable skills and GESI in both B. Ed. and Basic School curricula into the teaching and learning activities. <i>NTS 1a, 1b, 2c, 3f, 3g.</i></p> | <p>40 mins</p> |

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| <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>3.4. Read the assessment component of the Lesson 5 of the Course Manuals and compare with the components prescribed by NTEAP and review as appropriate.</p> <p>3.5. Prepare, in groups, teaching and learning activities to teach a lessons using YouTube videos items/ texts/ charts/jigsaws. Present their work on flip charts.</p> <p>3.6. Carry out peer teaching of the lesson prepared (at point 3.4). <i>NTS 3h</i></p> <p>3.7. Use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson.</p> <p>3.8. Identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. <i>NTS 3h, j</i></p> <p>Reflection</p> <p>3.9. Explain how they can assist student teachers to support basic school learners to develop the core and transferable skills through STS activities.</p> <p>Identify other resources that could be used in the delivery of the lessons.</p> | |
| <p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> Identification of any outstanding issues relating to this lesson for clarification Advance preparation In the case of unresolved issues | <p>Evaluation and review of session</p> <p>4.1. Share the issues you have about the lesson delivered for clarification?</p> <p>4.2. Share the advance preparation you have done that facilitated the preparation and delivery of the lesson?</p> <p>4.3. Point out unresolved issues that need to be attended to.</p> <p>4.4. Note the reminder to identify a Critical Friend who participated in the PD session, to sit and to observe your lesson. He/he would share his/her observation during the next PDS.NTS 1a</p> | <p>5 mins</p> |

NTEAP: National Teacher Education Assessment Policy.

GESI: Gender Equity Social Inclusion

PDS: Professional Development Session

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

Topics/Title of Lesson

A: Morphology and Syntax of French and Usage

- Grammaire Fonctionnelle

B: Research Methods in French

- Concepts of a Design and Research Instruments

C: Theories and Approaches to Language Acquisition and Learning

- Second Language Learning

D: Vocabulary and French Orthography

- Theories and Practice of Vocabulary and Orthography I

| Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed | Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) | Time in session |
|--|---|-----------------|
| <p>1. Introduction / lesson overview</p> <ul style="list-style-type: none"> • Overview of subject/s age phase/s to be covered in this PD session and how it will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s | <p>Introduction/lesson overview</p> <p>Reflection</p> <p>1.1. Start the PD Session with an Ice Breaker in French (a song/ poem/short game).</p> <p>1.2. The Critical Friend and tutors reflect individually on the previous week’s session and record their experiences.</p> <p>1.3. The Critical Friend shares their observations with the tutors.</p> <p>1.4. Pair up and share ideas on their experiences.</p> <p>1.5. Read the Lesson 6’s description in the Course manuals: <i>A: Morphology and Syntax of French and Usage</i> <i>B: Research Methods in French</i> <i>C: Theories and Approaches to Language Acquisition and Learning</i> <i>D: Vocabulary and French Orthography</i></p> <p>1.6. Identify key concept(s) from the descriptions of the four manuals to be discussed in the lessons.</p> | 20 mins |

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| <ul style="list-style-type: none"> Reading and discussion of the introductory sections up to learning outcomes | <p>1.7. In pairs, discuss the LOs and LIs in the Manuals, indicate how they are related to student teachers' relevant previous knowledge.</p> <p>1.8. Share your findings with colleagues in the group.</p> <p>1.9. Read silently on barriers that may affect the learning of the Lesson 6 in the Manuals.</p> <p>Whole group discussion on how to address the barriers in the course of the teaching and learning process.</p> | |
| <p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> Identification and discussion of concepts Identification of possible challenging areas in teaching of the concept. Identification of needed resources for the teaching and learning of the concept. | <p>Concept Development</p> <p>2.1. In groups, read the sub-topics of Lesson 6 and discuss them.</p> <p>2.2. In groups, identify possible challenging areas in teaching the concepts/ sub-topics and show how they can help student teachers to use different activities and strategies to support learning of these areas in basic schools through STS activities.</p> <p>2.3. In your groups, identify and discuss the appropriate teaching and learning resources needed to teach the concept/sub-topics? <i>Eg, YouTube videos, short texts, charts. NTS:3j, 3m</i></p> <p>2.4. In your individual groups, share your findings on the appropriate resources needed to teach and learn the concept/sub-topics with the larger group.</p> <p>2.5. Identify other resources that could be used in the delivery of the lesson prepared. <i>Eg, collection of short texts, jigsaws and items on YouTube.</i></p> <p>Note: <i>The resources/TLMS should be male and female responsive.</i></p> | <p>25 mins</p> |
| <p>3. Teaching, learning and assessment of activities for the lesson</p> <ul style="list-style-type: none"> Reading of teaching and learning activities and identification of areas that require clarification | <p>Teaching and learning activities for the lesson</p> <p>3.1. In your groups, read the teaching and learning activities and identify areas that require clarification.</p> <p>3.2. Present the areas they identified in the teaching and learning activities for whole group discussion.</p> <p>3.3. In small groups, discuss and subsequently share with the</p> | <p>40 mins</p> |

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| <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>whole group, ways to integrate the core transferable skills and GESI in both B. Ed. and Basic School curricula into the teaching and learning activities. <i>NTS 1a, 1b, 2c, 3f, 3g.</i></p> <p>3.4. Through the use of YouTube videos/ texts/ charts, prepare in groups teaching and learning activities to teach lessons. Present your work on flip charts.</p> <p>3.5. Read the assessment component of the Lesson 6 of the Course Manuals and compare with the components prescribed by NTEAP and review as appropriate. Carry out peer teaching of the lesson prepared. <i>NTS 3h</i></p> <p>3.6. Two tutors from each group to carry out peer teaching of the lesson prepared (at point 3.4). <i>NTS 3h</i></p> <p>3.7. Use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson.</p> <p>3.8. Identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. <i>NTS 3h, j</i></p> <p>Reflection</p> <p>3.9. Explain how they can assist student teachers to support basic school learners to develop the core and transferable skills through STS activities.</p> <p>3.10. Identify other resources that could be used in the delivery of the lessons.</p> | |
| <p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues | <p>Evaluation and review of session</p> <p>4.1. Share the issues you have about the lesson delivered for clarification?</p> <p>4.2. Share the advance preparation you have done that facilitated the preparation and delivery of the lesson?</p> <p>4.3. Point out unresolved issues that need to be attended to. <i>Note the reminder to identify a Critical Friend who participated in the PD session, to sit and to observe your lesson. He/he would share his/her observation during the next PDS.</i>NTS 1a</p> | <p>5 mins</p> |

NTEAP: *National Teacher Education Assessment Policy.*

GESI: *Gender Equity Social Inclusion*

PDS: *Professional Development Session*

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

Courses/Lesson title:

A: Morphology and Syntax of French and Usage

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

B: Research Methods in French

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

C: Theories and Approaches to Language Acquisition and Learning

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

D: Vocabulary and French Orthography

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

| Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed | Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) | Time in session |
|--|--|-----------------|
| 1. Introduction / lesson overview | <p>Introduction/lesson overview</p> <p>Reflection</p> <p>1.1 Start the PD Session with an Ice Breaker in French (a song/ poem/short game). Eg. <i>Aloutte</i></p> <p>1.2 The Critical Friend and tutors reflect individually on the previous week’s session and record their experiences.</p> <p>1.3 The Critical Friend shares his/her observation with the tutors.</p> <p>1.4 Pair up and share ideas on their experiences.</p> <p>1.5 Read the Lesson 7’s description in the Course manuals. <i>A: Morphology and Syntax of French and Usage, p.35-36</i> <i>B: Research Methods in French, p.35</i> <i>C: Theories and Approaches to Language Acquisition and Learning, p.35</i> <i>D: Vocabulary and French Orthography, p. 31</i></p> <p>1.6 Identify key concept(s) from the descriptions of the four manuals to be discussed in the lessons.</p> <p>1.7 In pairs, discuss the LOs and LIs in the Manuals, indicate how they are related to student teachers’ relevant previous knowledge.</p> | 20 mins |

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| | <p>1.8 Share your findings with colleagues.</p> <p>Ref. to course manuals: A, B, C, D pp. 36-37, 36, 36 and 31 respectively.</p> <p>1.9 Read silently on barriers that may affect the learning of the Lesson 7 in the Manuals. Ex: Absence or inadequate Methodology books written in French, found in Ghana.</p> <p>1.10 Whole group discussion on how to address them in the course of the teaching and learning process. Ex: Tutors could prepare short notes to guide Student-Teachers.</p> | |
| <p>2. Concept Development (New learning likely to arise in this lesson):</p> | <p>Concept Development</p> <p>2.1 In groups, read the sub-topics of Lesson 7 and discuss them.</p> <p>Ref. to the course manuals: A, B, C, D pp. 37-38, 37, 36-37 and 32 respectively.</p> <p>2.2 In groups, identify possible challenging areas in teaching the concepts/sub-topics and show how they can help student teachers to use different activities and strategies to support learning of these areas in basic schools through STS activities.</p> <p>2.3 In pairs, identify and discuss the appropriate teaching and learning resources needed to teach the concept/sub-topics? Ref. to Course Manual pp. A, B, C, D pp. 38, 38, 38 and 33 respectively. NTS:3j, 3m</p> <p>2.4 In your individual groups, share your findings on the appropriate resources needed to teach and learn the concept/sub-topics with the larger group.</p> <p>2.5 Identify other resources that could be used in the delivery of the lesson prepared. Eg, collection of short texts/jigsaw and YouTube items.</p> | <p>25 mins</p> |

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| <p>3. Teaching, learning and assessment activities for the lesson</p> | <p>Teaching and learning activities for the lesson</p> <p>3.1 In your groups, read the teaching and learning activities and identify areas that require clarification.</p> <p>3.2 Present the areas you identified in the teaching and learning activities for whole group discussion.</p> <p>3.3 In small groups, discuss and subsequently share with the whole group, ways to integrate the core transferable skills and GESI in both B. Ed. and Basic School curricula into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g</p> <p>Ex: Being conscious of different groups of (gender and ability) students in the classroom when putting student teachers in groups for class activities.</p> <p>3.4 Through the use of YouTube videos/texts/ charts in groups, prepare teaching and learning activities to teach lessons. Present your work on flip charts.</p> <p>3.5 Ask tutors to read the assessment component of Lessons 7 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o.</p> <p>3.6 Carry out peer teaching of the lesson prepared (at point 3.4). NTS 3h</p> <p>3.7 Use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson.</p> <p>3.8 Identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. NTS 3h, j</p> <p>Reflection</p> <p>3.9 Explain how they can assist student teachers to support basic school learners to develop the core and transferable skills through STS activities.</p> <p>3.10 Identify other resources that could be used in the delivery of the lessons.</p> | <p>40 mins</p> |
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| <p>4. Evaluation and review of session:</p> | <p>Evaluation and review of session</p> <p>4.1 Share the issues you have about the lesson delivered for clarification?</p> <p>4.2 Share the advance preparation you have done that facilitated the preparation and delivery of the lesson?</p> <p>4.3 Point out unresolved issues that need to be attended to.</p> <p>4.4 <i>Note the reminder to identify a Critical Friend who participated in the PD session, to sit and to observe your lesson. He/he would share his/her observation during the next PDS. NTS 1a</i></p> | <p>5 mins</p> |
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NTEAP: National Teacher Education Assessment Policy.

GESI: Gender Equity Social Inclusion

PDS: Professional Development Session

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

Courses/Lesson title:

A: Morphology and Syntax of French and Usage

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

B: Research Methods in French

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

C: Theories and Approaches to Language Acquisition and Learning

- **Apprentissage de L1 et L2**

D: Vocabulary and French Orthography

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

| Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed | Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) | Time in session |
|--|--|-----------------|
| 1. Introduction / lesson overview | <p>Introduction/lesson overview</p> <p>Reflection</p> <p>1.1 Start the PD Session with an Ice Breaker in French (a song/ poem/short game). <i>Eg. Si j'avais d'argent</i></p> <p>1.2 The Critical Friend and tutors reflect individually on the previous week's session and record their experiences.</p> <p>1.3 The Critical Friend shares his/her observation with the tutors.</p> <p>1.4 Pair up and share ideas on their experiences.</p> <p>1.5 Read the Lesson 8's description in the Course manuals. <i>A: Morphology and Syntax of French and Usage, p.41</i> <i>B: Research Methods in French, p.40</i> <i>C: Theories and Approaches to Language Acquisition and Learning, p.40-41</i> <i>D: Vocabulary and French Orthography, p. 35</i></p> <p>1.6 Identify key concept(s) from the descriptions of the four manuals to be discussed in the lessons.</p> <p>1.7 In pairs, discuss the LOs and LIs in the Manuals, indicate how they are related to student teachers' relevant previous knowledge.</p> | 20 mins |

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| | <p>1.8 Share your findings with colleagues.</p> <p>Ref. to course manuals: A, B, C, D pp. 41, 40, 40-41 and 35 respectively.</p> <p>1.9 Read silently on barriers that may affect the learning of the Lesson 8 in the Manuals.</p> <p>1.10 Whole group discussion on how to address them in the course of the teaching and learning process.</p> | |
| <p>2. Concept Development (New learning likely to arise in this lesson):</p> | <p>Concept Development</p> <p>2.1 In groups, read the sub-topics of Lesson 8 and discuss them.</p> <p>Ref. to the course manuals: A, B, C, D pp. 41-42, 41-42, 41-42 and 35- 36 respectively.</p> <p>2.2 In groups, identify possible challenging areas in teaching the concepts/sub-topics and show how they can help student teachers to use different activities and strategies to support learning of these areas in basic schools through STS activities. Eg., classification of morphemes, differences between quantitative and qualitative analysis, concept of error and mistake, meaning of words</p> <p>2.3 In your groups, identify and discuss the appropriate teaching and learning resources needed to teach the concept/sub-topics?</p> <p>Ref. to Course Manual pp. 8-9 NTS:3j, 3m A, B, C, D pp. 43, 42, 42 and 36 respectively. NTS:3j, 3m</p> <p>2.4 In your individual groups, share your findings on the appropriate resources needed to teach and learn the concept/sub-topics with the larger group.</p> <p>2.5 Identify other resources that could be used in the delivery of the lesson prepared.</p> | <p>25 mins</p> |
| <p>3. Teaching, learning and assessment activities for the lesson</p> | <p>Teaching and learning activities for the lesson</p> <p>3.1 In your groups, read the teaching and learning activities and identify areas that require clarification.</p> <p>3.2 Present the areas you identified in the teaching and learning activities for whole group discussion.</p> | <p>40 mins</p> |

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| | <p>3.3 In small groups, discuss and subsequently share with the whole group, ways to integrate the core transferable skills and GESI in both B. Ed. and Basic School curricula into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g</p> <p>3.4 Through the use of YouTube videos/ charts in groups, prepare teaching and learning activities to teach lessons. Present your work on flip charts.</p> <p>3.5 Ask tutors to read the assessment component of Lessons 8 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o.</p> <p>3.6 Carry out peer teaching of the lesson prepared (at point 3.4 above). NTS 3h</p> <p>3.7 Use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson.</p> <p>3.8 Identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. NTS 3h, j</p> <p>Reflection</p> <p>3.9 Explain how they can assist student teachers to support basic school learners to develop the core and transferable skills through STS activities.</p> <p>3.10 Identify other resources that could be used in the delivery of the lessons.</p> | |
| <p>4. Evaluation and review of session:</p> | <p>Evaluation and review of session</p> <p>4.1 Share the issues you have about the lesson delivered for clarification?</p> <p>4.2 Share the advance preparation you have done that facilitated the preparation and delivery of the lesson?</p> <p>4.3 Point out unresolved issues that need to be attended to.</p> <p>4.4 Note the reminder to identify a Critical Friend who will participate in the PD session by sitting and observing your lesson. He/she would share his/her observation</p> | <p>5 mins</p> |

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| | during the next PDS. NTS 1a | |
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NTEAP: *National Teacher Education Assessment Policy.*

GESI: *Gender Equity Social Inclusion*

PDS: *Professional Development Session*

Tutor PD Session 9 for Lesson 9 in the Course Manual

Courses/Lesson title:

A: Morphology and Syntax of French and Usage

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

B: Research Methods in French

- **Referencing and bibliography**

C: Theories and Approaches to Language Acquisition and Learning

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

D: Vocabulary and French Orthography

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

| Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed | Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) | Time in session |
|--|--|-----------------|
| 1. Introduction / lesson overview | <p>Introduction/lesson overview</p> <p>Reflection</p> <p>1.1 Start the PD Session with an Ice Breaker in French (a song/ poem/short game).</p> <p>1.2 The Critical Friend and tutors reflect individually on the previous week's session and record their experiences.</p> <p>1.3 The Critical Friend shares his/her observation with the tutors.</p> <p>1.4 Pair up and share ideas on their experiences.</p> <p>1.5 Read the Lesson 9's description in the Course manuals. <i>A: Morphology and Syntax of French and Usage, p.45</i> <i>B: Research Methods in French, p.44</i> <i>C: Theories and Approaches to Language Acquisition and Learning, p.44</i> <i>D: Vocabulary and French Orthography, p. 38</i></p> <p>1.6 Identify key concept(s) from the descriptions of the four manuals to be discussed in the lessons.</p> <p>1.7 In pairs, discuss the LOs and LIs in the Manuals, indicate how they are related to student teachers' relevant previous knowledge.</p> | 20 mins |

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| | <p>1.8 Share your findings with colleagues.</p> <p>Ref. to course manuals: A, B, C, D pp. 45, 44, 44 and 38 respectively.</p> <p>1.9 Read silently on barriers that may affect the learning of the Lesson 9 in the Manuals.</p> <p>1.10 Whole group discussion on how to address them in the course of the teaching and learning process.</p> | |
| <p>2. Concept Development (New learning likely to arise in this lesson):</p> | <p>Concept Development</p> <p>2.1 In groups, read the sub-topics of Lesson 9 and discuss them.</p> <p>Ref. to the course manuals: A, B, C, D pp. 45-46, 40-41, 45-46 and 38 -39 respectively.</p> <p>2.2 In groups, identify possible challenging areas in teaching the concepts/sub-topics and show how they can help student teachers to use different activities and strategies to support learning of these areas in basic schools through STS activities.</p> <p>2.3 In your groups, identify and discuss the appropriate teaching and learning resources needed to teach the concept/sub-topics?</p> <p>Ref. to Course Manual pp. 8-9 NTS:3j, 3m A, B, C, D pp. 47, 42, 46 and 39-40 respectively. NTS:3j, 3m</p> <p>2.4 In your individual groups, share your findings on the appropriate resources needed to teach and learn the concept/sub-topics with the larger group.</p> <p>2.5 Identify other resources that could be used in the delivery of the lesson prepared.</p> | <p>25 mins</p> |
| <p>3. Teaching, learning and assessment activities for the lesson</p> | <p>Teaching and learning activities for the lesson</p> <p>3.1 In your groups, read the teaching and learning activities and identify areas that require clarification.</p> <p>3.2 Present the areas you identified in the teaching and learning activities for whole group discussion.</p> | <p>40 mins</p> |

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| | <p>3.3 In small groups, discuss and subsequently share with the whole group, ways to integrate the core transferable skills and GESI in both B. Ed. and Basic School curricula into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g</p> <p>3.4 Through the use of YouTube videos/texts/ charts in groups, prepare teaching and learning activities to teach lessons. Present your work on flip charts.</p> <p>3.5 Ask tutors to read the assessment component of Lessons 9 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o.</p> <p>3.6 Carry out peer teaching of the lesson prepared (at point 3.4 above).. NTS 3h</p> <p>3.7 Use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson.</p> <p>3.8 Identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. NTS 3h, j</p> <p>Reflection</p> <p>3.9 Explain how they can assist student teachers to support basic school learners to develop the core and transferable skills through STS activities.</p> <p>3.10 Identify other resources that could be used in the delivery of the lessons.</p> | |
| <p>4. Evaluation and review of session:</p> | <p>Evaluation and review of session</p> <p>4.1 Share the issues you have about the lesson delivered for clarification?</p> <p>4.2 Share the advance preparation you have done that facilitated the preparation and delivery of the lesson?</p> <p>4.3 Point out unresolved issues that need to be attended to.</p> <p>4.4 Note the reminder of identifying a Critical Friend who participated in the PD session, to sit and to observe your lesson. He/he would share his/her observation during</p> | <p>5 mins</p> |

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| | the next PDS.NTS 1a | |
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NTEAP: National Teacher Education Assessment Policy.

GESI: Gender Equity Social Inclusion

PDS: Professional Development Session

Tutor PD Session 9 for Lesson 9 in the Course Manual

Courses/Lesson title:

A: Morphology and Syntax of French and Usage

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

B: Research Methods in French

- **Referencing and bibliography**

C: Theories and Approaches to Language Acquisition and Learning

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

D: Vocabulary and French Orthography

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

II Courses/Lesson title:

A: Morphology and Syntax of French and Usage

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

B: Research Methods in French

- **Writing the research report**

C: Theories and Approaches to Language Acquisition and Learning

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

D: Vocabulary and French Orthography

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

| Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed | Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) | Time in session |
|--|---|-----------------|
| 1. Introduction / lesson overview | <p>Introduction/lesson overview</p> <p>Reflection</p> <p>1.1 Start the PD Session with an Ice Breaker in French (a song/ poem/short game). <i>Eg; Si j'avais d'argent</i></p> <p>1.2 The Critical Friend and tutors reflect individually on the previous week's session and record their experiences.</p> <p>1.3 The Critical Friend shares his/her observation with the tutors.</p> <p>1.4 Pair up and share ideas on their experiences.</p> <p>1.5 Read the Lesson 10's description in the Course manuals.</p> <p><i>A: Morphology and Syntax of French and Usage, p.48</i> <i>B: Research Methods in French, p.47</i></p> | 20 mins |

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| | <p><i>C: Theories and Approaches to Language Acquisition and Learning, p.47</i> <i>D: Vocabulary and French Orthography, p. 41</i></p> <p>1.6 Identify key concept(s) from the descriptions of the four manuals to be discussed in the lessons.</p> <p>1.7 In pairs, discuss the LOs and LIs in the Manuals, indicate how they are related to student teachers’ relevant previous knowledge.</p> <p>1.8 Share your findings with colleagues.</p> <p>Ref. to course manuals: <i>A, B, C, D pp. 49, 47, 48 and 41-42 respectively.</i></p> <p>1.9 Read silently on barriers that may affect the learning of the Lesson 10 in the Manuals. Ex: Lack of self-motivation and commitment to the teaching profession</p> <p>1.10 Whole group discussion on how to address them in the course of the teaching and learning process. Ex: Motivation stories could be shared with Student teachers from time to time just to motivate them to study more seriously.</p> | |
| <p>2. Concept Development (New learning likely to arise in this lesson)</p> | <p>Concept Development</p> <p>2.1 In groups, read the sub-topics of Lesson 10 and discuss them.</p> <p>Ref. to the course manuals: <i>A, B, C, D pp. 49-50, 48, 48-50 and 42-43 respectively.</i></p> <p>2.2 In groups, identify possible challenging areas in teaching the concepts/sub-topics and show how they can help student teachers to use different activities and strategies to support learning of these areas in basic schools through STS activities.</p> <p>2.3 In your groups, identify and discuss the appropriate teaching and learning resources needed to teach the concept/sub-topics? Ref. to Course Manual <i>A, B, C, D pp. 51, 50, 50 and 43 respectively.</i> NTS:3j, 3m</p> | <p>25 mins</p> |

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| | <p>2.4 In your individual groups, share your findings on the appropriate resources needed to teach and learn the concept/sub-topics with the larger group.</p> <p>2.5 Identify other resources that could be used in the delivery of the lesson prepared. Eg, collection of short texts/jigsaw and YouTube items.</p> | |
| <p>3. Teaching, learning and assessment activities for the lesson</p> | <p>Teaching and learning activities for the lesson</p> <p>3.1 In your groups, read the teaching and learning activities and identify areas that require clarification.</p> <p>3.2 Present the areas you identified in the teaching and learning activities for whole group discussion.</p> <p>3.3 In small groups, discuss and subsequently share with the whole group, ways to integrate the core transferable skills and GESI in both B. Ed. and Basic School curricula into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g</p> <p>3.4 Through the use of YouTube videos/texts/ charts in groups, prepare teaching and learning activities to teach lessons. Present your work on flip charts.</p> <p>3.5 Ask tutors to read the assessment component of Lessons 10 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o</p> <p>3.6 Carry out peer teaching of the lesson prepared (at point 3.4 above). NTS 3h</p> <p>3.7 Use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson.</p> <p>3.8 Identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. NTS 3h, j</p> <p>Reflection</p> <p>3.9 Explain how they can assist student teachers to support basic school learners to develop the core and transferable skills through STS activities.</p> | <p>40 mins</p> |

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| | 3.10 Identify other resources that could be used in the delivery of the lessons. | |
| 4. Evaluation and review of session: | <p>Evaluation and review of session</p> <p>4.1 Share the issues you have about the lesson delivered for clarification?</p> <p>4.2 Share the advance preparation you have done that facilitated the preparation and delivery of the lesson?</p> <p>4.3 Point out unresolved issues that need to be attended to.</p> <p><i>4.4 Note the reminder to identify a Critical Friend who participated in the PD session, to sit and to observe your lesson. He/he would share his/her observation during the next PDS. NTS 1a</i></p> | 5 mins |

NTEAP: National Teacher Education Assessment Policy.

GESI: Gender Equity Social Inclusion

PDS: Professional Development Session

Tutor PD Session 11 for Lesson 11 in the Course Manual

Courses/Lesson title:

A: Morphology and Syntax of French and Usage

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

B: Research Methods in French

- **Writing the research report**

C: Theories and Approaches to Language Acquisition and Learning

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

D: Vocabulary and French Orthography

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

| Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed | Guidance Notes on 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> | <p>Introduction/lesson overview Reflection</p> <p>1.1 Start the PD Session with an Ice Breaker in French (a song/ poem/short game).</p> <p>1.2 The Critical Friend and tutors reflect individually on the previous week’s session and record their experiences.</p> <p>1.3 The Critical Friend shares his/her observation with the tutors.</p> <p>1.4 Pair up and share ideas on their experiences.</p> <p>1.5 Read the Lesson 11’s description in the Course manuals. <i>A: Morphology and Syntax of French and Usage, p.52</i> <i>B: Research Methods in French, p.51</i> <i>C: Theories and Approaches to Language Acquisition and Learning, p.51</i> <i>D: Vocabulary and French Orthography, p. 46</i></p> <p>1.6 Identify key concept(s) from the descriptions of the four manuals to be discussed in the lessons.</p> <p>1.7 In pairs, discuss the LOs and LIs in the Manuals, indicate how they are related to student teachers’ relevant previous knowledge.</p> | |

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| | <p>1.8 Share your findings with colleagues.</p> <p>Ref. to course manuals: A, B, C, D pp. 53, 52, 52 and 47 respectively.</p> <p>1.9 Read silently on barriers that may affect the learning of the Lesson 11 in the Manuals.</p> <p>1.10 Whole group discussion on how to address them in the course of the teaching and learning process.</p> | |
| <p>2. Concept Development (New learning likely to arise in this lesson):</p> | <p>Concept Development</p> <p>2.1 In groups, read the sub-topics of Lesson 9 and discuss them.</p> <p>Ref. to the course manuals: A, B, C, D pp. 53-54, 53, 53 and 48 respectively.</p> <p>2.2 In groups, identify possible challenging areas in teaching the concepts/sub-topics and show how they can help student teachers to use different activities and strategies to support learning of these areas in basic schools through STS activities.</p> <p>2.3 In your groups, identify and discuss the appropriate teaching and learning resources needed to teach the concept/sub-topics?</p> <p>Ref. to Course Manual pp. 8-9 NTS:3j, 3m A, B, C, D pp. 54, 54, 55 and 49 respectively. NTS:3j, 3m</p> <p>2.4 In your individual groups, share your findings on the appropriate resources needed to teach and learn the concept/sub-topics with the larger group.</p> <p>2.5 Identify other resources that could be used in the delivery of the lesson prepared.</p> | <p>25 mins</p> |
| <p>3. Teaching, learning and assessment activities for the lesson</p> | <p>Teaching and learning activities for the lesson</p> <p>3.1 In your groups, read the teaching and learning activities and identify areas that require clarification.</p> <p>3.2 Present the areas you identified in the teaching and learning activities for whole group discussion.</p> | <p>40 mins</p> |

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| | <p>3.3 In small groups, discuss and subsequently share with the whole group, ways to integrate the core transferable skills and GESI in both B. Ed. and Basic School curricula into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g</p> <p>3.4 Through the use of YouTube videos/literary texts/ charts in groups, prepare teaching and learning activities to teach lessons. Present your work on flip charts.</p> <p>3.5 Ask tutors to read the assessment component of Lessons 11 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o.</p> <p>3.6 Carry out peer teaching of the lesson prepared. NTS 3h</p> <p>3.7 Use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson.</p> <p>3.8 Identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. NTS 3h, j</p> <p>Reflection</p> <p>3.9 Explain how they can assist student teachers to support basic school learners to develop the core and transferable skills through STS activities.</p> <p>3.10 Identify other resources that could be used in the delivery of the lessons.</p> | |
| <p>4. Evaluation and review of session:</p> | <p>Evaluation and review of session</p> <p>4.1 Share the issues you have about the lesson delivered for clarification?</p> <p>4.2 Share the advance preparation you have done that facilitated the preparation and delivery of the lesson?</p> <p>4.3 Point out unresolved issues that need to be attended to.</p> <p>4.4 Remember to identify a Critical Friend who would participate in the PD session by sitting and observing your lesson. He/she would share his/her observation during the next PDS.NTS 1a</p> | <p>5 mins</p> |

NTEAP: *National Teacher Education Assessment Policy.*

GESI: *Gender Equity Social Inclusion*

PDS: *Professional Development Session*

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

Topics/Title of Lesson

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

| Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed | Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session) | Time in session |
|---|---|-----------------|
| <p>1. Introduction / lesson overview</p> <ul style="list-style-type: none"> • Overview of subject/s age phase/s to be covered in this PD session and how it will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes | <p>Introduction/lesson overview</p> <p>Reflection</p> <p>1.1. Start the PD Session with an Ice Breaker in French (a song/ poem/short game). <i>Eg: (Si le mouton était cheval)</i></p> <p>1.2. Through think-pair-share, reflect on the entire weekly PD sessions for the semester and record their experiences</p> <p>1.3. Share their experiences with the group.</p> <p>1.4. Identify and share their observations on the 11 Lesson descriptions of the Course manuals: <i>A: Morphology and Syntax of French and Usage, p.46</i> <i>B: Research Methods in French, p.58</i> <i>C: Theories and Approaches to Language Acquisition and Learning, p.60</i> <i>D: Vocabulary and French Orthography, p. 44</i></p> <p>1.5. Identify key concepts required for the completion of the entire courses as indicated in the four manuals.</p> <p>1.6. In pairs, discuss the CLOs and CLIs of the Manuals, indicate how they are related to student teachers' relevant knowledge of the course.</p> | 20 mins |

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| | <p>1.7. Brainstorm on barriers that might have affected the learning of the 11 lessons in the Manuals.</p> <p>1.8. Discuss how these barriers were considered and addressed during the teaching and learning process.</p> | |
| <p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept. | <p>Concept Development</p> <p>2.1. In groups, identify some sub-topics of 11 lessons studied for the semester for discussion.</p> <p>2.2. In groups, identify possible challenging areas during the teaching the sub-topics.</p> <p>2.3. Explain how they can help student teachers to use different activities and strategies to support learning of these areas in basic schools during STS activities</p> <p>2.4. In groups, identify and discuss the appropriate resources needed for the teaching and learning of the sub-topics of the lessons. <i>NTS:3j, 3m</i></p> <p>2.5. Groups share their findings on the appropriate resources needed for the teaching and learning of the sub-topics with the larger group</p> <p>2.6. Identify other resources that could be used in delivering the lesson 11. <i>Eg, Collection of short texts/jigsaws and items on YouTube.</i></p> <p>Note: <i>The resources/TLMS should be male and female responsive.</i></p> | 25 mins |
| <p>3. Teaching, learning and assessment of activities for the lesson</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject | <p>Teaching and learning activities for the lesson</p> <p>3.1. In groups, identify teaching and learning activities exploited during the teaching process and point out areas that require clarification.</p> <p>3.2. In the group, mention the areas identified in the teaching and learning activities for whole group discussion</p> <p>3.3. In groups, mention some core and transferable skills and GESI issues exploited during the teaching and learning activities of the 11 lessons.</p> | 40 mins |

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| <p>portfolio (30%) and end of semester examination (40%)</p> <ul style="list-style-type: none"> Working through one or two activities, | <p>3.4. Discuss and share with the whole group how they integrated these core transferable skills and addressed GESI their lessons issues in both B. Ed. and Basic school curricula into the teaching and learning activities. <i>NTS 1a, 1b, 2c, 3f, 3g</i></p> | |
| <p>Review Assessment Component</p> | <p>3.5. List resources eg YouTube videos items/ text/charts, used during the teaching and learning of the lessons. Ask them to present their works on flip charts.</p> <p>Reflection</p> <p>3.6. Identify other resources that could be used in the delivery of the lessons.</p> <p>3.7. Brainstorm on how they assisted student teachers to support basic school learners to develop the core and transferable skills (such as the use of projected in teaching) through STS activities.</p> <p>3.8. Brainstorm on how they implemented the two (2) assessment components during the delivery of the Lesson 11: Subject Portfolio and Project portfolio of the Course Manuals.</p> <p>3.9. Compare their works with the components prescribed by NTEAP and review as appropriate.</p> | |
| <p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> Identification of any outstanding issues relating to this lesson for clarification Advance preparation In the case of unresolved issues | <p>Evaluation and review of session</p> <p>4.1. Individually write down issues observed about the 11 lessons delivered and share it with the whole group for clarification</p> <p>4.2. Individual tutors who taught a lesson in the semester share their experiences on how they prepared and delivered their lessons.</p> <p>4.3. Tutors point out unresolved issues that need more attention.</p> <p>4.4. Express their general impression about the course content and pedagogie that went with it. NTS 1a</p> | <p>5 mins</p> |

NTEAP: National Teacher Education Assessment Policy.

GESI: Gender Equity Social Inclusion

PDS: Professional Development Session

The PD session check list: supporting B.Ed. implementation.

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

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

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