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

HANDBOOK FOR **TUTORS**

Wisdom, Knowledge and Prudence

The Government of Ghana

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T-TEL

Transforming Teaching, Education & Learning

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
PEDAGOGY AND SEN
Tutor Version of Weekly PD Session

TABLE OF CONTENTS

Tutor PD Session for Lesson 1 in the Course Manual

Definition and Characteristics of Action Research

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance Notes on 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** • Overview of subject/s age phase/s to be covered in this PD session and how it will be organized. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s). • Introduction and overview of the main purpose of the lesson in the course manual/s. • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes	1.1 Reflect on previous PD session and shareyour spectacular experiences. 1.2 Read the introduction, overview, CLOs and LOs of the course to identify any distinctive aspects for whole group discussion. 1.3 Refer to Lesson 1 and study the CLOs and LOs. Then, share your thoughts about them with the whole group. 1.4 Read the introduction and the LOs for lesson 1 and discuss what is required of you.	**10 mins**

2. **Concept Development (New learning likely to arise in this Lesson):** - Identification and discussion of concepts - Identification of possible challenging areas in the teaching of the concept. - Identification of needed resources for the teaching and learning of the concept.	2.1 Individually, write your experiences about research and compare your answer with your colleagues. 2.2 Define what action research is. 2.3 In pairs (*one male one female if possible*), identify the types of action research for discussion. 2.4 Share your experiences about research with your elbow partner. 2.5 Write **any two** potential challenges associated with teaching the concept and how they can be resolved *(be mindful of potential GESI and ICT opportunities and concerns)* 2.6 Read through the suggested resources to teach the lesson and discuss their applicability and challenges. (*Are there any GESI-related issues such as accessibility to resources?*) 2.7 List some of the practical opportunities to apply knowledge gained from this lesson. 2.8 Mention the resources recommended for teaching the lesson and discuss their practicability and GESI opportunities and challenges.	**25 mins**
3. **Teaching, learning and assessment activities for the Lesson** - 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,	3.1 Read through the teaching and learning activities and identify the areas that require clarification 3.2 Study the assessment components of the lesson and examine how it connects with the NTEAP and required course assessment. Then, talk about the activities in the lesson that facilitate the implementation of the NTEAP. 3.3 Discuss the linkages between the assessment opportunities in the lesson and the approaches to assessment in the NTEAP. 3.4 In pairs, identify the core and transferable skills being developed or applied using the suggested teaching and learning strategies.	**40 mins**

4. **Evaluation and review of session:**	4.1 Ask questions for clarifications	**5 mins**
• Identification of any outstanding issues relating to this Lesson for clarification • Advance preparation • In the case of unresolved issues	4.2 Refer to the course manual and study lesson 2 (with respect to your specialisms) for the next PD session. 4.3. Take note of any challenges you may face in teaching for the whole group discussion in the next PD session.	
Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring: subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.	Please apply the points made here to the remaining sessions for the semester. In particular, for example, making specific reference to and supporting tutors in undertaking activities from the course manuals. Providing examples to support tutors understanding and identifying continuous assessment opportunities Remember there is only one subject project and one subject portfolio **per course.** But these can be developed over several sessions	

Tutor PD Session for Lesson 2 in the Course Manual

Processes in conducting Action Research(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 • 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	1.1 Reflect on the previous PD session on lesson 1 and share your experiences with other tutors 1.2 Read the introduction and overview of the main purpose of the lesson in the course manual for discussion. 1.3 Identify any distinctive aspects of the Lesson for whole group discussion 1.4 Read the suggested assessment strategies and compare them with the NTEAP, and share your observations taking note of potential ICT and GESI opportunities and challenges.	
2. Concept Development (New learning likely to arise in this Lesson): • Identification and discussion of concepts • Identification of	2.1 In pairs, state **any two** ways of identifying a research problem. Then, discuss these with the whole group. 2.2 Share your views on how to review literature for the identified problem effectively. (*Are there any GESI and ICT opportunities and challenges worthy of note*?)	**25 mins**

possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept	2.3 In pairs, identify some workable interventions for the identified problem. 2.4 Identify any potential GESI related opportunities and challenges associated with the intervention strategies and how they can be addressed	
3. Teaching, learning and assessment activities for the Lesson • 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,	3.1 Read through the teaching and learning activities and identify areas you may need clarification 3.2 Read the assessment opportunities for the Lesson and explain how they are aligned to the NTEAP and required course assessment. 3.3 Identify the core and transferable skills being developed by using those teaching and learning strategies.	**40 mins**
4. Evaluation and review of session: • Identification of any outstanding issues relating to this Lesson for clarification • Advance preparation • In the case of unresolved issues	4.1 Ask questions for clarifications 4.2 Refer to lesson 3 in the course manual and study for the next PD session. 4.3. Take note of any challenges you face in teaching for discussion in the next PD session.	**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.	

PROCESSES IN CONDUCTING ACTION RESEARCH(II)

Tutor PD Session for Lesson 3 in the Course Manual

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session)	Time in session
1. Introduction/lesson overview • Overview of subject/s age phase/s to be 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	1.1 Reflect on previous PD session/lesson and share your experiences with other tutors 1.2 Read the introduction and overview of the lesson and its corresponding CLOs and LIs main. Identify any differences in content/knowledge /skills between today's lesson and last week's. 1.3 Examine CLO 1 and CLO 2 and tell if there are any similarities or differences.	**10 mins**
2. Concept Development (New learning likely to arise in this Lesson): • Identification and discussion of concepts • Identification of possible challenging areas in teaching the	2.1 In pairs, state **any two processes** involved in planning for data collection. 2.2 In pair, share your plan for data collection. (*Be guided by standard/conventional ways of collecting data as prescribed by reputable experts authors. Refer to any good action research textbooks suggested in the curriculum manual*)	**25 mins**

concept. • Identification of needed resources for the teaching and learning of the concept.	2.3 In pairs, write any two potential GESI and ICT opportunities and challenges in the planning process for discussion (e.g. *those with speech challenges, shy or introverted learners, gender and leadership roles*) 2.4 In pairs, refer to the course manual and study the suggested resources to teach the Lesson and explore other resources (if any) that could be used. 2.5 In pair, take the whole group through the processes of implementing the intervention for the problem identified	
3. Teaching, learning and assessment activities for the Lesson • 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,	3.1 Read through the teaching and learning activities suggested for the lesson and identify areas that may require clarification or explanation 3.2 Read the assessment opportunities for the Lesson and explain how the assessment opportunities are aligned to the NTEAP and required course assessment. 3.3 Demonstrate how you will implement a selected assessment strategy 3.4 Identify the core and transferable skills being developed by using those teaching and learning strategies.	**40 mins**
4. Evaluation and review of session: • Identification of any outstanding issues relating to this Lesson for clarification • Advance preparation • In the case of unresolved issues	4.1 Ask questions for clarifications 3.5 Refer to the course manual and study lesson 3 (for each specialisms group) for the next PD session. 4.3 Take note of any challenges you face in teaching for discussion in the next PD session.	**5 mins**
Course assessment according to the NTEAP: SWL needs to review assessment in the course manual to ensure it		

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

Lesson Title:
Data Collection and Analysis 1

Tutor PD Session for Lesson 4 in the Course Manual

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs, and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session)	Time in session
1. Introduction/lesson overview • Overview of subject/s age phase/s to be 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	1.1 Participate in the ice-breaker to warm up for the PD session. 1.2 Reflect and share views on the usefulness of the previous PD session, especially onGESI, NTEAP, and ICT, to your lesson delivery. 1.3 Share with colleagues some challenges in integrating GESI, NTEAP, and ICT in teaching Lesson 3, and suggest how they could be addressed. 1.4 Read and discuss the overview and purpose of Lesson 4. 1.5 Identify some cross-cutting issues such as GESI and ICT to be considered in Lesson 4, and suggest how to integrate them *(e.g. inquiry skills, critical analytical skills)*. 1.6 Share your views on the distinctive aspects of Lesson 4 for the early grade, upper primary, and JHS *(e.g.misconceptions about collecting research data)*. 1.7 Read and discuss the introductory sections of the lesson up to the learning outcomes and their indicators for the early grade, upper primary, and JHS. *Check how they are aligned **(NTS 3a, 3b, 3c, 3e, 3f, 3g, 3i)***. 1.8 Read the lesson descriptions for the early grade, upper primary and JHS specialisms, and discuss the main issues to be learned *(e. g. understand and apply the procedures and methods in data collection when conducting a mini–Action Research project)*.	**20 mins**

| 2. **Concept Development (New learning likely to arise in this lesson):**
• Identification and discussion of concepts
• Identification of possible challenging areas in the teaching of the concept.
• Identification of needed resources for the teaching and learning of the concept. | 2.1 Share your views on what was learned in the previous PD session or previous lesson.

2.2 Discuss the general data collection procedures and methods by focusing on selecting the methods; making a rational choice; methods available; considering practicalities; and categorising the methods.

2.3 In your mixed gender/mixed ability groups, surf the internet to discuss the pen and paper methods of data collection (tests, personal field notes or journals; case study; quizzes; pupils' diaries; class exercises, questionnaires; portfolios), and how they could be used in the College and Basic School (early grade, upper primary, and JHS). *Find ways of addressing the needs of student-teachers who may not have access to android phones or iPhones, or who may not have the knowledge of surfing the internet.*

2.4 In your groups, discuss the live methods of collecting data (sociometric methods; one-on-one interview; group interview or discussion; observation; rating scale), and how they could be used in the College and Basic School especially during STS. Surf the internet to assist you in the discussion.
Find ways of addressing the needs of tutors who may not have access to android phones or iPhones, or who may not have the knowledge of surfing the internet.

2.5 In pairs, conduct one-on-one interview in scenarios at the College and the Basic School (early grade, upper primary, and JHS) levels.

2.6 Brainstorm on the aspects of the lesson *(including GESI and ICT)* that might be challenging to you in terms of new learning *(e. g. students with SEN issues)*.
2.7 Discuss how these challenges, especially integrating issues on GESI and ICT, could be addressed for smooth lesson delivery.

2.8 Share views by identifying appropriate, feasible, GESI responsive resources *(especially for persons with SEN)* that will assist in achieving learning outcomes and indicators for the lesson. | **25 mins** |

3. Teaching, learning and assessment activities for the lesson • 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,	3.1 Identify and discuss the ideal assessment activities in line with the NTEAP and as required in the course manual for Lesson 4 *(NB: subject projects: **presentation of group report;** subject portfolios: **conducting one-on-one interview**)*. 3.2 Share your views on how to integrate GESI and ICT issues in the assessment activities. 3.3 Share your views on how the assessment activities relate to the course/lesson assessment components. 3.4 Identify and discuss which, and where 21st century core and transferrable skills are developed or applied in the lesson (e.g., *collaboration, co-operation, teamwork, tolerance, honesty, listening, writing, reporting, and communication skills, digital literacy etc.)*. 3.5 Identify links in the existing PD Themes on Action Research that could be useful in teaching Lesson 4.	**40 mins**
5. Evaluation and review of session: • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues	4.1 Recap the main issues in the lesson and discuss any outstanding issues for clarification. 4.2 Read on the lesson for the next PD session, and look for relevant materials/resources including laptops to be used. Contact the IT experts at the computer laboratory to Install appropriate software for analysing quantitative and qualitative data for demonstration and practice in the next PD session. 4.3 Identify a critical friend (if any) who took part in the PD session to sit in and observe the lesson using lesson observation guide, and report during next PD session.	**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	Refer for discussion, the suggested assessment strategies for Lesson 4 in the course manuals for Early Grade, Upper Primary, and Junior High School. • Presentation of group report on paper and pen methods of collecting data. • Pairing to conduct one-on-one interview after which peer critiquing is done.	

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

Lesson Title:
Data Collection and Analysis 2

Tutor PD Session for Lesson 5 in the Course Manual

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance Notes on 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 • 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	1.1 Participate in the ice-breaker to warm up for the PD session. 1.2 Share views on how useful the previous PD session was to the lesson delivery, especially on issues of GESI, NTEAP, and ICT. 1.3 Share with colleagues, some challenges identified in integrating GESI, NTEAP, and ICT in teaching Lesson 4. 1.4 Share your views on the likely challenges to be faced in integrating GESI (especially persons with SEN), and ICT in the conduct of action research at the College level, and basic school (early grade, upper primary, and JHS) level during STS. 1.5 In your groups, discuss the ways to address these challenges when conducting action research at the College level and basic school level (early grade, upper primary, and JHS) during STS. 1.6 Read and discuss the overview and purpose of Lesson 5. 1.7 Identify some cross cutting issues such as GESI and ICT to be considered in Lesson 5 *(e.g inquiry, analytical, report writing, presentation, communication, and collaboration skills; as well as, attention and care skills through mixed ability/gender group activities)*, and suggest how to integrate them. 1.8 In pairs (with GESI in mind), share your views on the distinctive aspects of Lesson 5. *(e.g. identifying and applying the appropriate procedures in collecting data).*	**20 mins**

	1.9 Read and discuss the introductory sections of the lesson up to the learning outcomes and their indicators for early grade, upper primary, and JHS. *Check how they are aligned **(NTS 3a, 3b, 3c, 3e, 3f, 3g, 3i)***.	
	1.10 Read the lesson descriptions for Lesson 5 for early grade, upper primary and JHS specialisms *(e. g. understanding of the procedures and methods in data collection when conducting Action Research; applying data collection procedures in a mini–Action Research project; analyse data in action research)*, and discuss the main issues to be learned.	
2. Concept Development (New learning likely to arise in this lesson): • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept.	2.1 In pairs, think about what was learned in PD session 4/Lesson 5, and share your views. 2.2 In your mixed ability/gender groups, discuss the ostensive data collection methods *(slide/tape presentations; audio-taped interviews; videotaping the action)* and identify the appropriate ones to be used in collecting data at the College and basic school (early grade, upper primary, and JHS) levels. 2.3 In groups, demonstrate the use of approaches to data analysis *(Quantitative analysis; creating a data set; qualitative analysis; types of qualitative data; approaches to qualitative data analysis; processes of analysing data)*. 2.4 Observe critically, the demonstration on the steps in using appropriate software's to analyse qualitative and quantitative data, action research using qualitative approach, synthesise data, and appreciate the guidelines for analysing data. *Observe the demonstration critically and put down notes on the various steps. Ask questions for clarification.* 2.5 In your mixed ability or gender groups, demonstrate the various steps in data analysis using appropriate software to analyse qualitative and quantitative data; action research using qualitative approach, synthesise data, and appreciate the guidelines for analysing data. *Support colleagues (where necessary) (individually or in groups) on how to use software to analyse data.* 2.6 In pairs, think and share your views on the aspects of the lesson *(including GESI and ICT)* that might be challenging for you in terms of new learning.	**25 mins**

	2.7 Discuss how the challenges noted could be addressed for smooth lesson delivery. 2.8 In your groups identify other applicable, feasible, digital and GESI *(particularly for persons with SEN)* responsive resources apart from those prescribed in the course manual that could be used in teaching the lesson. E.g., Guidance Notes for Integrating GESI and NTEAP	
3. Teaching, learning and assessment activities for the lesson • 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,	3.1 Identify and discuss the appropriate assessment activities *(**Subject projects:** Conduct a mini data collection activity during STS, Use any or a combination of pen and paper methods or live methods; **subject portfolios:** mini action research report)* which align to the NTEAP and as required in the course manual for Lesson 5. 3.2 In your mixed ability or gender groups discuss and share your views on how to integrate GESI, and ICT in the assessment activities. *(e.g., mixed ability and mixed gender groupings to conduct a mini data collection activity during STS; making provision for persons with special education needs; using power point to present group report).* 3.3 Share your views on how the assessment activities relate to the course assessment components. 3.4 Discuss which, and where 21st century core and transferrable skills are developed or applied in Lesson 5.*(e.g., collaboration, co-operation, teamwork, tolerance, honesty, listening, writing, speaking, communication, digital literacy, reporting skills etc.).* 3.5 Identify links in the existing PD Themes on Action Research and Questioning that could be of great help in teaching Lesson 5.	**40 mins**
4. Evaluation and review of session: • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues	4.1 Recap the main issues in the lesson and discuss any outstanding issues for clarification. 4.2 Practice the use of software in analysing quantitative and qualitative data. 4.3 Read on the lesson for the next PD session, and look for relevant materials/resources to be used.	**5 mins**

	4.4 Identify a critical friend (if any) who took part in the PD session (if any) to observe the lesson using lesson observation guide, and report during next PD session.	
Course assessment in accordance with the NTEAP: SWL need to review assessment in 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.	**Subject Projects** Conduct a mini data collection activity during STS using any or a combination of pen and paper methods or live methods. **Subject Portfolio** Write a 12-paged double spacing mini–Action Research proposal on a topic based on an experience during STS The proposal must have an appendix for a proposed tool (Interview guide, test, observation guide etc) to be used in collecting preliminary data to conduct a mini–Action Research for either early grade, upper primary, or Junor High School learners as applicable.

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

Tutor PD Session for Lesson 6 in the Course Manual

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance Notes on 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 • 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	1.1 Participate in the ice-breaker to warm up for the PD session. 1.2 Discuss and share your views on how beneficial the previous PD session was to the delivery of Lesson 5, especially on issues of GESI, NTEAP, and ICT. 1.3 Share with your colleagues, the challenges you faced in the delivery of Lesson 5, especially in relation to the integration of GESI, NTEAP, and ICT issues. 1.4 Read and discuss the overview and the purpose of Lesson 6. 1.5 In pairs, discuss and share your views on some cross cutting issues *(e.g inquiry, analytical, report writing, presentation, communication, and collaboration skills; as well as, attention and care skills through mixed ability/gender group activities)*, to be considered in Lesson 6, and suggest how to integrate them. 1.6 In your mixed ability or mixed gender groups, discuss and share your views on the distinctive aspects of Lesson 6 *(e.g., identification of various aspects of action research report).* 1.7 Read and discuss the introductory sections of the lesson up to the learning outcomes and the learning indicators for early grade, upper primary, and JHS. Prompt tutors to check how they are aligned. **(NTS 3a, 3b, 3c, 3e, 3f, 3g, 3i)**.	**20 mins**

	1.8 Read the lesson description for Lesson 6 for early grade, upper primary, and JHS, and discuss the main issues to be learned. *(e.g., procedures for writing an Action Research project; application of the procedures for writing Action Research; stages in writing Action Research report).*	
	1.9 Share your views on the possible challenges to be faced when writing an Action Research report bearing in mind issues on GESI and ICT, and suggest ways of addressing them.	
2. Concept Development (New learning likely to arise in this lesson): • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept.	2.1 Share your views on the issues learned in the previous PD session/lesson. 2.2 In your mixed ability or mixed gender groups, discuss and share your views on the format used in presenting the preliminary pages of an Action Research report *(declaration; acknowledgements; dedication; table of contents; list of tables; list of figures; list of diagrams; abstract).* 2.3 Discuss the components and processes of Chapter One (Introduction) of an Action Research report. *Components to be discussed are: background to the study; perceived problem; diagnosis of the problem in terms of evidence and causes; statement of the problem; purpose of the study; objectives; research questions; significance of the study; delimitations; definition of terms; organisation of the chapters of the study.* 2.4 In your mixed ability or mixed gender groups, surf the internet or visit the library to identify a sample of an Action Research report and review the various components of the preliminary pages and Chapter One (Introduction) for discussion and peer assessment. 2.5 In pairs, identify aspects of the lesson (*including GESI and ICT)* that could be a hinderance in terms of new learning, and suggest how these challenges could be addressed. 2.6 In your mixed ability or mixed gender groups, identify other appropriate GESI responsive resources (*particularly for persons with SEN)* apart from those required in the course manuals that could be used in teaching the lesson. E.g., NTEAP, Guidance Notes for integrating GESI.	**25 mins**

3. Teaching, learning and assessment activities for the lesson • 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,	3.1 In your mixed ability or gender groups, identify and discuss the appropriate assessment activities *(subject projects: mixed ability/gender groups to surfing the internet to download an action research report and discuss the components of the preliminary pages, and chapter one for peer critiquing; subject portfolios: semester project on writing chapter one of an action research)* which align to the NTEAP and as required in the course manual for Lesson 6. 3.2 In your mixed ability or gender groups discuss and share your views on how to integrate GESI, and ICT in the assessment activities. 3.3 Share your views on how the assessment activities relate to the course assessment components and the NTEAP. 3.4 Discuss which 21st century core and transferrable skills *(e.g., collaboration, co-operation, teamwork, tolerance, honesty, listening, writing, speaking, communication, digital literacy, reporting skills etc.)* are developed or applied in Lesson 6. 3.5 Identify links in the existing PD Themes on Action Research and Questioning that could be of great help in teaching Lesson 6.	**40 mins**
4. Evaluation and review of session: • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues	4.1 Summarise the main issues raised in the PD session, and discuss any outstanding issues for clarification. 4.2 Read on the lesson for the next PD session, and look for relevant materials/resources to be used. 4.3 Identify a critical friend (if any) who took part in the PD session to observe your lesson using lesson observation guide, and report during next PD session	**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.	**Subject Project** In mixed ability/gender groups students should surf the internet to download an action research report or visit the library to review the components of the preliminary pages, and Chapter One of an Action Research report for power point presentation in class for peer critiquing. **Subject Portfolio** Individual writing and submission of Chapter One of an Action Research as semester project.	

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

Lesson Title:

Writing Action Research Report (Literature Review)

Tutor PD Session for Lesson 7 in the Course Manual

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance Notes on 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 • 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	1.1 Individually, reflect on the previous PD session and share your experiences especially how you integrated GESI in your teaching. 1.2 Read the lesson description for lesson 7 and discuss the main purpose. 1.3 In your pairs, discuss the distinctive features of the lesson. 1.4 Read the introductory sections up to learning outcomes. 1.5 Do you have any unresolved issues?	**10 mins**

2. Concept Development (New learning likely to arise in this lesson): • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept.	2.1 In your groups, identify and discuss the key concepts in the lesson. 2.2 Are there aspects of the lesson whose teaching may pose a challenge to you? 2.3 In your pairs, identify and discuss resources for the teaching and learning of the concepts. 2.4 How can GESI be integrated into the lesson?	**25 mins**
3. Teaching, learning and assessment activities for the lesson • 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,	3.1 Read the teaching and learning activities section in the course manual and identify areas that require clarification. 3.2 Discuss in pairs how the activities and strategies can be used to enhance the core and transferable skills (like digital literacy, collaboration, and critical thinking) and GESI in lesson delivery in both the Colleges of Education B.Ed. and the Basic School Curricula. 3.3 Discuss the assessment instruments and procedures used in this lesson for assessing student teachers and ensure they are aligned with the NTEAP. 3.4 From the discussion, demonstrate how you will use specific examples of continuous assessment to assess the learning of student teachers in class. E. g. Demonstrate how to do an empirical review of literature. 3.5 In your groups, discuss the main teaching and learning resources available in Lesson 7 and how you will use them effectively to promote learning at both the new 4-year B. Ed and Basic School Curricula.	**40 mins**
4. Evaluation and review of session: • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation	4.1 Are there any outstanding issues to be resolved? 4.2 Read lesson 8 from the PD manual and find relevant materials for the next session.	**5 mins**

• In the case of unresolved issues		
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.	**Subject Portfolio:** Individuals should review 5 articles on an identified classroom related problem. They should indicate problem investigated, purpose of the study, research questions, methodology and some findings of each.	

Lesson Title:
Writing Action Research Report (Methodology)

Tutor PD Session for Lesson 8 in the Course Manual

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance Notes on 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** • 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	1.1 On your stick-on sheets, individually write at least 4 main issues discussed during the previous PD session on Writing Action Research Report (Literature Review) and share with the whole group. 1.2 Share your experiences in teaching unit 7. 1.3 Read the lesson description for lesson 8 and discuss the main purpose. 1.4 Using shower thoughts, discuss the distinctive features of lesson 8. 1.5 Do you have any unresolved issues?	

2. Concept Development (New learning likely to arise in this lesson): • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept.	2.1 Using concept cartoons, discuss the various implementation interventions (instruments, type of data collected; ethical issues; problems in data collection; method of data analysis to be used). 2.2 Are there aspects of the lesson whose teaching may pose a challenge to you? 2.3 In your groups, identify and discuss resources for the teaching and learning of lesson 8. 2.4 How can GESI be integrated in teaching lesson 8?	**25 mins**
3. Teaching, learning and assessment activities for the lesson • 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,	3.1 Read the teaching and learning activities section in the course manual and identify areas that require clarification. 3.2 Discuss in groups how the activities and strategies can be used to enhance the core and transferable skills (such as collaboration, digital literacy, communication, etc.) and GESI in the lesson delivery in both the Colleges of Education B.Ed. and the Basic School Curricula. 3.3 Read the assessment section in the course manual. 3.4 Discuss how the assessment instruments and procedures suggested in the course manual align with the NTEAP. 3.5 Discuss the continuous assessment activities you will take student teachers through during the lesson. 3.6 Demonstrate how you will assist student teachers to use a given sampling technique to select the sample for an imaginary study. 3.7 Read the teaching and learning resources section in the course manual for teaching lesson 8 and discuss how you will use them effectively to promote learning at both the new 4-year B. Ed and Basic School Curricula.	**40 mins**
4. Evaluation and review of session: • Identification of any outstanding issues relating to this lesson	4.1 Summarise the main issues in the PD session and discuss any outstanding issues that relate to it for clarification. 4.2 Read on PD session 9.	**5 mins**

for clarification • Advance preparation • In the case of unresolved issues	4.3 Remember to identify a critical friend to sit in your class during lesson delivery and report on his/her observations for discussion during next PD session.	
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 9 in the Course Manual

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

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance Notes on 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 • 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	1.1 Share your views on how useful PD session 8 was (including issues on the NTEAP) to the delivery of the previous lesson. 1.2 One critical friend should briefly report how tutors made use of issues discussed in PD session 8 in the delivery of Lesson 8 in the course manual. 1.3 Share your views on the challenges you faced delivering lesson 8 and how these challenges could be addressed in lesson 9. 1.4 Read and discuss the overview and the purpose of the PD session for Lesson 9. 1.5 Reflect on the need to make use of cross cutting themes (GESI, and ICT) in lessons. 1.6 Suggest ways to integrate issues on GESI and ICT in Lesson 9. 1.7 In two groups, share your views on the important or distinctive aspects of Lesson 9.	

2. Concept Development (New learning likely to arise in this lesson): • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept.	2.1 Read the lesson description for Lesson 9 and discuss the main issues to be learned in the lesson. 2.2 In two groups (considering gender representation, where applicable) identify the practical approaches to synthesising the data and presenting data from pupils' diaries, journal, photograph or videos. 2.3 Using concept cartoons, discuss the various ways used in interpretation of data and discussion, and how to answer research questions using analysed data. 2.4 Discuss how GESI can be integrated into the lesson.	**25 mins**
3. Teaching, learning and assessment activities for the lesson • 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,	3.1 Discuss the suggested teaching and learning activities to be used in teaching lesson 9, and how they will promote the content delivery of the lesson, including issues on GESI and ICT and show how student teachers can be helped to use same or similar activities to support the delivery of the Basic School Curriculum through STS activities. 3.2 Discuss the appropriateness of the activities and strategies and how they will be used to enhance the core and transferable skills (e.g., critical thinking, problem solving, communication, collaboration, digital literacy), and GESI in the lesson and show how they will guide student teachers to support basic school learners to develop these skills through STS activities. 3.3 Identify the appropriate and feasible learning resources (as suggested in the course manual that will enhance the achievement of the learning outcomes and indicators for the lesson. 3.4 Two of you should model a selected activity in a teaching situation for lesson 9. 3.5 Read the assessment components of the lesson of the course manual and compare with the components prescribed in the NTEAP and review as appropriate, highlighting the relevance of the subject project and the subject portfolio. 3.6 Suggest some continuous assessment activities which can be used to assess student teachers during the teaching of lesson 9.	**40 mins**

	3.7 One of you should come forward and demonstrate how to use one of the suggested continuous assessment activities to assess student teachers during the teaching of lesson 9.	
4. Evaluation and review of session: • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues	4.1 Recap the session on lesson 9. 4.2 Are there any outstanding issues to be resolved? 4.3 Read lesson 10 from the PD manual and find relevant materials for the next session.	**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 10 in the Course Manual lesson

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

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance Notes on 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 • 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	1.1 Share your views on how usefulness the previous PD session was and how it facilitated your lesson delivery over the week 1.2 Reflect and provide feedback on the challenges encountered in implementing the previous PD session over the week and suggest and how you intend to overcome them 1.3 As a critical friend, share with the group your observation on the enacted lesson. 1.4 Read the introductory aspect of lesson 10 (up to the learning outcomes and their corresponding indicators) and ensure they align, discuss issues that may arise, noting the relevance of student teachers' previous knowledge on which lesson 10 can be built on. 1.5 In pairs, discuss the important or distinctive features of the lesson and share ideas with the group *(refer to lesson 10 of course manual (NTECF, NTS 3b, 3e, 3f, 3g, 3i, 3j, 3l).)*	

2. Concept Development (New learning likely to arise in this lesson): • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept.	2.1 list the major concepts to be covered in the lesson, share with group and clarify issues that may arise for discussion and clarification. 2.2 Identify and brainstorm on strategies that can be used in the enactment of the lesson 2.3 Discuss challenges you are likely to encounter when presenting the topics in lessons 10 and what could be done to minimise them. 2.4 Identify the resources needed for the successful implementation of lesson 10, ensuring that the meet GESI specification and ICT *(web, power point slides illustrations that are GESI sensitive etc.)*	**25 mins**
3. Teaching, learning and assessment activities for the lesson • 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,	3.1 Refer to lesson 10 of the course manual and study the suggested teaching and learning activities for the lesson and discuss any area that may need clarification. 3.2 Suggest additional teaching and learning activities in line with the LOs and the corresponding LIs to be used the lesson enactment to be used in the lesson taking into account GESI *(e.g., paying attention to both males and female and SEN: ICT e.g., videos, internet)* 3.3 Study the assessment strategies suggested in the course manual for teaching the lesson and review these in line with and the NTEAP and GESI. 3.4 Identify additional modes of assessments that can be used in the lesson and which align to the NTEAP *(refer to PD theme 7- assessing the teacher trainee)* and ensure that they meet GESI requirement. 3.5 Identify potential challenges in teaching lesson 10 and the way forward *(including GESI and ICT) especially the accessibility to computers and utilisation of software by student teachers with SEN in their inquiry studies during STS activities.* 3.6 Refer to previous PD manuals and note down appropriate teaching strategies that can support the delivery of lesson 10. *Example, theme 7 (the tutor as a researcher)* 3.7 Identify appropriate teaching and learning resources for teaching lesson and how you can develop them, taking	**40 mins**

	into consideration ICT and GESI *(ensuring that traditional gender roles are not reinforced and that resources and that equally distributed) Refer to PD theme 1- Creative approaches.* 3.8 Discuss how you can incorporate core and transferable skills in your teaching of the lesson and show how you will guide student teachers to develop these skills through *STS activities, child study and action research projects.*	
4. Evaluation and review of session: • identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues	4.1 Recap the main concepts discussed in the session. 4.2 Read further on the concepts discussed and note any outstanding issues for clarification(s). 4.3 Identify a critical friend from the same or related area, to observe your lesson during the enactment and remind the critical friend to share his/her observation during the next PD session with the group.	**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 11 in the Course Manual

Lesson Topic:
Critical Issues in Action Research

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance Notes on 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 • 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	1.1 Share your experiences (both high and low) from the previous week's lesson with members. 1.2 As a critical friend share your observation of the enacted lesson with the entire group 1.3 Read the overview and main purpose of lesson 11 in the course manual taking note of *(NTS 3b, 3e, 3f, 3g, 3i,& 3j).* 1.4 Write at least 2 GESI and ICT issues within the lesson overview and compare with your elbow partners 1.5 Identify and write two distinctive aspects of lesson 11 and discuss these with the group 1.6 Read the sections from the introduction up to learning outcomes and corresponding indicators, discuss issues noted and indicate the nature of student teachers' relevant previous knowledge this lesson can be built on.	

2. Concept Development (New learning likely to arise in this lesson): • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept.	2.1 Scan through the lesson in the course manual to identify and discuss the main concepts of the lesson *(summary, conclusions and recommendations).* 2.2 Generate likely challenges to be encountered in teaching the lesson and suggest possible solutions to minimise them particularly the incorporation of GESI pedagogy and IC *(e.g., accessibility to computers and utilisation of software-JAWS by student teachers with SEN in their inquiry studies during STS activities).* 2.3 Brainstorm on possible teaching strategies that will support an effective enactment of the lesson *(e.g., using shower thought, diamond nine, presentations etc.) Remind tutors to make reference to PD Theme 1 – creative approaches* and as well address GESI (*by considering both minority and majority groups in the choice and use of these strategies*) 2.4 Share your experiences on the practical and theoretical matters of action research using power point slides and ensuring that they GESI compliant *(using gender responsive language and graphics in the presentation).* Focus your presentations on planning, monitoring and evaluation. 2.5 Identify the resources mentioned in the course manual and suggest other appropriate additional ones that can be used in the lesson *(computers, projectors, SPSSS JAWS, STS portfolios, NTS etc.)*	**25 mins**
3. Teaching, learning and assessment activities for the lesson • 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	3.1 Identify and discuss the suggested teaching and learning activities for the lesson in each the course manuals (lower grade, upper grade and JHS. 3.2 Note and discuss areas that require further clarification 3.3 Identify the assessment opportunities stated in the various Course manuals and ensure they are aligned to the NTEAP. 3.4 Identify additional modes of assessments that can be used in the lesson and which align to the NTEAP *(refer to PD theme 7- assessing the teacher trainee)* 3.5 Identify appropriate teaching and learning resources for teaching the lesson and how to develop them, taking into consideration ICT *(power point presentation slides, how to surf the internet for* information) and GESI *(use GESI sensitive graphics and language in the presentation)*	**40 mins**

examination (40%) • Working through one or two activities,	3.6 Discuss ways of incorporating core and transferable skills in the teaching of the lesson and show how they will guide student teachers to develop and use these skills *(in STS activities, child study and action research projects at the basic schools).*	
4. Evaluation and review of session: • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues	4.1 Recap the main concepts discussed in the session. 4.2 Read further on the concepts explained and note any issues for clarification(s), and remember to prepare for the next PD session. 4.3 Identify a critical friend from the same or related area, to observe their lesson during the enactment. Let the critical friend share his/her observation during the next PD session	**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 12 in the Course Manual

Lesson Topic:
Proposal for an Action Research

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance Notes on 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 • 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	1.1 Tell your colleagues how useful the previous PD sessions (session 1 - 11) were and how they influenced your teaching over the weeks 1.2 As a critical friend, share with the group your observation on the enacted lesson. 1.3 Read the overview and purpose of lesson 12 in the course manual taking note of *(NTS 3b, 3e, 3f, 3g, 3i, & 3j)*. Write at least 2 GESI and 2 ICT issues within the lesson overview and compare with your elbow partners 1.4 Brainstorm and later discuss the main purpose of the current PD Session (session 12) and the lesson 12 in the course manuals. 1.5 Discuss the main learning outcomes and the learning indicators raised in lesson 12 and ensure their proper alignment. You may ask questions for clarification. 1. 6 Identify and write two distinctive aspects of lesson 12 and discuss these with the *group (E- Portfolio)* 1.7 Identify and discuss areas and nature of student teachers' relevant previous knowledge this lesson can be built on. *(Student teachers have undertaken child study in schools)*	

2. Concept Development (New learning likely to arise in this lesson): • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept.	2.1 Read the lesson in the course manual to identify and discuss the main concepts of the lesson *(action research proposal E-Portfolio).* 2.2 Identify and discuss familiar and unfamiliar concepts related to writing action research proposal. 2.2 Write your understanding of critical issues to be considered in writing an action research proposal and possible biases and prejudices student teachers may have about it. 2.3 Generate possible challenges and solutions of teaching the writing proposal for an action research and which student teachers may encounter in conducting child study at partner schools, particularly the incorporation of GESI and ICT 2.4 Identify and share issues to look out for when supporting student teachers in action research proposal presentation. Remind tutors to address GESI by considering *(both minority and majority groups)* and encourage students' use of ICT *(power point presentation)* 2.5 Brainstorm on ways to guide students to create an e-portfolio using their Action Research Proposals 2.6 Share your experiences on the practical and theoretical matters of action research using power point slides and ensuring that they GESI compliant *(GESI sensitive language and graphics).* 2.7 Identify the resources mentioned in the course manual and suggest other ICT and GESI compliant ones appropriate for the lesson *(computers, projectors, SPSSS, JAWS, STS portfolios, NTS etc.)*	**25 mins**
3. Teaching, learning and assessment activities for the lesson • Reading of teaching and learning activities and identification of areas that require clarification • Reading of	3.1 Read the suggested teaching and learning activities for lesson 12 of each the course manuals (lower grade, upper grade and JHS) tell their appropriateness to the lesson. 3.2 Suggest additional teaching and learning activities in line with the lesson 12 LOs and LIs to be used in enactment of the lesson taking into account GESI pedagogy (e.g., paying attention to both males and female and SEN: ICT e.g., videos, use of internet)	**40 mins**

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,	3.3 Identify appropriate teaching and learning resources for teaching lesson 11 and how to develop them, taking into consideration ICT and *GESI (by using computers, power point presentation and ensuring that traditional gender roles are not reinforced and that resources will be equally distributed)* 3.4 Refer to the assessment section of lesson 12 in the course manual to find out whether it aligns to the NTEAP. 3.5 Ask tutors to discuss way of incorporating core and transferable skills in the teaching of the lesson and show how they will guide student teachers to and use them in STS activities, child study and action research projects. *(e.g., communicating appropriately to student teachers, giving student teachers challenging task to solve, using projectors to teach them)* 3.6 Identify potential challenges in enacting lesson 12 and the way forward (including GESI and ICT) especially the accessibility to computers and utilisation of software by student teachers with SEN in their inquiry studies during STS activities. 3.7 Discuss how you can incorporate core and transferable skills in their teaching of the lesson 12 and show how you will guide student teachers to develop these skills through STS activities and also to undertake action research projects at the basic schools.	
4. Evaluation and review of session: • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues	4.1 Recap the main concepts discussed in the session. 4.2 Read further on the concepts explained and note any issues for clarification(s). 4.3 Review the PD sessions for year three semester one and indicate how the sessions have impacted your teaching of the lessons in the course manuals *(EG, UP and JHS)*	**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	**Subject Project:** Submit a proposal for action research to be conducted taking into consideration the critical components of a proposal.	

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.	

Year Three Semester One
SPECIAL EDUCATION NEEDS (SEN)
Tutor Version of Weekly PD sessions

Lesson Title: Lesson 1
A: Inclusive Teaching Strategies
- **The Concept of Inclusive Education**

B: Practicum in Special Educational Needs
- **Teaching Sign Language**

Tutor PD Session for Lesson 1 in the Course Manual

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance Notes on 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 • Overview of subject/s age phase/s to be covered in this PD session and how it will be organized. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes	1.1 Tutors discuss the overview of the subject or learning area to be covered in this PD session. 1.2 Reflect and share experiences on how previous PD sessions aided you in your lesson delivery. 1.2.1 Make a list of what you learned in the PD sessions of Semester 2 year 2 and how they applied same in their teaching. Share what you have learned with the whole group 1.3 Think, pair and share your views on the concept of Inclusive education. 1.4 Read the section of the course manual on *important or distinctive features of the lesson(s)* 1.5 Tutors identify and discuss the relationship between *CLOs and LIs of lesson one in the course manual* 1.5.1 Identify and explain the benefits of practicing inclusive education in Ghana 1.5.2. Reflect, Identify and explain how inclusive education benefits various stakeholders of education in Ghana 1.5.3 Tutors discuss benefits of communicating effectively with learners with different types/categories of SEN at the JHS levels.	

2. **Concept Development (New learning likely to arise in this lesson):** • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept.	2.1 Tutors identify and discuss concepts in inclusive education and in communication 2.2 Tutors discuss some possible challenges in teaching the concept of Inclusive education and Augmentative and alternative communication. 2.3 Tutors discuss challenges in terms of new learning 2.4 Tutors identify some of resources needed for the teaching and learning of the concept of Inclusive education and alternative communication (sign language)	**25 mins**
3. **Teaching, learning and assessment activities for the lesson** • 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,	3.1 Read silently the teaching and learning activities and identify areas that require clarification. 3.2 Tutors brainstorm on teaching and learning activities and identify areas that require clarification. 3.3 Tutors read assessment activities in the manual and identify issues in assessment in alignment with the NTEAP and required course assessment: 3.4 Tutors, in various groups discuss how the different activities would be carried out in both CoE and basic school classroom to achieve the LOs and the LIs of the course manual for lesson 1. 3.5 Tutors discuss activities linked to CLOs and indicators, from the lesson that are likely to be most different from tutors' previous experience. For example, applying new content 3.6 Tutors refer to the NTEAP document and focus on subject portfolio and subject project especially. 3.7 Tutors identify issues for clarification or questions which might arise 3.8 Tutors identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied	**40 mins**

	3.9 Tutors refer to the existing PD Themes with page references	
	3.10 Tutors identify where power point presentations or other resources need to be developed to support learning and provide guidance	
	3.11 Tutors list resources required for any TLMs and provide guidance on development of these	
	3.12. Tutors discuss how GESI issues that relate to the teaching and learning activities of the lesson will be addressed: Noting that Inclusion in itself is a GESI issue	
4. Evaluation and review of session: • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues	4.1 Tutors identify any outstanding issues relating to this lesson for clarification 4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on observation during the next PD session. 4.3 Tutors read from the PD manual and look for relevant materials for the next session.	**5 mins**
Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring: subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.	Discuss possible ways by which to assess this course in alignment with NTEAP	

Lesson Title: Lesson 2
A: Inclusive Teaching Strategies
- **Key Elements in Inclusive Education**

B: Practicum in Special Educational Needs
- **Teaching Sign Language**

Tutor PD Session for Lesson 2 in the Course Manual

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance Notes on 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 • Overview of subject/s age phase/s to be covered in this PD session and how it will be organized. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes	1.1 Tutors discuss the overview of the subject or learning area to be covered in this PD session. 1.2 Tutors to reflect on how useful PD session for Lesson 1 was, to tutors in the delivery of their lessons 1.2.1 Tutors list what they learned in the PD sessions of previous lesson (1) and how they applied same in their teaching. Share what you have learned with the whole group 1.3 Think, pair and share your views on the key element of Inclusive education and the concept of communication. 1.4 Tutors read the section of the course manual on *important or distinctive features of the lesson(s)* 1.5 Tutors read the section of the course manual on *important or distinctive features of the lesson(s)* 1.6 Tutors identify and discuss the relationship between C*LOs and LIs of lesson one in the course manual* 1.6.1 Identify and explain the benefits of practicing inclusive education in Ghana 1.6.2. Reflect, Identify and explain how inclusive education benefits various stakeholders of education in Ghana 1.6.3 Tutors discuss benefits of communicating effectively with	

	learners with different types/categories of SEN at the JHS levels.	
2. Concept Development (New learning likely to arise in this lesson): • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept.	2.1 Tutors identify and discuss concepts in inclusive education and in communication 2.2 Tutors discuss some possible challenges in teaching the concept of Inclusive education and Augmentative and alternative communication. 2.3 Tutors discuss challenges in terms of new learning 2.4. Tutors identify some of resources needed for the teaching and learning of the concept of Inclusive education and alternative communication (sign language)	**25 mins**
3. Teaching, learning and assessment activities for the lesson • 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,	3.1 Read silently the teaching and learning activities and identify areas that require clarification. 3.2 Tutors brainstorm on teaching and learning activities and identify areas that require clarification 3.3 Tutors identify issues in assessment in alignment with the NTEAP and required course assessment: 3.4 In your various groups discuss how the different activities would be carried out in both CoE and basic school classroom to achieve the LOs and the LIs of the course manual for lesson 1. 3.5 Tutors discuss activities linked to LOs and indicators, from the lesson that are likely to be most different from tutors' previous experience. For example, applying new content 3.6 Tutors identify how any assessments relate to course assessment component 3.7 Tutors identify issues for clarification or questions which might arise 3.8 Tutors identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied	**40 mins**

	3.10 Refer to the existing PD Themes with page references	
	3.11 Tutors identify where power point presentations or other resources need to be developed to support learning and provide guidance	
	3.12. List resources required for any TLRs and provide guidance on development of these	
4. Evaluation and review of session: • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues	4.1 Tutors identify any outstanding issues relating to this lesson for clarification 4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on observation during the next PD session. 4.3 Read from the PD manual and look for relevant materials for the next session.	**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.	Discuss possible ways by which to assess this course in alignment with NTEAP	

Lesson Title: Lesson 3
A: Inclusive Teaching Strategies
- **Barriers to Learning**

B: Practicum in Special Educational Needs
- **Basic Sign Language Interpreting**

Tutor PD Session for Lesson 3 in the Course Manual

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance Notes on 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 • Overview of subject/s age phase/s to be covered in this PD session and how it will be organized. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes	1.1 Tutors discuss the overview of the subject or learning area to be covered in this PD session. 1.2 Tutors to reflect on how useful PD session for Lesson 2was, to tutors in the delivery of their lessons 1.2.1 Tutors list what they learned in the PD sessions of previous lesson (2) and how they applied same in their teaching. Share what you have learned with the whole group Tutors share their views on the Barriers to Learning, the concepts of communication and sign language interpreting. 1.3 Read the section of the course manual on *important or distinctive features of the lesson(s)* 1.4 Tutors identify and discuss the relationship between *LOs and LIs of lesson one in the course manual* 1.5 Identify and explain the benefits of practicing inclusive education in Ghana 1.5.1 Reflect, Identify and explain how inclusive education benefits various stakeholders of education in hana 1.5.2 Tutors discuss benefits of communicating effectively with learners with different types/categories of SEN at the JHS levels.	**10 mins**

2. Concept Development (New learning likely to arise in this lesson): • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept.	2.1 Tutors identify and discuss barriers to learning and augmentative and alternative communication. 2.2 Tutors discuss some possible challenges in teaching the concept of barriers to learning and Augmentative and alternative communication (sign language interpreting). 2.3 Tutors discuss challenges in terms of new learning 2.4 Tutors identify some of resources needed for the teaching and learning of the barriers to learning and alternative communication (sign language)	**25 mins**
3. Teaching, learning and assessment activities for the lesson • 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,	3.1 Read silently the teaching and learning activities and identify areas that require clarification. 3.2 Tutors brainstorm on teaching and learning activities and identify areas that require clarification 3.3 Tutors identify issues in assessment in alignment with the NTEAP and required course assessment: 3.4 In your various groups discuss how the different activities would be carried out in both CoE and basic school classroom to achieve the LOs and the LIs of the course manual for lesson 1. 3.5 Tutors discuss activities linked to LOs and indicators, from the lesson that are likely to be most different from tutors' previous experience. For example, applying new content 3.6 Tutors identify how any assessments relate to course assessment component 3.7 Tutors identify issues for clarification or questions which might arise 3.8 Tutors identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied 3.9 Refer to the existing PD Themes with page references	**20 mins**

	3.10 Tutors identify where power point presentations or otherresources need to be developed to support learning and provide guidance 3.11 List resources required for any TLMs and provide guidance on development of these	
3. Evaluation and review of session: • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues	4.1 Tutors identify any outstanding issues relating to this lesson for clarification 4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on observation during the next PD session. 4.3 Read lesson 3 from the PD manual and look for relevant materials for the next session.	**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.	Discuss possible ways by which to assess this course in alignment with NTEAP	

Lesson Title: Lesson 4

A: Inclusive Teaching Strategies
- **The National Basic Education Curriculum for Junior High School Level**

B: Practicum in Special Educational Needs
- **Basic Sign Language Interpreting**

Tutor PD Session for Lesson 4 in the Course Manual

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance Notes on 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 • Overview of subject/s age phase/s to be covered in this PD session and how it will be organized. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes	1.1 Tutors discuss the overview of the subject or learning area to be covered in this PD session. 1.2 Tutors to reflect on how useful PD session for Lesson 3 was, to tutors in the delivery of their lessons 1.2.1 Tutors list what they learned in the PD sessions of previous lesson and how they applied same in their teaching. Share what you have learned with the whole group 1.3 Tutors share their views and understandings on The National Basic Education Curriculum for Junior High Schools sign language interpreting, communication and skills in communicating effectively with learners with different types/categories of SEN at the JHS levels. 1.4 Read the section of the course manual on *important or distinctive features of the lesson(s)* 1.5 Tutors identify and discuss the relationship between *LOs and LIs of lesson one in the course manual* 1.5.1 Identify and explain the benefits of the National Basic Education Curriculum 1.5.2. Tutors identify and explain the benefits of sign language Interpreting 1.5.3 Tutors discuss benefits of communicating effectively with learners with different types/categories of SEN at the JHS levels.	

2. Concept Development (New learning likely to arise in this lesson):
• Identification and discussion of concepts
• Identification of possible challenging areas in teaching of the concept.
• Identification of needed resources for the teaching and learning of the concept.
	2.2 Read through the lesson descriptions, possible barriers, and purpose of the lesson to the whole group.
	
	2.1 Tutors discuss the importance of spoken linguistics with specific reference to sign language
	
	2.2 Tutors discuss the goals, objectives and components of the National Basic Education Curriculum for JHS Level as well as the teaching and learning activities defined in it.
	
	2.3 Tutors discuss the challenging areas in teaching of concepts in the lesson (Reference to the Course Manual) e.g. challenges with internet connectivity, -Large Class Sizes, Lack of sign language teachers/Interpreters inadequate equipment to support of sign language teaching e.g., sign language mirrors
	
	2.4 Tutors discuss challenges in terms of new learning e.g.
	   -Tutors' misconception:
	   - Lack of interest in learning sign language
	   - misconception that sign language is difficult to learn
	   - Unavailability of relevant assistive technology for demonstration purposes
	
	2.5. Tutors identify some of Ask Tutors to discuss some of resources needed for the teaching and learning of the concepts in the lesson e.g.
	   -Resource Persons needed to facilitate teaching sessions
	   -Specialized equipment/Technology for demonstration purposes (e,g, sign language mirrors; sign language dictionaries; Laptops; projectors
		25 mins

3. Teaching, learning and assessment activities for the lesson • 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	3.1 Read silently the teaching and learning activities and identify areas that require clarification. 3.2 Tutors brainstorm on teaching and learning activities and identify areas that require clarification 3.3 Tutors identify issues in assessment in alignment with the NTEAP and required course assessment: 3.4 In your various groups discuss how the different activities would be carried out in both CoE and basic school classroom to achieve the LOs and the LIs of the course manual for he lesson.	**40 mins**

assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) • Working through one or two activities,	3.5 Tutors discuss activities linked to LOs and indicators, from the lesson that are likely to be most different from tutors' previous experience. For example, applying new content 3.6 Tutors identify how any assessments relate to course assessment component 3.7 Tutors identify issues for clarification or questions which might arise 3.8 Tutors identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied 3.9 Tutors to make links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material 3.10 Tutors identify where power point presentations or other resources need to be developed to support learning and provide guidance 3.11 List resources required for any TLMs and provide guidance on development of these	
4. Evaluation and review of session: • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues	4.1. Tutors identify any outstanding issues relating to this lesson for clarification 4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on observation during the next PD session. 4.3 Read from the PD manual and look for relevant materials for the next session.	**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	Discuss possible ways by which to assess this course in alignment with NTEAP	

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

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

Tutor PD Session for Lesson 5 in the Course Manual

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance Notes on 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 • Overview of subject/s age phase/s to be covered in this PD session and how it will be organized. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes	1.1 Tutors discuss the overview of the subject or learning area to be covered in this PD session. 1.2 Tutors reflect on how useful PD session for the previous lesson was, to them in the delivery of their lessons 1.2.1 Tutors list and discuss with the whole group, what they learned in the PD sessions of previous lesson and how they applied same in their teaching. 1.3 Tutors share your views and understandings on Curriculum differentiation and adaptation at Junior High Schools for Junior High Schools 1.4 Tutors share your views and understandings on the concept of Sign language interpreting and skills in communicating effectively with learners with different types/categories of deaf and hard of hearing at the JHS levels. 1.5 Tutors read the section of the course manual on *important or distinctive features of the lesson(s)* For example, Content differentiation, Teaching differentiation, Assessment differentiation and Selection of teaching/learning materials **B.** skills in interpreting in sign language for learners who are deaf and hard of hearing in JHS.	

	1.6 Tutors identify and discuss the relationship between *LOs and LIs of lesson one in the course manual* 1.6.1 Tutors discuss the following 　**A.** Content differentiation, Teaching differentiation, Assessment differentiation and Selection of teaching/learning materials 　**B.** skills in interpreting in sign language for learners who are deaf and hard of hearing in JHS. 　**C.** benefits of sign language Interpreting to learners who are deaf and hard of hearing in JHS	
2. Concept Development (New learning likely to arise in this lesson): • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept.	2.1 Tutors discuss the following: 　i) goals and objectives of Curriculum Differentiation and Adaptation for JHS Level; 　ii) the major components- Content differentiation, Teaching differentiation, Assessment differentiation　-selection of teaching/learning materials of the National Basic Education Curriculum for JHS Level that require Curriculum Differentiation and Adaptation. 　- how content differentiation, teaching differentiation, assessment differentiation and selection of teaching/learning materials for JHS Level for learners with SEN are done. 2.2 Tutors discuss the goals, objectives and components of the National Basic Education Curriculum for JHS Level as well as the teaching and learning activities defined in it. 2.3 Tutors read the literature on sign language interpreting skills and write notes them. 2.4 Tutors pair and interpret sign language to each other (Reference Course Manual) 2.5 Tutors discuss the possible challenges in teaching of the concepts in the lesson 　e.g. challenges with internet connectivity, -Large Class Sizes, Lack of sign language teachers/Interpreters inadequate equipment to support of sign language teaching e.g., sign language mirrors 2.6 Tutors discuss challenges in terms of new learning e.g. 　-Tutors' misconception: 　- Lack of interest in learning sign language 　- misconception that sign language is difficult to learn 　-Unavailability of relevant assistive technology for demonstration purposes	**25 mins**

	2.7 Tutors discuss some of resources needed for the teaching and learning of the concepts in the lesson e.g. -Resource Persons needed to facilitate teaching sessions -Specialized equipment/Technology for demonstration purposes (e,g, sign language mirrors; sign language dictionaries; Laptops; projectors	
2. Teaching, learning and assessment activities for the lesson • 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,	3.1 Tutors read silently, the teaching and learning activities of the lesson from the course manual and identify areas that require clarification. 3.2 Tutors brainstorm on teaching and learning activities and identify areas that require clarification 3.3 Tutors identify issues in assessment in alignment with the NTEAP and required course assessment: 3.4 Tutors in their various groups discuss how the different activities would be carried out in both CoE and basic school classroom to achieve the LOs and the LIs of the course manual for the lesson. 3.5 Tutors discuss activities linked to LOs and indicators, from the lesson that are likely to be most different from tutors' previous experience. For example, applying new content. 3.6 Tutors identify how any assessments relate to course assessment component 3.7 Tutors identify issues for clarification or questions which might arise 3.8 Tutors identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied 3.9 Tutors make links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material 3.10 Tutors identify where power point presentations or other resources need to be developed to support learning and provide guidance 3.11 List resources required for any TLMs and provide guidance on development of these.	**40 mins**

4. **Evaluation and review of session:** • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues	4.1 Tutors identify any outstanding issues relating to this lesson for clarification 4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on observation during the next PD session. 4.3 Read from the PD manual and look for relevant materials for the next session.	**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.	Discuss possible ways by which to assess this course in alignment with NTEAP	

Lesson Title: Lesson 6
A: Inclusive Teaching Strategies
- **Strategies for Teaching in Inclusive Classrooms at JHS Level (1)**

B: Practicum in Special Educational Needs
- **Braille (1)**

Tutor PD Session for Lesson 6 in the Course Manual

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance Notes on 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 • Overview of subject/s age phase/s to be covered in this PD session and how it will be organized. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes	1.1 Tutors discuss the overview of the subject or learning area to be covered in this PD session. 1.2 Tutors reflect on how useful the previous PD session was, in the delivery of their lessons. 1.2.1 Tutors list and discuss with the whole group, what they learned in the PD sessions of previous lesson and how they applied what they learned in their teaching. 1.3 Tutors share their views and understandings on Strategies for Teaching in Inclusive Classrooms at the JHS level 1.4 Tutors share their views and understandings on the concept of Braille as a skill and skills in communicating effectively with learners with different types/categories of blindness and low vision at the JHS levels. 1.5 Tutors read the section of the course manual on *important or distinctive features of the lesson(s)* For example, A. Pedagogical tools designed to meet the needs of all learners and Resource teachers' resourcefulness in inclusive classrooms. B. Ways to effectively teach learners who are blind and those with low vision. - appropriate techniques to employ in teaching learners who are blind and those with low vision. - Tutors identify and discuss the relationship between *LOs and LIs of lesson one in the course manual*	**10 mins**

2. Concept Development (New learning likely to arise in this lesson):
• Identification and discussion of concepts
• Identification of possible challenging areas in teaching of the concept.
• Identification of needed resources for the teaching and learning of the concept.
	2.1 Tutors discuss the following:
	  i) Pedagogical tools designed to meet the needs of all learners and Resource teachers' resourcefulness in inclusive classrooms.
	
	  ii) ways to effectively teach learners who are blind and those with low vision.
	  - appropriate techniques to employ in teaching learners who are blind and those with low vision.
	
	2.2 Tutors identify, explain and discuss:
	  (i) Strategies for Inclusive Classrooms at the JHS Level
	  (ii) the pedagogical tools designed to meet the needs of all learners in inclusive classrooms
	  (iii) Resource teachers' resourcefulness in inclusive classrooms in Ghana.
	
	2.3 Tutors:
	  (i) Reflect and produce a report on ways to effectively teach learners who are blind and those with low vision.
	
	  (ii) In groups, demonstrate appropriate techniques to employ in teaching learners who are blind and those with low vision. (Reference Course Manual)
	
	2.4 Tutors discuss the possible challenges in new learning e.g.
	  - Tutors' misconceptions:
	  - Lack of interest in learning Braille
	  - misconception that Braille is difficult to learn
	  - Unavailability of relevant assistive technology for demonstration purposes
	  e.g., Perkins Braille Machines, stylus and hand frames
	
	2.5 Tutors discuss resources needed for the teaching and learning of the concepts in the lesson e.g.
	  - Resource Persons needed to facilitate teaching sessions;
	  - Specialized equipment/Technology for demonstration purposes (e,g. Perkins Braille Machines, stylus and hand frames
	  - laptops; projectors
		25 mins

3. Teaching, learning and assessment activities for the lesson • Reading of teaching and learning	3.1 Tutors read silently, the teaching and learning activities of the lesson from the course manual and identify areas that require clarification. 3.2 Tutors brainstorm on teaching and learning activities and identify areas that require clarification	

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,	3.3 Tutors identify issues in assessment in alignment with the NTEAP and required course assessment: 3.4 Tutors in discuss how the different activities would be carried out in both CoE and basic school classroom to achieve the LOs and the LIs of the course manual for the lesson. 3.5 Tutors discuss activities linked to LOs and indicators, from the lesson that are likely to be most different from tutors' previous experience. For example, applying new content 3.6 Tutors identify how any assessments relate to course assessment component 3.7 Tutors identify issues for clarification or questions which might arise 3.8 Tutors identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied 3.9 Tutors make links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material 3.10 Tutors identify where power point presentations or other resources need to be developed to support learning and provide guidance 3.11 Tutors list resources required for any TLMs and provide guidance on development of these. e.g Laptops; smart phones; projectors; Braille machines, white canes, lenses, magnifying glasses	
4. Evaluation and review of session: • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues	4.1 Tutors identify any outstanding issues relating to this lesson for clarification 4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on observation during the next PD session. 4.3 Tutors read from the PD manual and look for relevant materials for the next session.	**5 mins**

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

Lesson Title: Lesson 7
A: Inclusive Teaching Strategies
- **Strategies and tools for inclusive Teaching (II)**

B: Practicum in Special Educational Needs
- **Braille (II)**

Tutor PD Session for Lesson 7 in the Course Manual

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance Notes on 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 • Overview of subject/s age phase/s to be covered in this PD session and how it will be organized. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes	1.1 Tutors discuss the overview of the subject or learning area to be covered in this PD session. 1.2 Tutors reflect on how useful the previous PD session was, in the delivery of their lessons. 1.2.1 Tutors list and discuss with the whole group, what they learned in the PD sessions of previous lesson and how they applied what they learned in their teaching. 1.3 Tutors share their views and understandings on Strategies and tools for inclusive Teaching (II) 1.4 Tutors share their views and understandings on the concept of Braille as a skill and skills in communicating effectively with learners with different types/categories of blindness and low vision at the JHS levels. 1.5 Tutors read the section of the course manual on *important or distinctive features of the lesson(s)* For example, Pedagogical tools designed to meet the needs of all learners and Resource teachers' resourcefulness in inclusive classrooms. Ways to effectively teach learners who are blind and those with low vision. - appropriate techniques to employ in teaching learners who are blind and those with low vision. 1.6 Tutors identify and discuss the relationship between *LOs and LIs of lesson one in the course manual*	**20 mins**

	1.6.1 Tutors discuss the following **A.** Pedagogical tools designed to meet the needs of all learners and Resource teachers' resourcefulness in inclusive classrooms. **B.** ways to effectively teach learners who are blind and those with low vision. - appropriate techniques to employ in teaching learners who are blind and those with low vision.	

2. Concept Development (New learning likely to arise in this lesson):
• Identification and discussion of concepts
• Identification of possible challenging areas in teaching of the concept.
• Identification of needed resources for the teaching and learning of the concept.
	1.2 Read through the lesson descriptions, possible barriers, and purpose of the lesson to the whole group.
	2.1 Tutors discuss the following:
	    i) Pedagogical tools designed to meet the needs of all learners and Resource teachers' resourcefulness in inclusive classrooms.
	    ii) ways to effectively teach learners who are blind and those with low vision.
	    - appropriate techniques to employ in teaching learners who are blind and those with low vision.
	
	2.2 Tutors identify, explain and discuss:
	    (i) Strategies for Inclusive Classrooms at the JHS Level
	    (ii) the pedagogical tools designed to meet the needs of all learners in inclusive classrooms
	    (iii) Resource teachers' resourcefulness in inclusive classrooms in Ghana.
	
	2.3 Tutors:
	    (i) Reflect and produce a report on ways to effectively teach learners who are blind and those with low vision.
	
	    (ii) In groups, demonstrate appropriate techniques to employ in teaching learners who are blind and those with low vision.
	    (Reference Course Manual)
	
	2.4 Tutors discuss the possible challenges in new learning e.g.
	    -Tutors' misconceptions:
	    - Lack of interest in learning Braille
	    - misconception that Braille is difficult to learn
	    -Unavailability of relevant assistive technology for demonstration purposes
	    e.g., Perkins Braille Machines, stylus and hand frames
	
	2.5 Tutors discuss resources needed for the teaching and learning of the concepts in the lesson e.g.
	    -Resource Persons needed to facilitate teaching sessions;
		25 mins

	-Specialized equipment/Technology for demonstration purposes (e,g. Perkins Braille Machines, stylus and hand frames -laptops; projectors.	
3. Teaching, learning and assessment activities for the lesson • 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,	3.1 Tutors read silently, the teaching and learning activities of the lesson from the course manual and identify areas that require clarification. 3.2 Tutors brainstorm on teaching and learning activities and identify areas that require clarification 3.3 Tutors identify issues in assessment in alignment with the NTEAP and required course assessment: 3.4 Tutors in theirvarious groups discuss how the different activities would be carried out in both CoE and basic school classroom to achieve the LOs and the LIs of the course manual for the lesson. 3.5 Tutors discuss activities linked to LOs and indicators, from the lesson that are likely to be most different from tutors' previous experience. For example, applying new content 3.6 Tutors identify how any assessments relate to course assessment component 3.7 Tutors identify issues for clarification or questions which might arise 3.8 Tutors identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied 3.9 Tutors make links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material 3.10 Tutors identify where power point presentations or other resources need to be developed to support learning and provide guidance 3.11 Tutors list resources required for any TLMs and provide guidance on development of these. e.g Laptops; smart phones; projectors; Braille machines, white canes, lenses, magnifying glasses	**40 mins**

3. Evaluation and review of session: • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues	4.1 Tutors identify any outstanding issues relating to this lesson for clarification 4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on observation during the next PD session. 4.3 Tutors read from the PD manual and look for relevant materials for the next session.	**5 mins**
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 essions.	Discuss possible ways by which to assess this course in alignment with NTEAP	

Lesson Title: Lesson 8
A: *Inclusive Teaching Strategies*
- **Components of Inclusive Schools and Classrooms**

B: *Practicum in Special Educational Needs*
- **Braille (III)**

Tutor PD Session for Lesson 8 in the Course Manual

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance Notes on 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 • Overview of subject/s age phase/s to be covered in this PD session and how it will be organized. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes	1.1 Tutors discuss the overview of the subject or learning area to be covered in this PD session. 1.2 Tutors reflect on how useful the previous PD session was, in the delivery of their lessons. 1.2.1 Tutors list and discuss with the whole group, what they learned in the PD sessions of previous lesson and how they applied what they learned in their teaching. 1.3 Tutors share their views and understandings on Components of Inclusive Schools and Classrooms 1.4 Tutors share their views and understandings on the concept of Braille as a skill and skills in communicating effectively with learners with different types/categories of blindness and low vision at the JHS levels. 1.5 Tutors read the section of the course manual on *important or distinctive features of the lesson(s)* For example, **A.** Pedagogical tools designed to meet the needs of all learners and Resource teachers' resourcefulness in inclusive classrooms. **B.** Ways to effectively teach learners who are blind and those with low vision. - appropriate techniques to employ in teaching learners who are blind and those with low vision. 1.6 Tutors identify and discuss the relationship between *LOs and LIs of lesson one in the course manual*	**10 mins**

	1.6.1 Tutors discuss the following **A.** Pedagogical tools designed to meet the needs of all learners and Resource teachers' resourcefulness in inclusive classrooms. **B.** ways to effectively teach learners who are blind and those with low vision. - appropriate techniques to employ in teaching learners who are blind and those with low vision.	
2. Concept Development (New learning likely to arise in this lesson): • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept.	2.1 Tutors discuss the following: i) Pedagogical tools designed to meet the needs of all learners and Resource teachers' resourcefulness in inclusive classrooms. ii) Components of Inclusive Schools and classrooms iii) ways to effectively teach learners who are blind and those with low vision. - appropriate techniques to employ in teaching learners who are blind and those with low vision. 2.2 Tutors identify, explain and discuss: (i) Components of Inclusive Schools and classrooms (ii) Strategies for Inclusive Classrooms at the JHS Level (iii) the pedagogical tools designed to meet the needs of all learners in inclusive classrooms (iv) Resource teachers' resourcefulness in inclusive classrooms in Ghana. 2.3 Tutors: (i) Reflect and produce a report on ways to effectively teach learners who are blind and those with low vision. (ii) In groups, demonstrate appropriate techniques to employ in teaching learners who are blind and those with low vision. (Reference Course Manual) 2.4 Tutors discuss the possible challenges in new learning e.g. -Tutors' misconceptions: - Lack of interest in learning Braille - misconception that Braille is difficult to learn -Unavailability of relevant assistive technology for demonstration purposes e.g., Perkins Braille Machines, stylus and hand frames 2.5 Tutors discuss resources needed for the teaching and learning of the concepts in the lesson e.g. - Resource Persons needed to facilitate teaching sessions;	**25 mins**

	- Specialized equipment/Technology for demonstration purposes (e,g. Perkins Braille Machines, stylus and hand frames - laptops; projectors	
3. Teaching, learning and assessment activities for the lesson • 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,	3.1 Tutors read silently, the teaching and learning activities of the lesson from the course manual and identify areas that require clarification. 3.2 Tutors brainstorm on teaching and learning activities and identify areas that require clarification 3.3 Tutors identify issues in assessment in alignment with the NTEAP and required course assessment: 3.4 Tutors in their various groups discuss how the different activities would be carried out in both CoE and basic school classroom to achieve the LOs and the LIs of the course manual for the lesson. 3.5 Tutors discuss activities linked to LOs and indicators, from the lesson that are likely to be most different from tutors' previous experience. For example, applying new content 3.6 Tutors identify how any assessments relate to course assessment component 3.7 Tutors identify issues for clarification or questions which might arise 3.8 Tutors identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied 3.9 Tutors make links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material 3.10 Tutors identify where power point presentations or other resources need to be developed to support learning and provide guidance 3.11 Tutors list resources required for any TLMs and provide guidance on development of these. e.g Laptops; smart phones; projectors; Braille machines, white canes, lenses, magnifying glasses	**40 mins**

4. **Evaluation and review of session:** • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues	4.1. Tutors identify any outstanding issues relating to this lesson for clarification 4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on observation during the next PD session. 4.3 Tutors read from the PD manual and look for relevant materials for the next session.	**5 mins**
Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring: subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.	Discuss possible ways by which to assess this course in alignment with NTEAP	

Lesson Title: Lesson 9
A: *Inclusive Teaching Strategies*
- **Individualized Learning Plans (ILPs) in Inclusive Education**

B: *Practicum in Special Educational Needs*
- **Braille (IV)**

Tutor PD Session for Lesson 9 in the Course Manual

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance Notes on 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 • Overview of subject/s age phase/s to be covered in this PD session and how it will be organized. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes	1.1 Tutors discuss the overview of the subject or learning area to be covered in this PD session. 1.2 Tutors reflect on how useful the previous PD session was, in the delivery of their lessons. 1.2.1 Tutors list and discuss with the whole group, what they learned in the PD sessions of previous lesson and how they applied what they learned in their teaching. 1.3 Tutors share their views and understandings on Components of Inclusive Schools and Classrooms 1.4 Tutors share their views and understandings on the concept of Braille as a skill and skills in communicating effectively with learners with different types/categories of blindness and low vision at the JHS levels. 1.5 Tutors read the section of the course manual on *important or distinctive features of the lesson(s)* For example, 　A.Pedagogical tools designed to meet the needs of all learners and 　Resource teachers' resourcefulness in inclusive classrooms. 　B. ways to effectively teach learners who are blind and those with low vision. 　- appropriate techniques to employ in teaching learners who are blind and those with low vision.	**10 mins**

	1.6 Tutors identify and discuss the relationship between *LOs and LIs of lesson one in the course manual*	

	1.6.1 Tutors discuss the following
	  A. Relevance of the Individualized learning plans (ILPs) in inclusive education at the JHS Level in Ghana
	  -How IEPs are developed and implemented for learners with SEN in inclusive schools.
	  B. ways to effectively teach learners who are blind and those with low vision.
	  - appropriate techniques to employ in teaching learners who are blind and those with low vision.
	  - types and categories of assistive and adaptive technology available for all learners with SEN.
	  -importance of Assistive Technology to learners with SEN
	  -How to design assistive and adaptive devices for learners who are blind and those with low vision	

2. Concept Development (New learning likely to arise in this lesson):
• Identification and discussion of concepts
• Identification of possible challenging areas in teaching of the concept.
• Identification of needed resources for the teaching and learning of the concept.
	2.1 Tutors discuss the following:
	  i) Relevance of the Individualized learning plans (ILPs) in inclusive education at the JHS Level in Ghana
	  -How IEPs are developed and implemented for learners with SEN in inclusive schools.
	  iii) ways to effectively teach learners who are blind and those with low vision.
	  - appropriate techniques to employ in teaching learners who are blind and those with low vision.
	  -types and categories of assistive and adaptive technology available for all learners with SEN.
	  -importance of Assistive Technology to learners with SEN
	  -How to design assistive and adaptive devices for learners who are blind and those with low vision
	
	2.2 Tutors discuss possible challenging areas in teaching of the concepts in the lesson.
	  e.g. challenges with internet connectivity, -Large Class Sizes, Lack of Braillers inadequate equipment to support of braille teaching e.g., Brailling machines, Magnifying glasses
	
	2.3 Tutorsdiscuss:
	  -Techniques in facilitating effective teaching and learning among earners who are blind or have low vision
	  -challenges in terms of new learning e.g.
	  -Tutors' misconceptions:
	  - Lack of interest in learning Braille
	  - misconception that Braille is difficult to learn
	  -Unavailability of relevant assistive technology for demonstration purposes
		25 mins

	e.g., Perkins Braille Machines, stylus and hand frames (Reference Course Manual)
	
	2.5 Tutors discuss resources needed for the teaching and learning of the concepts in the lesson e.g.
	   -Resource Persons needed to facilitate teaching sessions;
	   -Specialized equipment/Technology for demonstration purposes (e,g. Perkins Braille Machines, stylus and hand frames
	   -laptops; projectors	

3. Teaching, learning and assessment activities for the lesson • 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,	3.1 Tutors read silently, the teaching and learning activities of the lesson from the course manual and identify areas that require clarification. 3.2 Tutors brainstorm on teaching and learning activities and identify areas that require clarification 3.3 Tutors identify issues in assessment in alignment with the NTEAP and required course assessment: 3.4 Tutors in their various groups discuss how the different activities would be carried out in both CoE and basic school classroom to achieve the LOs and the LIs of the course manual for the lesson. 3.5 Tutors discuss activities linked to LOs and indicators, from the lesson that are likely to be most different from tutors' previous experience. For example, applying new content 3.6 Tutors identify how any assessments relate to course assessment component 3.7 Tutors identify issues for clarification or questions which might arise 3.8 Tutors identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied 3.9 Tutors make links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material 3.10 Tutors identify where power point presentations or other resources need to be developed to support learning and provide guidance	**40 mins**

	3.11 Tutors list resources required for any TLMs and provide guidance on development of these. e.g Laptops; smart phones; projectors; Braille machines, white canes, lenses, magnifying glasses	
3. Evaluation and review of session: • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues	4.1 Tutors identify any outstanding issues relating to this lesson for clarification 4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on observation during the next PD session. 4.3 Tutors read from the PD manual and look for relevant materials for the next session.	**5 mins**
Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring: subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.	Discuss possible ways by which to assess this course in alignment with NTEAP	

Lesson Title: Lesson 10
A: Inclusive Teaching Strategies
- **Benefits of Inclusive Education**

B: Practicum in Special Educational Needs
- **Braille (V)**

Tutor PD Session for Lesson 10 in the Course Manual

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance Notes on 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
• Overview of subject/s age phase/s to be covered in this PD session and how it will be organized. Including guidance on grouping tutors according to the subject/s, age phase/s.
• Reflection on previous PD Session (Introduction to the course manual/s)
• Introduction and overview of the main purpose of the lesson in the course manual/s
• Identification of important or distinctive aspects of the lesson/s
• Reading and discussion of the introductory sections up to learning outcomes
	1.1 Tutors discuss the overview of the subject or learning area to be covered in this PD session.
	
	1.2 Tutors reflect on how useful the previous PD session was, in the delivery of their lessons.
	
	1.2.1 Tutors list and discuss with the whole group, what they learned in the PD sessions of previous lesson and how they applied what they learned in their teaching.
	
	1.3 Tutors share their views and understandings on the Benefits of Inclusive Education
	
	1.4 Tutors share their views and understandings on Braille as a skill in communicating effectively with learners with different blindness and low vision.
	
	1.5 Tutors read the section of the course manual on *important or distinctive features of the lesson(s)*
	
	1.6 Tutors identify and discuss the relationship between *LOs and LIs of lesson one in the course manual*
	
	1.6.1 Tutors discuss the following
	    A. Benefits of Inclusive Education
	
	    B. Algebraic numbers in braille
		15 mins

| 2. **Concept Development (New learning likely to arise in this lesson):**
• Identification and discussion of concepts
• Identification of possible challenging areas in teaching of the concept.
• Identification of needed resources for the teaching and learning of the concept. | 2.1 Tutors discuss the following:
   i) Benefits of Inclusive Education

2.2 Tutors discuss possible challenging areas in teaching of the concepts in the lesson.
   e.g. challenges with internet connectivity, -Large Class Sizes, Lack of Braillers
   inadequate equipment to support of braille teaching e.g., Brailling machines, Magnifying glasses

2.3 Tutors discuss:
  -Techniques in facilitating effective teaching and learning among learners who are blind or have low vision
  -challenges in terms of new learning e.g.
  -Tutors' misconceptions:
  - Lack of interest in learning Braille
  - misconception that Braille is difficult to learn
  -Unavailability of relevant assistive technology for demonstration purposes
  e.g., Perkins Braille Machines, stylus and hand frames
(Reference Course Manual)

2.5 Tutors discuss resources needed for the teaching and learning of the concepts in the lesson e.g.
  -Resource Persons needed to facilitate teaching sessions;
  -Specialized equipment/Technology for demonstration purposes (e,g. Perkins Braille Machines, stylus and hand frames
  -laptops; projectors | **25 mins** |
| 3. **Teaching, learning and assessment activities for the lesson**
• 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 | 3.1 Tutors read silently, the teaching and learning activities of the lesson from the course manual and identify areas that require clarification.

3.2 Tutors brainstorm on Benefits of Inclusive Education and identify areas that require clarification

3.3 Tutors identify issues in assessment in alignment with the NTEAP and required course assessment:

3.4 Tutors in their various groups discuss how the different activities would be carried out in both CoE and basic school classroom to achieve the LOs and the LIs of the course manual for the lesson.

3.5 Tutors discuss activities linked to LOs and indicators, from the lesson that are likely to be most different from tutors' | **40 mins** |

portfolio (30%) and end of semester examination (40%) • Working through one or two activities,	previous experience. For example, applying new content 3.5 Tutors identify how any assessments relate to course assessment component 3.7 Tutors identify issues for clarification or questions which might arise 3.8 Tutors identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied 3.9 Tutors make links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material 3.10 Tutors identify where power point presentations or other resources need to be developed to support learning and provide guidance 3.11 Tutors list resources required for any TLMs and provide guidance on development of these. e.g Laptops; smart phones; projectors; Braille machines, white canes, lenses, magnifying glasses	
4. Evaluation and review of session: • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues	4.1 Tutors identify any outstanding issues relating to this lesson for clarification 4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on observation during the next PD session. 4.3 Tutors read from the PD manual and look for relevant materials for the next session.	**5 mins**
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	Discuss possible ways by which to assess this course in alignment with NTEAP	

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

Lesson Title: Lesson 11
A: Inclusive Teaching Strategies
- **Overcoming Challenges within Inclusive Schools**

B: Practicum in Special Educational Needs
- **Braille (VI)**

Tutor PD Session for Lesson 11 in the Course Manual

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance Notes on 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 • Overview of subject/s age phase/s to be covered in this PD session and how it will be organized. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes	1.1 Tutors discuss the overview of the subject or learning area to be covered in this PD session. 1.2 Tutors reflect on how useful the previous PD session was, in the delivery of their lessons. 1.2.1 Tutors list and discuss with the whole group, what they learned in the PD sessions of previous lesson and how they applied what they learned in their teaching. 1.3 Tutors share their views and understandings on overcoming Challenges within Inclusive Schools. 1.4 Tutors share their views and understandings on Braille. 1.5 Tutors read the section of the course manual on *important or distinctive features of the lesson(s)* For example, Pedagogical tools designed to meet the needs of all learners and Resource teachers' resourcefulness in inclusive classrooms. Ways to effectively teach learners who are blind and those with low vision. - appropriate techniques to employ in teaching learners who are blind and those with low vision. 1.6 Tutors identify and discuss the relationship between *LOs and LIs of lesson one in the course manual* 1.6.1 Tutors discuss the following A. Benefits of Inclusive Education B. Algebraic numbers in braille	

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

3. Teaching, learning and assessment activities for the lesson • 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	3.1 Tutors read silently, the teaching and learning activities of the lesson from the course manual and identify areas that require clarification. 3.2 Tutors brainstorm on Benefits of Inclusive Education and identify areas that require clarification 3.3 Tutors identify issues in assessment in alignment with the NTEAP and required course assessment: 3.4 Tutors in their various groups discuss how the different activities would be carried out in both CoE and basic school classroom to achieve the LOs and the LIs of the course manual for the lesson. 3.5 Tutors discuss activities linked to LOs and indicators, from the lesson that are likely to be most different from tutors' previous experience. For example, applying new content	**40 mins**

portfolio (30%) and end of semester examination (40%) • Working through one or two activities,	3.6 Tutors identify how any assessments relate to course assessment component 3.7 Tutors identify issues for clarification or questions which might arise 3.8 Tutors identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied 3.9 Tutors make links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material 3.10 Tutors identify where power point presentations or other resources need to be developed to support learning and provide guidance 3.11 Tutors list resources required for any TLMs and provide guidance on development of these. e.g Laptops; smart phones; projectors; Braille machines, white canes, lenses, magnifying glasses	
4. Evaluation and review of session: • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues	4.1 Tutors identify any outstanding issues relating to this lesson for clarification 4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on observation during the next PD session. 4.3 Tutors read from the PD manual and look for relevant materials for the next session.	**5 mins**
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	Discuss possible ways by which to assess this course in alignment with NTEAP	

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

Lesson Title: Lesson 12

A: Inclusive Teaching Strategies
-   **Reflections on Inclusive School Strategies**

B: Practicum in Special Educational Needs
-   **Review of Lessons**

Tutor PD Session for Lesson 12 in the Course Manual

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance Notes on 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 • Overview of subject/s age phase/s to be covered in this PD session and how it will be organized. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes	1.1 Tutors discuss the overview of the subject or learning area to be covered in this PD session. 1.2 Tutors reflect on how useful the previous PD session was, in the delivery of their lessons. 1.2.1 Tutors list and discuss with the whole group, what they learned in the PD sessions of previous lesson and how they applied what they learned in their teaching. 1.3 Tutors to summarize their understandings on Inclusive Education, Braille and Sign language and share same with their colleagues 1.4 Tutors read the section of the course manual on *important or distinctive features of the lesson(s)* For example, Pedagogical tools designed to meet the needs of all learners and Resource teachers' resourcefulness in inclusive classrooms. B. ways to effectively teach learners who are blind and those with low vision. - appropriate techniques to employ in teaching learners who are blind and those with low vision. 1.5 Tutors identify and discuss the relationship between *LOs and LIs of lesson one in the course manual*	**20 mins**

	1.5.1 Tutors discuss the following
	  A. Benefits of Inclusive Education
	
	  B. Algebraic numbers in braille	

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

3. Teaching, learning and assessment activities for the lesson • Reading of teaching and learning activities and identification of areas that require clarification • Reading of	3.1 Tutors read silently, the teaching and learning activities of the lesson from the course manual and identify areas that require clarification. 3.2 Tutors brainstorm on Benefits of Inclusive Education and identify areas that require clarification 3.3 Tutors identify issues in assessment in alignment with the NTEAP and required course assessment:	**40 mins**

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,	3.4 Tutors in their various groups discuss how the different activities would be carried out in both CoE and basic school classroom to achieve the LOs and the LIs of the course manual for the lesson. 3.5 Tutors discuss activities linked to LOs and indicators, from the lesson that are likely to be most different from tutors' previous experience. For example, applying new content 3.6 Tutors identify how any assessments relate to course assessment component 3.7 Tutors identify issues for clarification or questions which might arise 3.8 Tutors identify where, and which, core and transferable skills, including 21st skills and the use of information technology, are being developed or applied 3.9 Tutors make links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material 3.10 Tutors identify where power point presentations or other resources need to be developed to support learning and provide guidance 3.11 Tutors list resources required for any TLMs and provide guidance on development of these. e.g Laptops; smart phones; projectors; Braille machines, white canes, lenses, magnifying glasses	
4. Evaluation and review of session: • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues	4.1 Tutors identify any outstanding issues relating to this lesson for clarification 4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on observation during the next PD session. 4.3 Tutors read from the PD manual and look for relevant materials for the next session.	**5 mins**
Course assessment in accordance with the NTEAP: SWL need to review assessment in	Discuss possible ways by which to assess this course in alignment with NTEAP	

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

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