

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

HANDBOOK FOR TUTORS



Wisdom, Knowledge  
and Prudence





The Government of Ghana



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# Foreword

In Ghana we have made great strides in transforming our teacher education system over the past few years. With each passing year the changes brought about through these reforms are maturing, embedding, and sustaining. Once the first B.Ed. graduates from Colleges of Education enter basic school classrooms from 2022 onwards, I am sure that as a nation, we will truly start to see the benefits of these reforms.

The success of national reforms depends on individual tutors and individual teachers working in classrooms across the country every day. The progress that we want to see will only be brought about through the consistent and regular application of the professional knowledge, professional practice and professional values and attitudes set out in the National Teachers' Standards.

This is where the Tutor Professional Development Handbooks have such an important role to play, and it is very pleasing to see the continued development and use of these handbooks as we enter the 3rd Year of the B.Ed. in Initial Teacher Education.

These Handbooks aim to ensure that tutors in Colleges of Education are reflecting critically on their methods of teaching and learning and supporting each other to implement the B.Ed. in line with the National Teacher Education Curriculum Framework and National Teacher Education Assessment Policy. Assessment is one of the areas where we need to pay particular attention as the teacher education reforms matures and is sustained. The National Teacher Education Assessment Policy sets out the range of formative and summative modes and methods of assessment required to ensure that the B.Ed. is both implemented and assessed as planned. Assessment is a key driver of learner behaviour, and we must all ensure that we are familiar with the National Teacher Education Assessment Policy and applying it consistently to ensure that we eliminate the 'chew, pour, pass and forget' syndrome which has infected our education system. These Handbooks pay particular attention to assessment and are an important tool in ensuring that we are all following national policy guidelines correctly and consistently.

This latest set of Professional Development Handbooks, developed by four mentoring universities (University for Development Studies, University of Education, Winneba, University of Ghana and Kwame Nkrumah University of Science and Technology) and tutors from their affiliated Colleges of Education, are the second set of Professional Development Handbooks to be developed since Transforming Teaching, Education & Learning (T-TEL) became a Ghanaian not-for-profit organisation. I would like to take this opportunity to thank both the Ghana Tertiary Education Commission and Mastercard Foundation for making all this possible.

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**Executive Director, T-TEL**  
**September 2021**

**Year Three Semester One**  
**TVET**  
**Tutor Version of Weekly PD Sessions**

## Critical Note

This PD manual is designed to facilitate PD sessions for all the 20 courses mounted in Year three Semester one in all the four TVET domains, namely, Agriculture, Home Economics, Technical and Visual Art. It is worth noting that the idea that informed amalgamating all the TVET Courses into one PD manual is the common base that has been established in the new B. Ed curriculum. The B.Ed. TVET curriculum has established six (6) key content areas common to all. These include:

Classification	Content
General TVET Knowledge	Terminologies, concepts, theories, historical, philosophical, and sociological foundations, movements, associations and related organizations, policies, misconceptions about TVET
Operating and processing Tools, equipment and machines	Nature (identification), proper uses, care/maintenance of tools, equipment and machines
Skills Training Materials and Resources	Sources, characteristics/properties, uses and health, safety and environment (HSE)
Learning Environments: Workshops, studios, and laboratories	types and uses, management practices, safety rules and practices, HSE including Water, Health and sanitation (WASH) related issues
Operations, processes, procedures, and products	Design and realisation/composition, laying out, manufacturing processes and their related HSE, adherence to specifications (to ensure safety of consumers/clients)
Entrepreneurship	key concepts, principles, relevance, business creation, business ethics and social responsibility

What this means is that the component domains (Agriculture, Home Economics, Technical and Visual Art) understand a common language hence can work together. It is important to note that the TVET version of Agriculture is different from the traditional Agricultural Science. It is vocational Agriculture which is expected to be delivered in the Competency Based Training (CBT) mode like all the others.

In this manual, each domain finds expression in the same questions and processes as it relates to their peculiarities. SLs/HoDs should therefore give reasonable room for each domain to find expression most suitable to their peculiar need and expression. ***SLs/HoDs must draw attention to course combinations as it relates to each domain. Details are provided in the table below.***

Some clarifications have been given as *guidance notes for SL/HoD* in the spaces provided in the template. Some additional teaching technics have also been suggested for tutors' consideration. In addition, some ideas included in Year 2 Semester 2 has been repeated here for the perusal of tutors. They include:

1. Summery of NEAP Assessment (Session 1)
2. How to score practical lessons (session 2)
3. Building of Portfolios (Session 3)
4. How to organize Field Trips (Session 4)

<b>Age Phase:</b>	<b>Name of Subject:</b> TVET (Agriculture, Home Economics, Technical, Visual Arts)
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## TVET Courses for Year 3 Semester 1 are as follows

### Agriculture

- Scientific Approaches to Solving Agricultural Problems
- Sustainable Agricultural Practices

### Home Economics

- Processes and Procedures in Clothing and Textiles
- Processes and Procedures in Food and Nutrition

*Student teachers reading **Agriculture and Home Economics**, must select the two courses mounted in their main areas and add the two from the other area to make four (4) courses in all. What this means is that, a Home Economics student will select the two courses mounted by Home Economics and add the two mounted by Agriculture to make up the four. The opposite applies to students reading Agriculture.*

### Technical

- Design and Realisation III
- Building Drawing
- Metal and Automotive Technology II
- Wood Technology II
- Construction Technology II
- Electrical Machines

*For Technical, **Building Drawing and Design and Realisation III** are the Core courses. Student teachers are to select any other two from the list above.*

### Visual Art

Introduction to:

- Basketry
- Pottery & Ceramics
- Leatherworks
- Jewellery & Beadmaking
- Sculpture
- Picture Making
- Graphic Design
- Textile Design
- Methods of Teaching Visual Art
- Professional Ethics and the Visual Art Practitioner

*Visual Art students are expected to select **Methods of Teaching Visual Art and Professional Ethics and the Visual Art Practitioner** as core in addition to two others, (1 each from 2-D and 3-D)*

<b>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</b>	<b>Guidance Notes on Tutor Activity during the PD Session.</b> What PD Session participants (Tutors) will do during each state of the session)	<b>Time in session</b>
<p><b>1. Introduction / lesson overview</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Reflection on previous PD Session (Introduction to the course manual/s)</li> <li>• Introduction and overview of the main purpose of the lesson in the course manual/s</li> <li>• Identification of important or distinctive aspects of the lesson/s</li> <li>• Reading and discussion of the introductory sections up to learning outcomes</li> </ul>	<p><b>Revision Activity:</b></p> <p>1.1 Share verbally one thing you learnt in the last semester PD session and how you applied it in your teaching.</p> <p>1.2 Share verbally with the whole group some challenges you faced in your last semester PD session and how you were able to resolved them.</p> <p>1.3 Read and identify the focus and distinctive features of year 3 Semester 1 courses</p>	<p><b>20 mins</b></p>
<p><b>2. Concept Development (New learning likely to arise in this lesson)</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of concepts</li> <li>• Identification of possible challenging areas in teaching of the concept.</li> <li>• Identification of needed resources for the teaching and learning of the concept.</li> </ul>	<p>2.1. <b>Read through the main lesson and identify the features.</b> (<i>topic/sub-topics, LOs, LIs, teaching and learning activities, assessment</i>)</p> <p>2.2. <b>List the major concepts in the lesson</b></p> <p>2.3. Identify the challenging areas in teaching and learning the concepts listed in <b>2.2</b> above</p> <p>2.4. Identify the needed resources in teaching and learning of the concepts in <b>2.2</b> above</p> <p>2.5. Identify possible linkages in the lesson with the basic school curriculum and discuss how these can</p>	<p><b>25 mins</b></p>

	improve student teachers' performance in their STS	
<p><b>3. Teaching, learning and assessment activities for the lesson</b></p> <ul style="list-style-type: none"> <li>• Reading of teaching and learning activities and identification of areas that require clarification</li> <li>• 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%)</li> <li>• Working through one or two activities,</li> </ul>	<p>3.1. Read the teaching and learning activities in your respective course manuals and identify the areas that require clarification</p> <p>3.2. In <b><i>buzz groups</i></b>, work through one or two teaching and learning activities as in your respective course manuals.</p> <p>3.3. Suggest other possible methods of presenting <b><i>lesson one</i></b> as it pertains in your various subject areas in TVET</p> <p>3.4. Identify the assessment opportunities in the various Course manuals and ensure they are aligned to the NTEAP</p> <p>3.5. Identify additional assessment opportunities that will be relevant to the lesson</p> <p>3.6. Identify and discuss how methodologies including assessment strategies adopted in this lesson will positively affect students' performance in their STS</p>	<b>40 mins</b>
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Identification of any outstanding issues relating to this lesson for clarification</li> <li>• Advance preparation</li> <li>• In the case of unresolved issues</li> </ul>	<p>4.1. Identify any outstanding issues relating to this lesson for clarification</p> <p>4.2. Individually, articulate how you will use knowledge and understanding gained to prepare for <b><i>lesson 1</i></b></p> <p>4.3. In the case of unresolved issues refer to the SWLs/HoDs</p> <p>4.4. Identify a critical friend to observe and report on your lesson delivery at the next PD session</p> <p>4.5. Read through lesson two of your respective course manuals in preparation for <b><i>PD session 2.</i></b></p>	<b>5 mins</b>
<p><b>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</b></p>	<p style="text-align: center;"><b>Key Assessment Lesson for the Semester</b></p> <p style="text-align: center;"><b><u>Summary of NEAP Assessment</u></b></p> <p><b>There are three components of the NEAP assessment activities to be noted:</b></p> <p><b><u>Component 1:</u></b></p>	

<p>assessment and 40 % End of semester examination. This means ensuring: subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</p>	<ul style="list-style-type: none"> <li>• <b>Subject Portfolio Assessment (30% overall Score)</b> Summary of Assessment activities include: Reports, Selected items of Students' work, Midterm assessment, Reflective Journals, <i>subject Portfolio, etc. (refer foot notes in Lesson 3 for details on how to build portfolio)</i></li> </ul> <p><b>Component 2 Project: (30% overall Score)</b> This is also in two parts:</p> <ol style="list-style-type: none"> <li>i. <b>Projects that do not end up with a physical product</b>, e.g., surveys. The outcome of such may be reports, statistical data, etc.</li> <li>ii. <b>Projects that involve hands-on activity with a physical end product such as an artefact</b>, (sculpture, painting, garment, model farm, etc.) These may need to be exhibited Portfolio of preliminary drawings/designs, artefacts, tools, equipment, materials and products and their uses. <i>(Refer foot notes in Session 2 on how to score practical works)</i></li> </ol> <p><b>Component 3: End of Semester Examinations- 40% overall</b></p>
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## The PD session check list: supporting B.Ed. implementation.

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

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

<b>Resources /TLM.</b> Where specific resources are required, it is clear where tutors can access them e.g., videos, online resources or readings.	
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## Tutor PD Session 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
<p><b>1. Introduction / lesson overview</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Reflection on previous PD Session (Introduction to the course manual/s)</li> <li>• Introduction and overview of the main purpose of the lesson in the course manual/s</li> <li>• Identification of important or distinctive aspects of the lesson/s</li> <li>• Reading and discussion of the introductory sections up to learning outcomes</li> </ul>	<p>1.1. Begin the session with an Ice breaker.</p> <p>1.2. Answer critical questions to establish the purpose of the ice breaker</p> <p>1.3. Give a verbal report on your observation(s) on the Lesson 1.</p> <p>1.4. Share how useful PD Session 1 was and how it influenced your teaching over the week.</p> <p>1.5. Identify the purpose of lesson 2.</p> <p>1.6. Read the introductory sections (up to learning outcomes) silently and discuss the important or distinctive features of the lesson</p>	<b>20 mins</b>
<p><b>2. Concept Development (New learning likely to arise in this lesson)</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of concepts</li> <li>• Identification of possible challenging areas in teaching of the concept.</li> <li>• Identification of needed resources for the teaching and learning of the concept.</li> </ul>	<p>2.1. Read through the main lesson and identify the distinctive features.</p> <p>2.2. Identify and discuss familiar and unfamiliar concepts in Lesson 2.</p> <p>2.3. Outline potential challenging areas including misconceptions and <b><i>GESI issues</i></b> in the teaching of concepts in 2.2 above.</p> <p>2.4. List the resources needed for the teaching and learning of the concepts listed in <b>2.2</b> above.</p>	<b>25 mins</b>

<p><b>3. Teaching, learning and assessment activities for the lesson</b></p> <ul style="list-style-type: none"> <li>• Reading of teaching and learning activities and identification of areas that require clarification</li> <li>• 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%)</li> <li>• Working through one or two activities,</li> </ul>	<p>3.1. Read through the activities in Lesson 2 and suggest other teaching and learning activities for teaching the lesson taking into account <b>GESI issues and ICT tools</b></p> <p>3.2. Address issues that need clarification through discussions.</p> <p>3.3. Model at least one activity in Lesson 2 using ICT tools and illustrating the key core and transferable skills to be developed in this lesson while addressing relevant GESI issues.</p> <p>3.4. Identify and brain-write the assessment components of Lesson 2 (<i>refer to your various course manual</i>).</p> <p>3.5. Discuss the application(s) of the assessment strategies identified and brain-written in 3.4. above in terms of relevance to the lesson as well as its alignment to the NTEAP.</p> <p>3.6 Explain how the teaching/learning activities outlined in this lesson would impact positively on student teachers' STS.</p>	<p><b>40 mins</b></p>
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Identification of any outstanding issues relating to this lesson for clarification.</li> <li>• Advance preparation In the case of unresolved issues</li> </ul>	<p>4.1. Show by hand if you fully understood the session; understood some of it or didn't understand it.</p> <p>4.2. Explain your situation</p> <p>4.3. Read Lesson 3 and identify issues for clarification at the next PD session.</p> <p>4.4. Identify a critical friend from the same or related discipline to observe you during teaching and provide feedback to you and at the next PD session</p>	<p><b>5 mins</b></p>
<p><b>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</b></p>	<p style="text-align: center;"><b>Key Assessment Lesson for the Semester</b></p> <p style="text-align: center;">(Please SL/HoD should prepare to lead the discussion.)</p> <p style="text-align: center;"><b><u>How to score practical lessons</u></b></p> <ol style="list-style-type: none"> <li>i. Develop a check list indicating stages of the process</li> <li>ii. Identify skill(s) that must be acquired</li> <li>iii. Determine scores for each stage depending on the complexity of the skill</li> </ol>	

<p><b>means ensuring: subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</b></p>	<p>iv. Completed artefact must be scored on the following criteria</p> <ul style="list-style-type: none"><li>• Evidence of Preliminary/idea development process</li><li>• Appropriate use of tools/material</li><li>• Draft/craftsmanship (Composition-appropriate use of principles and elements of design, Colour and tone, etc. for 2-D works)</li><li>• Originality</li><li>• Suitability (NB if the work is not suitable it means all other areas of evaluation may be faulty).</li></ul> <p><i>It is always useful to involve student teachers in the process through the jury. Encourage Peer and self-assessment.</i></p>
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## Tutor PD Session for Lesson 3 in the Course Manual

### Topics for TVET Year 3 Semester 1 Lesson 3

**Agriculture:**

1. Sustainable Agricultural Practices
2. Scientific Approaches to Solving Agricultural Problems

**Home Economics:**

- Processes and Procedures in Clothing and Textiles
- Processes and Procedures in Food and Nutrition

**Technical:**

1. Design and Realisation III
2. Building Drawing
3. Metal and Automotive Technology II
4. Wood Technology II
5. Construction Technology II
6. Electrical Machines

**Visual Arts:**

1. Introduction to Basketry
2. Introduction to Pottery and Ceramics
3. Introduction to Leatherworks
4. Introduction to Jewellery and Beadmaking
5. Introduction to Sculpture
6. Introduction to Picture Making
7. Introduction Graphic Design
8. Introduction to Textile Design
9. Methods of Teaching Visual Arts
10. Professional Ethics and the Visual Arts Practitioner

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
<p><b>1. Introduction / lesson overview</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>1.1 Use <b>shower thoughts</b> to revise lesson 2.</p> <p>1.2 One critical friend gives follow-up report.</p> <p>1.3 Read the introductory part of lesson 3 as in the course manual; identify and discuss the important features of the lesson (<i>Title of the lesson, lesson description, relevant Previous Knowledge, purpose of the lesson and delivery mode, etc.</i>)</p>	<b>20 mins</b>

<ul style="list-style-type: none"> <li>• Reflection on previous PD Session (Introduction to the course manual/s)</li> <li>• Introduction and overview of the main purpose of the lesson in the course manual/s</li> <li>• Identification of important or distinctive aspects of the lesson/s</li> <li>• Reading and discussion of the introductory sections up to learning outcomes</li> </ul>	<p>1.4 Identify and discuss the the distinctiveness and the interrelatedness of lessons 2 and 3.</p>	
<p><b>2. Concept Development (New learning likely to arise in this lesson):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of concepts</li> <li>• Identification of possible challenging areas in teaching of the concept.</li> <li>• Identification of needed resources for the teaching and learning of the concept.</li> </ul>	<p>2.1 <b>Read and identify the features of the lesson.</b> (<i>topic/sub-topics, LOs, LIs, teaching and learning activities, assessment</i>)</p> <p>2.2 List the major concepts in the lesson.</p> <p>2.3 Discuss some cross cutting themes i.e., (<i>GESI</i>), core and transferable skills, ICT, etc. as reflected in the lesson and how these can achieve in the lesson.</p> <p>2.4 Identify the key concepts to be thought/learnt in lesson 3</p> <p>2.5 Identify possible challenging areas in the concepts in the lesson.</p> <p>2.6 List the resources needed for teaching and learning of the concepts in lesson 3.</p> <p>2.7 suggest possible ways to improvise in situations of inadequate or non-availability of resources.</p>	<p><b>25 mins</b></p>
<p><b>3. Teaching, learning and assessment activities for the lesson</b></p> <ul style="list-style-type: none"> <li>• Reading of teaching and learning activities and identification of areas that require clarification</li> <li>• Reading of assessment opportunities and ensuring they are aligned to the NTEAP and</li> </ul>	<p>3.1 Read the teaching and learning activities in lesson 3 as in your respective course manuals</p> <p>3.2 Identify the areas that require clarification.</p> <p>3.3 Suggest other possible methods of presenting lesson 3</p> <p>3.4. Identify and discuss the assessment opportunities in lesson 3 as in the Course manuals and ensure they are aligned with the NTEAP</p>	<p><b>40 mins</b></p>

<p>required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%)</p> <ul style="list-style-type: none"> <li>Working through one or two activities,</li> </ul>	<p>3.5. Identify and list other assessment opportunities that could be used to deliver the lesson</p> <p>3.6 Discuss how you will employ the teaching /learning approaches and assessment opportunities adopted in this lesson to improve STS using think-Pair and share.</p> <p>3.7 Model (two tutors) how you will teach this lesson taking note of all the necessary components including GESI, matching of the LOs, LIs</p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>Identification of any outstanding issues relating to this lesson for clarification</li> <li>Advance preparation</li> <li>In the case of unresolved issues</li> </ul>	<p>4.1 Identify any outstanding issues relating to this lesson for clarification.</p> <p>4.2 Identify a critical friend to report on your lesson delivery at the next PD session.</p> <p>4.3 Read through lesson four of their course manuals in preparation for session 4.</p>	<b>5 mins</b>
<p><b>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.</b></p>	<p style="text-align: center;"><b>Key Assessment Lesson for the Semester</b></p> <p>(Please SL/HoD should prepare to lead the discussion.)</p> <p><b>Building of Portfolios</b></p> <p>i. Identify the variety of items that can go into a portfolio in TVET</p> <ul style="list-style-type: none"> <li>Sketches</li> <li>Finished 2D/3D works</li> <li>Scrap book</li> <li>Cut out articles from magazines/newspapers, etc.</li> <li>Written projects/assignments</li> <li>Downloads from the internet</li> <li>Power point presentations</li> <li>Written Reports</li> <li>Photographs/videos, etc.</li> </ul> <p>ii. Decide the appropriate form of the portfolio. Portfolios can be either soft as in E-Portfolios or hard portfolios.</p> <p>iii. Portfolios should not exist only for assessment. They constitute a private library for the learner, now and the future</p> <p>iv. For Visual Art, it is a necessary requirement for the scoring of any practical project work.</p>	

## 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
<p><b>1. Introduction / lesson overview</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Reflection on previous PD Session (Introduction to the course manual/s)</li> <li>• Introduction and overview of the main purpose of the lesson in the course manual/s</li> <li>• Identification of important or distinctive aspects of the lesson/s</li> <li>• Reading and discussion of the introductory sections up to learning outcomes</li> </ul>	<p><b>Revision Activity:</b></p> <p>1.1 Begin the PD session with an ice breaker.</p> <p>1.2 Share some successes in your delivery of lesson 3.</p> <p>1.3 Discuss with the whole group some challenging issues you faced in delivering lesson 3 and how you resolved them.</p> <p>1.4 Read and identify the distinctive features of lesson 4 in your respective TVET domains.</p> <p>1.5 Identify and discuss the <i>interrelatedness and distinctiveness of</i> lesson 3 and 4</p>	<b>20 mins</b>
<p><b>2. Concept Development (New learning likely to arise in this lesson):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of concepts</li> <li>• Identification of possible challenging areas in teaching of the concept.</li> <li>• Identification of needed resources for the teaching and learning of the concept.</li> </ul>	<p>2.1 Read through the main lesson and identify the key features in lesson 4, e.g. (<i>topic/sub-topics, LOs, LIs, teaching and learning activities, assessment</i>)</p> <p>2.2 List the major concepts in the lesson.</p> <p>2.3 Identify the alignment or otherwise of the concepts in lesson 4 with the respective sections of the Basic School Curriculum</p> <p>2.4 Identify and discuss the needed resources in teaching and learning of the concepts in <b>2.2</b> above</p>	<b>25 mins</b>

<p><b>3. Teaching, learning and assessment activities for the lesson</b></p> <ul style="list-style-type: none"> <li>• Reading of teaching and learning activities and identification of areas that require clarification</li> <li>• 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%)</li> <li>• Working through one or two activities,</li> </ul>	<p>3.1 Read the teaching and learning activities in your respective course manuals and identify the areas that require clarification</p> <p>3.2 In your <b>course groups</b>, work through one or two teaching and learning activities as in your respective course manuals.</p> <p>3.3 Suggest other possible methods of presenting <b>lesson one</b> as it pertains in your various subject areas in TVET</p> <p>3.4 Identify the assessment opportunities in the various Course manuals and ensure they are aligned to the NTEAP</p> <p>3.5 Identify additional assessment opportunities that will be relevant to the lesson</p>	<p><b>40 mins</b></p>
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Identification of any outstanding issues relating to this lesson for clarification</li> <li>• Advance preparation</li> <li>• In the case of unresolved issues</li> </ul>	<p>4.1 Identify any outstanding issues relating to this lesson for clarification</p> <p>4.2 Use knowledge and understanding gained at this PD session to prepare for lesson 4</p> <p>4.3 In the case of unresolved issues refer to the SWLs</p> <p>4.4 Identify a critical friend who can follow and report on your lesson delivery at the next PD session and ask students to also reflect on lessons delivered</p> <p>4.5 Read through lesson five of your respective course manuals in preparation for session 5.</p>	<p><b>5 mins</b></p>
<p><b>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</b></p>	<p style="text-align: center;"><b><u>How to organize Field Trips</u></b></p> <ul style="list-style-type: none"> <li>• Identify the appropriate site at least one semester ahead</li> <li>• Do the preliminary internal and external correspondence. This arrangement should be tabled latest at the beginning of the semester at the Academic Board meeting and if necessary, at the Council Meeting so that adequate funding and administrative support can be obtained. The Tutor should never try to carry sole responsibility for a field trip. Involve all relevant College authorities including the Dean of Student, HoDs and staff, Domestic Bursar, Chief Security, Chief Driver</li> </ul>	

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

(if it will involve travelling) and the principal.

- Identify officer(s)/resource person(s) that will be the in-house tour guide at the site.
- Discuss the outline of the lesson with him/her indicating exactly what you expect your students to learn.
- Prepare your students (tell them the kind of preparation they need in terms of dressing, materials they must carry or not carry, etc. Tell them the nature of the site and possible risks in the place; what they should expect and look out for, any internal and external provision made for them. Tell them of time of departure to and from the College, etc.
- Take or check attendance before departure to authenticate the student teachers on board.
- At the site do the following:
  - . Take attendance again and be sure all student teachers with whom you left college have arrived safely on site.
  - i. Be at hand to emphasize salient points raised by your on-site guide
  - ii. Prompt your student on relevant things to note/pictures to take /questions to ask, etc.
  - iii. At the end of the tour review what was taught and put all information into the right perspective
  - iv. Take attendance to be sure every student teacher is on board before you take off back home
- Back at College do the following:
  - i. Check attendance again to be sure all your team members are back safely with you to College.
  - ii. Review the trip with students
  - iii. Let students write reports on the trip
  - iv. Tutor writes a report to the Academic Board, Principal and Council on the trip, etc.

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

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

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

<b>Resources /TLM.</b> Where specific resources are required, it is clear where tutors can access them e.g., videos, online resources or readings.	
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## Tutor PD Session 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
<p><b>1. Introduction / lesson overview</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Reflection on previous PD Session (Introduction to the course manual/s)</li> <li>• Introduction and overview of the main purpose of the lesson in the course manual/s</li> <li>• Identification of important or distinctive aspects of the lesson/s</li> <li>• Reading and discussion of the introductory sections up to learning outcomes</li> </ul>	<p><b>1.1 ICE Breaker</b> Reflect and provide a creative and motivating ice breaker for your lesson</p> <p><b>1.2 Reflection Activity:</b> Share your view on PD session 4 and how you used the ideas in teaching lesson 4</p> <p><b>1.3</b> Write down and share with the whole group, one challenge you faced in delivering lesson 4</p> <p><b>1.4</b> Read and identify the focus of lesson 5 using concept maps (<i>refer to your respective course manuals</i>)</p>	<b>20 mins</b>
<p><b>2. Concept Development (New learning likely to arise in this lesson):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of concepts</li> <li>• Identification of possible challenging areas in teaching of the concept.</li> <li>• Identification of needed resources for the teaching and learning of the concept.</li> </ul>	<p><b>2.1</b> Read through the main lesson of your respective domains and identify the distinctive features. (<i>topic/sub-topics, LOs, LIs, teaching and learning activities, assessment</i>)</p> <p><b>2.2</b> List the major concepts in lesson 5 on a flipchart for a gallery walk <i>(Refer to lesson 5 in the respective course manuals)</i></p> <p><b>2.3</b> Discuss the interrelatedness and distinctiveness of the lesson and concepts in relation to the Basic School Curriculum</p> <p><b>2.4</b> In pairs identify the challenging areas in teaching your respective courses identified in 2.2 above.</p>	<b>25 mins</b>

	2.5 Identify the needed resources for the teaching and learning of the concepts listed in 2.3 above	
<p><b>Guidance notes for SL/HoD should</b></p> <ul style="list-style-type: none"> <li>• Identify any aspect of the lesson that might be challenging for tutors in terms of new learning and which needs to be considered prior to taking tutors through the lesson activities “walk through”.</li> <li>• The resources needed must be identified: literature – page referenced etc, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability</li> </ul> <p><i>This section can build on the PD needs identified from the course manuals</i></p>	<ul style="list-style-type: none"> <li>• Prepare pre-recorded videos of persons of minority group performing varied skill-based activities related to lesson 5</li> </ul> <p style="text-align: center;"><b>or</b></p> <ul style="list-style-type: none"> <li>• Identify ways of creating conducive learning environment for all learners eg, seating arrangement, mixed grouping, provision of varied TLMs, effective use positive comments, effective use of classroom rules</li> </ul>	
<p><b>3. Teaching, learning and assessment activities for the lesson</b></p> <ul style="list-style-type: none"> <li>• Reading of teaching and learning activities and identification of areas that require clarification</li> <li>• 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%)</li> <li>• Working through one or two activities,</li> </ul>	<p>3.1 Read the teaching and learning activities of lesson 5 in your respective course manuals and identify the areas that require clarification</p> <p>3.2 In <b>pairs</b> talk about one or two teaching and learning activities as in your respective course manuals.</p> <p>3.3 Suggest other possible methods of presenting <b>lesson five as</b> it pertains in your various subject areas in TVET</p> <p>3.4 Identify the assessment activities of lesson 5 in the various Course manuals and ensure they are aligned to the NTS, NTEAP, GESI. etc.</p> <p>3.5 Identify additional assessment activities that will be relevant to the lesson</p>	<b>40 mins</b>

<p><b>Guidance notes for SL/HoD should</b></p> <ul style="list-style-type: none"> <li>• <i>Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, e.g. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive and inclusive approaches</i></li> <li>• <i>Identify how any assessments relate to course assessment components</i></li> <li>• <i>The selected activities should be done with tutors in real or close to real time</i></li> <li>• <i>Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these</i></li> <li>• <i>Identify where, and which, core and transferable skills, including 21<sup>st</sup> skills and the use of information technology, are being developed or applied</i></li> <li>• <i>Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material</i></li> <li>• <i>Identify where power point presentations or other resources need to be developed to support learning and provide guidance</i></li> <li>• <i>Identify resources required</i></li> </ul>	<p><b>Note the following:</b></p> <ul style="list-style-type: none"> <li>• Tutors may begin to prepare student teachers for mid-semester assessment</li> <li>• Project work assessments should be centred on processes, procedures and partially finished works</li> <li>• Emphases from this time should be on finishing processes and finishes</li> <li>• Portfolios should exhibit presentations, evidence of independent learning activities, pictures (still/video), patterns, as well as STS Journals records</li> <li>• Conduct assessment activities such that you do not unduly disadvantage student teachers with SEN who may have difficulty in handling some tools and equipment in Agriculture, Home Economics, Technical, and Visual Art.</li> <li>• Remember to use the appropriate teaching and assessment activities during practical lessons so as to involve all student teachers.</li> <li>• <b><i>While ensuring the safety of all student teachers remember to pay special attention to those with SEN especially when handling tools and equipment.</i></b></li> </ul>	
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<i>for any TLMs and provide guidance on development of these</i>																																																																								
<b>4. Evaluation and review of session:</b> <ul style="list-style-type: none"> <li>• Identification of any outstanding issues relating to this lesson for clarification</li> <li>• Advance preparation</li> <li>• In the case of unresolved issues</li> </ul>	<p>4.1 Identify any outstanding issues relating to this lesson for clarification</p> <p>4.2 Articulate how you will use knowledge and understanding gained to prepare for lesson 5</p> <p>4.3 In the case of unresolved issues refer to the SWLs/HoD</p> <p>4.4 Identify a critical friend who can follow and report on your lesson delivery at the next PD session</p> <p>4.5 Read through lesson 6 of your respective course manuals in preparation for PD session 6.</p>	<b>5 mins</b>																																																																						
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## 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
<p><b>1. Introduction / lesson overview</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Reflection on previous PD Session (Introduction to the course manual/s)</li> <li>• Introduction and overview of the main purpose of the lesson in the course manual/s</li> <li>• Identification of important or distinctive aspects of the lesson/s</li> <li>• Reading and discussion of the introductory sections up to learning outcomes</li> </ul>	<p>1.1 Begin the session with an Ice breaker.</p> <p>1.2 Give a verbal report on your observation of Lesson 5.</p> <p>1.3 Tell how useful the previous PD session was and how it influenced your teaching in the week.</p> <p>1.4 Read the introductory sections of Lesson 6 (up to learning outcomes) and discuss in pairs the important or distinctive aspects of the lesson. <i>Refer to your respective TVET areas.</i></p>	<b>20 mins</b>
<p><b>2. Concept Development</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of concepts</li> <li>• Identification of possible challenging areas in teaching of the concept.</li> <li>• Identification of needed resources for the teaching and learning of the concept.</li> </ul>	<p>2.1. Mention the major concepts in the lesson</p> <p>2.2. Discuss the possible challenging areas in teaching and learning the concepts listed in <b>2.1</b> above.</p> <p>2.3 Identify the needed resources in teaching and learning of the concepts in <b>2.2</b> above</p> <p>2.4 Surf the internet to find some additional tools and materials, processes necessary for lesson 6</p>	<b>25 mins</b>

<p><b>3. Teaching, learning and assessment activities for the lesson</b></p> <ul style="list-style-type: none"> <li>• Reading of teaching and learning activities and identification of areas that require clarification</li> <li>• 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%)</li> <li>• Working through one or two activities,</li> </ul>	<p>3.1. Identify and discuss in your respective domains the teaching/learning activities suggested in the manual</p> <p>3.2. Surf OERs and other internet sources to brain write alternative teaching and learning activities for teaching Lesson 6 taking into account GESI issues</p> <p>3.3. Work through one or two of the activities discussed in Lesson 6 to ensure you understand how to present them to your student teachers. Try using some of the suggested approaches in <b>3.1 and 3.2.</b></p> <p>3.4. Read the assessment component of Lesson 6 in the course manual(s) and identify areas that require clarification especially as it relates NTEAP.</p> <p>3.5. In pairs, refer to guidance notes in session 1 and 3 and discuss how to guide student teachers to build subject portfolio and subject project in assessment.</p> <p>3.6. <b>Discuss how to use the approaches discussed in lesson 6 to promote the Embedding phase of the STS</b></p>	<p><b>40 mins</b></p>
<p><b>Guidance notes for SL/HoD should</b></p> <ul style="list-style-type: none"> <li>• <i>Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, e.g. from section 2, or approaches to teaching, learning and assessment, including. gender responsive and inclusive approaches</i></li> </ul>	<p><i>Be reminded to start guiding student teachers working on subject projects towards finishing processes.</i></p> <p><i>Assessment should also begin to concentrate on mastery of use of tools and equipment as well originality and suitability of artifacts being produced.</i></p>	
<p><b>4 Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Identification of any outstanding issues relating</li> </ul>	<p>4.1. Summarize what you learnt in the PD session 6 and Lesson 6.</p>	<p><b>5 mins</b></p>

<p>to this lesson for clarification</p> <ul style="list-style-type: none"> <li>• Advance preparation</li> <li>• In the case of unresolved issues</li> </ul>	<p>4.2. Invite a critical friend from the same or related discipline to observe you as you teach Lesson 6 in class and provide feedback to you and the whole group during session 7</p> <p>4.3. Read on Lesson 7 before the next PD session.</p>	
<p><b>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.</b></p>	<p style="text-align: center;"><b><u>How to score practical lesson</u></b></p> <p><i>Refer to lesson 2 for the assessment format.</i></p>	

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

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

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

<b>Resources /TLM.</b> Where specific resources are required, it is clear where tutors can access them e.g., videos, online resources or readings.	
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## Tutor PD Session for Lesson 7 in the Course Manual

### Lesson 7 Topics *for the TVET Domains for the Year 3 Semester 1*

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
<p><b>1. Introduction / lesson overview</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Reflection on previous PD Session (Introduction to the course manual/s)</li> <li>• Introduction and overview of the main purpose of the lesson in the course manual/s</li> <li>• Identification of important or distinctive aspects of the lesson/s</li> <li>• Reading and discussion of the introductory sections up to learning outcomes</li> </ul>	<p>1.1 Read out this coded letter: <i>yy u are, yy u be I ci, u are yy for me</i></p> <p>1.2 Why did you find it difficult to read the poem?</p> <p>1.3 Brain-write two best practices you learnt in PD Session 6 that you implemented in the lesson</p> <p>1.4 Share with the whole group.</p> <p>1.5 Read the introductory section of lesson 7 and discuss the distinctive features, e.g. <i>lesson title, lesson description, Purpose of the lesson, lesson delivery mode, Los and Lis, etc.</i></p> <p>1.6 Brainstorm on what you consider as the focus of lesson 7</p> <p>1.7 List the major concepts in the lesson as it pertains in your respective TVET domains</p> <p>1.8 Identify and explain any uniqueness or/and interrelatedness between lesson 6 and 7</p>	
<p><b>2. Concept Development (New learning likely to arise in this lesson):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of concepts</li> <li>• Identification of possible challenging areas in teaching of the concept.</li> </ul>	<p>2.1 Read through the whole lesson 7 and discuss the LOs, Lis, topic, sub-topics, teaching and learning activities and assessment procedures</p> <p>2.2 Compare the LOs and Lis and discuss their relatedness and achievability</p>	<b>25 mins</b>

<ul style="list-style-type: none"> <li>• Identification of needed resources for the teaching and learning of the concept.</li> </ul>	<p>2.3 Identify any potentially new or challenging concepts in the lessons 7.</p> <p>2.4 List the needed resources for teaching and learning of the concepts in lesson 7.</p> <p>2.5 Identify any GESI related issues in the lesson and how it can be resolved.</p> <p>2.6 Identify and discuss any core/ transferable and ICT skills in the lesson and how they would be delivered.</p>	
<p><b>3. Teaching, learning and assessment activities for the lesson</b></p> <ul style="list-style-type: none"> <li>• Reading of teaching and learning activities and identification of areas that require clarification</li> <li>• 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%)</li> <li>• Working through one or two activities,</li> </ul>	<p>3.1 Suggest possible methods of presenting <b>lesson seven</b> as it pertains in your various subject areas in TVET.</p> <p>3.2 Read the teaching and learning activities in their respective course manuals and list the areas that require clarification.</p> <p>3.3 Identify core and transferable and information technology skills in the lesson that student teachers can adopt in their STS</p> <p>3.4 Discuss interactive approaches to teaching lesson 7 using approaches listed in 3.1 and 3.2 above.</p> <p>3.5 In your buzz groups think-pair-share the various assessment opportunities in the Course manuals and ensure they are aligned with the NTEAP.</p> <p>3.6 In buzz groups discuss how to guide student teachers to emulate the teaching learning and assessment techniques in their STS</p> <p>3.7 Discuss how you will use assessment opportunities as a tool to address GESI and ICT issues in class.</p> <p>3.8 Walk through one or two learning activities that will incorporate and take care of all the demands of NTS and NTEAP (NTS 11,12,13,14).</p>	<p><b>40 mins</b></p>

<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Identification of any outstanding issues relating to this lesson for clarification</li> <li>• Advance preparation</li> <li>• In the case of unresolved issues</li> </ul>	<p>4.1 Identify any outstanding issues relating to this lesson for clarification.</p> <p>4.2 Give a summary of the session</p> <p>4.3 Identify a critical friend to report on your lesson delivery at the next PD session.</p> <p>4.4 Read next lesson in the course manuals in preparation for session.</p>	<p><b>5 mins</b></p>
<p><b>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.</b></p>		

## Tutor PD Session for Lesson 8 in the Course Manual

### Agriculture

- Factorial Experiment
- Care and maintenance of agricultural tools, equipment and machines

### Home Economics

- Housing and Home Improvement
- Repair, renovation and remodeling of clothing articles

### Technical

- Concrete
- Testing and Evaluation of Realized Artefact
- Transformers
- Roof Plans
- Welding and Fabrication
- Work Piece Preparation and Marking Out Processes

### Visual Art

#### Introduction to:

- Key Skill, Processes and Procedures: Twining basketry
- Exploring the possibility using computer-generated designs to produce a Graphic design item on the theme “My Local Environment”
- Exploring using tools and two (2) relevant man-made materials to produce Jewellery and Bead items from manual or computer-generated designs.
- Fashioning of Leather articles (utilitarian)
- Photo Montage
- Carving: Relief Carving
- Key skills/processes (throwing, turning, burnishing, casting, etc.) using manual or computer-generated designs.)
- Key skills, processes and processes: combining Printmaking and batik dyeing/tie-dye in one fabric
- Lesson Planning in Visual Arts
- Professional Ethics, Copy Right Law and the artist's signature

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
<b>1. Introduction / lesson overview</b> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<b>Revision Activity:</b> <ol style="list-style-type: none"> <li>1.1 Write at least one idea you learnt in PD session 7 and how you applied it in your teaching</li> <li>1.2 Share your experience in the delivery of lesson 7 with the whole group</li> </ol>	<b>20 mins</b>

<p>subject/s, age phase/s.</p> <ul style="list-style-type: none"> <li>• Reflection on previous PD Session (Introduction to the course manual/s)</li> <li>• Introduction and overview of the main purpose of the lesson in the course manual/s</li> <li>• Identification of important or distinctive aspects of the lesson/s</li> <li>• Reading and discussion of the introductory sections up to learning outcomes</li> </ul>	<p>1.3 Read the introductory sections of the lesson up to learning outcomes.</p> <p><b>NB Refer</b> to the relevant TVET manuals</p> <p>1.4 Identify and discuss the <b><i>interrelatedness and uniqueness of</i></b> lesson 7 and 8 to determine the flow of the course</p> <p>1.5 Identify the cross-cutting issues like GESI and ICT issues in the lesson.</p>	
<p><b>2. Concept Development (New learning likely to arise in this lesson):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of concepts</li> <li>• Identification of possible challenging areas in teaching of the concept.</li> <li>• Identification of needed resources for the teaching and learning of the concept.</li> </ul>	<p>2.1 Read through the main lesson and identify the key features in lesson 8, e.g. <b><i>(topic/sub-topics, LOs, LIs, teaching and learning activities, assessment</i></b></p> <p>2.2 List the major concepts in the lesson with special reference TVET courses</p> <p>2.3 Ask tutors to identify the alignment or otherwise of the concepts in lesson 8 with the respective sections of the Basic School Curriculum</p> <p>2.4 List and discuss the needed resources in teaching and learning of the concepts in <b>2.2</b> above.</p>	<b>25 mins</b>
<p><b>3. Teaching, learning and assessment activities for the lesson</b></p> <ul style="list-style-type: none"> <li>• Reading of teaching and learning activities and identification of areas that require clarification</li> <li>• 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%)</li> <li>• Working through one or two activities.</li> </ul>	<p>3.1 Read the teaching and learning activities in lesson 8 in your respective course manuals and identify the areas that require clarification</p> <p>3.2 In your <b><i>course groups</i></b>, model one or two teaching and learning activities as in your respective course manuals.</p> <p>3.3 Suggest other possible methods of presenting <b><i>lesson 8</i></b></p> <p>3.4 Identify additional assessment opportunities that will be relevant to the lesson.</p>	<b>40 mins</b>

<p><b>Guidance notes for SL/HoD should</b></p> <ul style="list-style-type: none"> <li>• <i>Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, e.g. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive and inclusive approaches</i></li> <li>• <i>Identify how any assessments relate to course assessment components</i></li> </ul>	<p>NB.</p> <p>Portfolio and Project preparation should be nearing its end at this stage</p> <p><b><i>At this stage assessment should consider the finishing processes, usability projects as well as greening TVET</i></b></p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Identification of any outstanding issues relating to this lesson for clarification</li> <li>• Advance preparation</li> <li>• In the case of unresolved issues</li> </ul>	<p>4.1 Identify any outstanding issues relating to this lesson for clarification</p> <p>4.2 Use knowledge and understanding gained in this PD session to prepare for lesson 8</p> <p>4.3 Identify and resolve all critical/unresolved issues before proceeding to class</p> <p>4.4 Identify a critical friend who can follow and report on your lesson delivery at the next PD session</p> <p>4.5 Allow student teachers to reflect on lessons learnt and relate them to their STS</p> <p>4.6 Read through lesson 9 of your respective course manuals in preparation for the next session.</p>	<p><b>5 mins</b></p>
<p><b>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</b></p>		

<b>preparation and development are explicitly addressed in the PD sessions.</b>	
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## 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
<p><b>1. Introduction / lesson overview</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Reflection on previous PD Session (Introduction to the course manual/s)</li> <li>• Introduction and overview of the main purpose of the lesson in the course manual/s</li> <li>• Identification of important or distinctive aspects of the lesson/s</li> <li>• Reading and discussion of the introductory sections up to learning outcomes</li> </ul>	<p><b>1.1 ICE Breaker</b> Reflect and identify suitable energizers for motivating your learners in lesson 9</p> <p><b>1.2 Reflection Activity:</b> Share your success story of PD session 8, ideas in teaching lesson 8</p> <p><b>1.3</b> Brain-write and share with the group, any challenge you faced in delivering lesson 8</p> <p><b>1.4</b> identify and talk about the focus of lesson 9 in pairs <i>(refer to your respective course manuals)</i></p>	<b>20 mins</b>
<p><b>2. Concept Development (New learning likely to arise in this lesson):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of concepts</li> <li>• Identification of possible challenging areas in teaching of the concept.</li> <li>• Identification of needed resources for the teaching and learning of the concept.</li> </ul>	<p><b>2.1</b> Read through the main lesson of your respective domains and identify the distinctive features. <i>(topic/sub-topics, LOs, LIs, teaching and learning activities, assessment)</i></p> <p><b>2.2</b> Write four major concepts in lesson 9 on a sticker and share <i>(Refer to the lesson 9 in the respective course manuals)</i></p> <p><b>2.3</b> Discuss the interrelatedness and distinctiveness of the lesson and concepts in relation to the Basic School Curriculum</p>	<b>25 mins</b>

	<p>2.4 In pairs identify the challenging areas in teaching your respective courses identified in 2.2 above. <b>NB. Be vigilant as student teachers use tools and machines. Enforce workshop safety rules to the later.</b></p> <p>2.5 Identify the needed resources for the teaching and learning of the concepts outlined in 2.3 above</p>	
<p><b>3. Teaching, learning and assessment activities for the lesson</b></p> <ul style="list-style-type: none"> <li>• Reading of teaching and learning activities and identification of areas that require clarification</li> <li>• 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%)</li> <li>• Working through one or two activities,</li> </ul>	<p>3.1 Read the teaching and learning activities of lesson 9 in your respective course manuals and identify the areas that require clarification</p> <p>3.2 Model a presentation on one or two teaching and learning activities as in your respective course manuals.</p> <p>3.3 Suggest other possible methods of presenting <b>lesson 9</b> as it pertains in your various subject areas in TVET</p> <p>3.4 Discuss how you would integrate content and pedagogy in your lesson to enable student teachers enhance their observation and practice during STS in the Basic Schools.</p> <p>3.5 Identify and discuss how the transferable skills and ICT skills in your lesson 9 activities would be inculcated in your student teachers.</p> <p>3.6 Identify the assessment activities of lesson 9 in your Course manuals and ensure they are aligned to the NTS, NTEAP, GESI. NTEAP E.g., <b>Make use of alternative sex and ability group or names in constructing assessment tools</b></p> <p>3.7 Brain write additional assessment activities that will be relevant to the lesson</p>	<p><b>40 mins</b></p>
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Identification of any outstanding issues relating to this lesson for clarification</li> <li>• Advance preparation</li> <li>• In the case of unresolved issues</li> </ul>	<p>4.1 Individuals outline any outstanding issues relating to this lesson for clarification</p> <p>4.2 Individually, describe how you will use knowledge and understanding gained to present lesson 9</p> <p>4.3 In the case of unresolved issues refer to the SWLs</p>	<p><b>5 mins</b></p>

	<p>4.4 Invite a critical friend to use an observational guide to observe and report on your lesson delivery at the next PD session</p> <p>4.5 Study lesson 10 of your respective course manuals in preparation for PD session 10.</p>	
<p><b>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.</b></p>	<p><b>Note the following:</b></p> <ul style="list-style-type: none"> <li>• <b>Tutors may begin to prepare student teachers for end semester assessment</b></li> <li>• <b>Project work assessments should be centred on processes, procedures and partially or finished works</b></li> <li>• <b>Emphases from this time should be on finishing processes and finishes as well as product exhibits</b></li> <li>• <b>Portfolios should exhibit presentations, evidence of independent learning activates, pictures, patterns, process reports, STS learner plans as well as STS Journals records</b></li> <li>• <b>Conduct assessment activities such that you give attention and assistance to SEN student teachers who have difficulty in handling tools and equipment in Agriculture, Home Economics, Technical as well as Visual Art and use right teaching and assessment approaches in practical lessons to involve all student teachers.</b></li> </ul> <p>• <b><i>NB. Ensure the safety of SEN student teachers especially when handling tools and equipment.</i></b></p>	

## 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
<p><b>1. Introduction / lesson overview</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Reflection on previous PD Session (Introduction to the course manual/s)</li> <li>• Introduction and overview of the main purpose of the lesson in the course manual/s</li> <li>• Identification of important or distinctive aspects of the lesson/s</li> <li>• Reading and discussion of the introductory sections up to learning outcomes</li> </ul>	<ol style="list-style-type: none"> <li>1.1. Explain the riddle posed by the PD lead based on the riddle.</li> <li>1.2. Reflect on the lesson observed by a colleague.</li> <li>1.3. Tell how useful the previous PD session was and how it influenced their teaching over the week.</li> <li>1.4. Read the introductory sections of Lesson 10 (up to learning outcomes) and discuss in pairs the important or distinctive aspects of Lesson 10. Refer to your respective TVET areas.</li> </ol>	<b>20 mins</b>
<p><b>2. Concept Development (New learning likely to arise in this lesson):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of concepts</li> <li>• Identification of possible challenging areas in teaching of the concept.</li> <li>• Identification of needed resources for the teaching and learning of the concept.</li> </ul>	<ol style="list-style-type: none"> <li>2.1. List the major concepts in lesson 10</li> <li>2.2. Discuss the challenging areas in teaching and learning the concepts listed in <b>2.1</b> above.</li> <li>2.3. Identify the needed resources in teaching and learning of the concepts in <b>2.2</b> above.</li> </ol>	<b>25 mins</b>

<p><b>3. Teaching, learning and assessment activities for the lesson</b></p> <ul style="list-style-type: none"> <li>• Reading of teaching and learning activities and identification of areas that require clarification</li> <li>• 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%)</li> <li>• Working through one or two activities,</li> </ul>	<p>3.1. Suggest other teaching and learning activities for teaching Lesson 6 taking into account GESI issues after.</p> <p>3.2. Work through one or two activities in Lesson 10 to ensure you understand how you will present them to student teachers.</p> <p>3.3. Mention other possible methods of presenting lesson 10 as it pertains in your various subject areas in TVET.</p> <p>3.4. Read the assessment component of Lesson 10 and identify areas that require clarification especially on GESI related activities.</p> <p>3.5. In pairs, refer to the NTEAP document and focus on subject portfolio and subject project.</p> <p>3.6. Discuss how the teaching/learning and assessment practices in this lesson aligns with the GESI basic school curriculum and its subsequent application during STM</p> <p>3.7. Demonstrate how you will use ICT-OERs and other internet facilities to deliver the lesson</p>	<p><b>40 mins</b></p>
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Identification of any outstanding issues relating to this lesson for clarification</li> <li>• Advance preparation</li> <li>• In the case of unresolved issues</li> </ul>	<p>4.1. Identify and discuss any outstanding misconceptions that arose from the PD session for further clarification.</p> <p>4.2. Invite a critical friend from the same or related discipline to observe them as they teach Lesson 10 in class and provide feedback</p> <p>4.3. Read on Lesson 11 before the next PD session.</p>	<p><b>5 mins</b></p>
<p><b>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</b></p>	<p style="text-align: center;"><b><u>How to score practical lesson</u></b></p> <p>Refer PD session 2 for practical assessment format and note the following:</p> <ul style="list-style-type: none"> <li>• <b><i>Emphasis should be placed on creative application of knowledge and skills, innovation, teamwork and relevant application of ICT tools and skills.</i></b></li> <li>• <b><i>Final products should be in view at this stage. Evaluation</i></b></li> </ul>	

<p>ensuring: subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</p>	<p><i>should focus on all aspects including the understanding and proper application of theories, principles, processes, procedures, appropriate use of tools, compliance with safety rules in the studio/workshops greening TVET, as well as finishing and finishes.</i></p>
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## 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
<p><b>1. Introduction / lesson overview</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Reflection on previous PD Session (Introduction to the course manual/s)</li> <li>• Introduction and overview of the main purpose of the lesson in the course manual/s</li> <li>• Identification of important or distinctive aspects of the lesson/s</li> <li>• Reading and discussion of the introductory sections up to learning outcomes</li> </ul>	<p>1.1 Participate in the ice breaker. <i>E.g., If you are given GH¢4000.00 each now, write one thing you will like buy for your household. Share with the whole group to see if there are similarity in peoples' wishes.</i></p> <p>1.2 share your best practices in delivering Lesson 10 with the whole group.</p> <p>1.3 Read and identify the purpose of the lesson, lesson description, learning outcomes and indicators of lessons 11 in the course manuals.</p> <p>1.4 In your subject groups discuss the facts identified in 1.3 above.</p> <p>1.5 Identify important or distinctive features of the lesson.</p> <p>1.6 Identify the relevant previous knowledge and how it applies to the new lesson.</p>	
<p><b>2. Concept Development (New learning likely to arise in this lesson):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of concepts</li> <li>• Identification of possible challenging areas in teaching of the concept.</li> <li>• Identification of needed resources for the teaching and learning of the concept.</li> </ul>	<p>2.1 <b>Read and identify the features:</b> <i>(topic/sub-topics, LOs, LIs, teaching and learning activities, assessment</i></p> <p>2.2 List the major concepts in the lesson.</p> <p>2.3 Identify the new or challenging concepts in the lessons 11.</p> <p>2.4 List the needed resources for teaching and learning of the concepts in lesson 11.</p>	<b>25 mins</b>

<p><b>3. Teaching, learning and assessment activities for the lesson</b></p> <ul style="list-style-type: none"> <li>• Reading of teaching and learning activities and identification of areas that require clarification</li> <li>• 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%)</li> <li>• Working through one or two activities,</li> </ul>	<p>3.1 Read the teaching and learning activities in your respective course manuals and identify the areas that require clarification.</p> <p>3.2 Suggest possible methods of presenting <b>lesson 11</b> as it pertains in your various subject areas in TVET.</p> <p>3.3 Brain write other interactive approaches and share with the whole group</p> <p>3.4 identify ways to support student teachers to apply the approaches in 3.3 above in STS sessions.</p> <p>3.5 In your subject groups, think-pair-share the assessment opportunities in the Course manuals and ensure they are aligned with the NTEAP</p> <p>3.6 Identify how to address cross cutting issues: core and transferable skills, GESI and its related issues in lessons.</p> <p>3.7 List opportunities in the lesson that could support student teachers' understanding and ability to apply assessment for or as learning in their STS</p> <p>3.8 Walk through one or two learning activities that promote understanding of the lesson</p> <p><b>NB.</b> In addition to provisions in the manual, tutors may explore other approaches and resources in the lesson delivery.</p>	<p><b>40 mins</b></p>
<p><b>Guidance notes for SL/HoD should</b></p> <ul style="list-style-type: none"> <li>• <i>Select activities, linked to CLO and indicators, from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, e.g. from section 2, or approaches to teaching, learning and assessment, incl. gender responsive and inclusive approaches</i></li> </ul>	<p><i>Refer</i></p> <ul style="list-style-type: none"> <li>• <b>Session 1</b> for summary of NEAP, and</li> <li>• <b>Session 2</b> on Assessment of practical work</li> <li>• <i>How to build portfolios</i></li> </ul>	

<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>• Identification of any outstanding issues relating to this lesson for clarification</li> <li>• Advance preparation</li> <li>• In the case of unresolved issues</li> </ul>	<p>4.1 Identify any outstanding issues relating to this lesson for clarification.</p> <p>4.2 Ask tutors to use pre-recorded video or PowerPoint presentation as well as Pre-recorded Videos to illustrate challenging areas in lessons to clarify concepts</p> <p>4.3 Give a summary of the session.</p> <p>4.4 Identify one critical friend to observe the lesson and report on your lesson delivery at the next PD session.</p> <p>4.5 Read lesson course manuals in preparation for session 12</p>	<p><b>5 mins</b></p>
<p><b>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.</b></p>		

## Tutor PD Session for Lesson 12 in the Course Manual

### Session 12 for the TVET for the Year 3 Semester 1

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
<p><b>1. Introduction / lesson overview</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Reflection on previous PD Session (Introduction to the course manual/s)</li> <li>• Introduction and overview of the main purpose of the lesson in the course manual/s</li> <li>• Identification of important or distinctive aspects of the lesson/s</li> <li>• Reading and discussion of the introductory sections up to learning outcomes</li> </ul>	<p>1.1 Take part in the ice breaker.</p> <p>1.2 Share any good practices you learnt in the last PD Session which you have implemented in the classroom.</p> <p>1.3 Read the introduction sections of the lesson to identify, the title of the lesson, lesson description, the purpose, RPK, LOs, LIs etc. of the lesson.</p> <p>1.4 Discuss the lesson description</p> <p>1.5 Read and discuss the correlation and achievability learning outcomes and indicators of the lessons.</p>	
<p><b><i>The guidance notes for SL/HoD need to</i></b></p> <ul style="list-style-type: none"> <li>• <i>Provide short overview of the lesson</i></li> <li>• <i>Identify important or distinctive features of the lesson</i></li> <li>• <i>Identify assessment, aligned to NTEAP</i></li> <li>• <i>Anticipate questions which might arise from</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>Note that this PD session is the last in the semester</i></b></li> </ul>	

<p><i>the introduction to the lesson and provide responses for SL/HoD.</i></p> <ul style="list-style-type: none"> <li>• <i>Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD</i></li> </ul>		
<p><b>2. Concept Development (New learning likely to arise in this lesson):</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion of concepts</li> <li>• Identification of possible challenging areas in teaching of the concept.</li> <li>• Identification of needed resources for the teaching and learning of the concept.</li> </ul>	<p>2.1 Read and identify the features: <i>(topic/sub-topics, LOs, LIs, teaching and learning activities, assessment</i></p> <p>2.2 List and discuss the major concepts in lesson 1</p> <p>2.3 In your various TVET domain, identify the new or challenging concepts in lessons 12 that must be explored.</p> <p>2.4 Use the think-pair-share to list the resources for teaching and learning of the concepts.</p> <p>2.5 List the possible core and transferable skills including ICT skills to be transmitted in the lesson</p> <p>2.6 Discuss how GESI issues has been handled in the semester indicating any improvements or otherwise.</p> <p>2.7 Ask tutors to discuss the impact of their interventions into the embedding student teachers' STS</p>	<p><b>25 mins</b></p>
<p><b>3. Teaching, learning and assessment activities for the lesson</b></p> <ul style="list-style-type: none"> <li>• Reading of teaching and learning activities and identification of areas that require clarification</li> <li>• 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</li> </ul>	<p>3.1 Read the teaching and learning activities in your respective course manuals and identify the areas that require clarification.</p> <p>3.2 Suggest possible methods of presenting <b>lesson 12</b> as it pertains in your various subject areas in TVET.</p> <p>3.3 Identify approaches you will use to assist student teachers in developing teaching and learning skills as well as the resources they will use to teach the basic school curriculum</p> <p>3.4 Role play how you intend to integrate and transmit these skills to your student teachers in the lesson.</p> <p>3.5 Discuss the assessment opportunities in the various</p>	<p><b>40 mins</b></p>

<p>(40%)</p> <ul style="list-style-type: none"> <li>Working through one or two activities,</li> </ul>	<p>Course manuals and their alignment to the NTEAP</p> <p>3.6 Develop peer assessment procedures for group work and practical activities.</p>	
<p><b>4. Evaluation and review of session:</b></p> <ul style="list-style-type: none"> <li>Identification of any outstanding issues relating to this lesson for clarification</li> <li>Advance preparation</li> <li>In the case of unresolved issues</li> </ul>	<p>4.1 Identify any outstanding issues relating to this lesson for clarification.</p> <p>4.2 Organize end-of- semester exhibitions/fares and invite the College community as a way of boosting the image of TVET</p>	<p><b>5 mins</b></p>
<p><b>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.</b></p>		

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

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

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

<b>Resources /TLM.</b> Where specific resources are required, it is clear where tutors can access them e.g., videos, online resources or readings.	
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