

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

HANDBOOK FOR TUTORS



Wisdom, Knowledge
and Prudence





The Government of Ghana



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Foreword

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

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

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

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

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

Robin Todd
Executive Director, T-TEL
September 2021

**Year Three Semester One
GHANAIAN AND ENGLISH LANGUAGE
Tutor Version of Weekly PD sessions**

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Name of Course: Ghanaian Language and English

This PD Session document consists of the following courses:

1. English

- a. Stylistics
- b. Sociolinguistics
- c. Basic School English Language Curriculum (JHS)
- d. English Language Curriculum for Upper Primary
- e. English Language Curriculum for Early Grade

2. Ghanaian Language (GL)

- a. JHS Advanced Grammar of a Ghanaian Language
- b. Comprehension and Summary of a Ghanaian Language
- c. Written Literature of a Ghanaian Language (for Upper Primary)
- d. Written Literature of a Ghanaian Language (for Early Grade)

How to use this PD Manual

This Professional Development (PD) manual comprises several courses in English and Ghanaian Language. There are some generic statements and instructions in the various lessons in this manual, which can be adapted to suit the respective courses. Tutors should, therefore, refer to the individual course manuals during the PD sessions.

Age Phase/s:

1. Junior High School
2. Upper Primary
3. Early Grade

Name of Subject/s:

English and Ghanaian Language

1. English

- a) Teaching English
- b) Stylistics
- c) Sociolinguistics
- d) Basic School English Language Curriculum (JHS)
- e) English Language Curriculum for Upper Primary
- f) English Language Curriculum for Early Grade

2. Ghanaian Language (GL)

- a) JHS Advanced Grammar of a Ghanaian Language
- b) Comprehension and Summary of a Ghanaian Language
- c) Written Literature of a Ghanaian Language (for Upper Primary)
- d) Written Literature of a Ghanaian Language (for Early Grade)

Tutor PD Session for Lesson 1 in the Course Manual

Lesson Title:

English:

Teaching English:

Approaches to the teaching of Grammar; Grammar-Translation method: meaning of phrases, the meaning of sentences, grammar rules, explanation of grammar rules.

Stylistics:

Introduction to stylistics, what is stylistics, nature of stylistics, styles versus stylistics.

Sociolinguistics:

Introduction to Sociolinguistics, what is sociolinguistics? Approaches to the study of sociolinguistics.

Curriculum(JHS, Upper Primary and Early Grade):

What is curriculum, what is the syllabus, the difference between curriculum and syllabus, a brief history of curriculum development, models of curriculum development.

Ghanaian Language:

JHS Advanced Grammar:

The concept of advanced composition: definition of advanced composition, the scope of advanced composition

Comprehension and summary

What is comprehension? The elements of comprehension:

Written Literature (UP):

Literature (concepts, scope, types and characteristics);

Written Literature (EG):

What is literature: definition of literature, types of literature, the scope of literature.

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs, and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
<p>1. Introduction/lesson overview</p> <ul style="list-style-type: none"> • Overview of subject/s age phase/s to be covered in this PD session and how it will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the 	<p>1.1 Discuss the main issues raised in the previous PD session in English and the Ghanaian language.</p> <p>1.2 Discuss how the phases of this lesson are organised and how they will be covered.</p> <p>For example, the phases are organised into Early Grade, Upper Primary and Junior High School specialism. Each level has its own topics and subtopics to be covered so the topics and subtopics should relate to the age phases.</p> <p>1.3 Examine the structure of the course manual and briefly discuss its content.</p>	20 mins

<p>course manual/s)</p> <ul style="list-style-type: none"> • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes 	<p>1.4 In pairs, write your expectations of the course manual and share with the larger group.</p> <p>1.5 Discuss your expectations of this session and your understanding of the concepts to be treated in the lesson.</p> <p>1.6 In pairs, discuss the primary purpose of the PD Session and that of the current lesson of the course manual and share your views.</p> <p>1.7 Discuss the main Learning Outcomes (LOs), and the Learning Indicators (LIs) raised in the lesson. Ask questions for clarification. <i>(Refer to the learning outcomes and indicators section of the lesson, e.g. How will the indicators help achieve the learning outcomes?)</i></p> <p>Examples:</p> <p>Advanced Grammar of a Ghanaian Language: Demonstrate advanced knowledge in compositions of a Ghanaian language. (NTS 2c:13), (NTS 3i:14),(NTECF 3: 20), (NTS 1f:12), (NTS 2e, f: 13), (NTS 3c: 14).</p> <p>Comprehension of a Ghanaian Language: Demonstrate knowledge and skills in comprehending and summarizing materials in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).</p> <p>Written Literature of a Ghanaian Language: demonstrate knowledge and understanding of written literature of a Ghanaian language, and teach them effectively and promote literature appreciation among learners. (NTS 2c, e: 13), (NTS 2e: 13), (NTS 3a, c: 14), (NTECF 3: 20).</p> <p>English Language Curriculum (EG, UP and JHS): At the end of this course student teachers should be able to demonstrate their understanding of curriculum theory, its foundation and models. (NTS 2b: 13)</p> <p>Sociolinguistics: Demonstrate a basic understanding of how language intersects with society (NTS2c, p.13)</p> <p>Stylistics: At the end of this course student teachers should be able to demonstrate knowledge of the basic concepts in stylistics (NTS 2c: 13)</p>	
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	<p>1.8 In pairs, identify the distinctive features of the lesson (refer to the lesson description section).</p> <p>1.9 Brainstorm some of the controversial questions that are likely to arise from the introduction to the lesson.</p>	
<p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in the teaching of the concept. • Identification of needed resources for the teaching and learning of the concept. 	<p>2.1 Through <i>the think-pair-share</i>, state the main content in lesson 1 and clarify issues that may arise from the discussion. (Refer to lesson 1 and its subtopics in the respective course manuals).</p> <p>2.2 In groups, discuss any challenges you anticipate in presenting the topics of various lessons.</p> <p>Examples of barriers:</p> <p>Sociolinguistics: Student teachers may not have been relating appropriately between and among themselves considering the plurality of the language situation in Ghana.</p> <p>Teaching English: Student teachers may have challenges in teaching some of the concept in English language.</p> <p>Advanced Grammar of a Ghanaian Language: Student teachers might likely not know the scope of advanced compositions of a Ghanaian language.</p> <p>Comprehension and Summary of a Ghanaian Language: Student teachers might not likely to identify all techniques and types of comprehension.</p> <p>Stylistics: Student teachers may not have been interpreting texts taking into consideration the linguistic and literary implications.</p> <p>Written Literature of a Ghanaian Language: Student teachers might likely to identify all the characteristics and scope of literature.</p> <p>English Language Curriculum (EG, UP, JHS): Student teachers may not have been previewed to the theory of curriculum development.</p> <p>Challenges: Sociolinguistics: Student teachers might not be able to distinguish between</p>	<p>25 mins</p>

and among the variations in languages and dialects. This can be avoided when they have an in-depth knowledge in how language is used in different contexts.

Teaching English:

There is a tendency that the tutor/lecturer might focus on examples from one language s/he is familiar with excluding languages of other student teachers. This can be addressed by making effort to diversify by including examples from other languages.

Advanced Grammar of a Ghanaian Language:

The tutor/lecturer might not be an expert in advanced compositions of a Ghanaian language. This can be addressed by making effort learn more for advanced composition of a Ghanaian language.

Comprehension and Summary of a Ghanaian Language:

The tutor/lecturer might not be an expert in comprehension and summary or the three genres. This can be addressed by making effort learn more for comprehension and summary of a Ghanaian language.

Stylistics:

It is likely that student teachers may not recognize writers' concept of foregrounding and deviation so they might misinterpret given texts. This can be avoided when they have an in depth knowledge in writers' style of writing.

Written Literature of a Ghanaian Language:

The tutor/lecturer might not be an expert in literature or the three genres. This can be addressed by making effort learn more for written literature.

English Language Curriculum (EG, UP, JHS):

The student teachers may be confused with curriculum as a discipline of its own.

This may be avoided when the historical perspectives of curriculum is looked at into details.

2.3 Choose the most appropriate learning resources, e.g. ICT tools (smartphones, projectors, video) and inclusive materials for teaching the topics in this current lesson.

	<p>2.4 Consider the required texts and show how they will be used in the lesson to promote learning among all manner of learners (GESI)</p> <p>2.5 Identify the additional reading materials needed and how you will use them to promote GESI and 21st-century skills. (E.g groupwork to promote communication and collaboration)</p>	
<p>3. Teaching, learning and assessment activities for the lesson</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) • Working through one or two activities, 	<p>3.1 Contribute to discussion by answering and asking questions on the various teaching and learning activities suggested in the lesson delivery and how they will promote the content delivery of Ghanaian Language and English of the New 4-year B.Ed., Basic School Curricula and GESI. (<i>refer to the teaching and learning activities section of your course manuals</i>)</p> <p><i>Examples of GESI:</i></p> <p>Making reasonable adjustments for physically challenged learners.</p> <p>Both male and female learners playing leading roles in a group task.</p> <p>Examples of 21st century skills: Critical thinking, communication, collaboration, observation and enquiry skills, digital literacy</p> <p>3.2 Discuss the appropriateness of the activities and strategies and how you will use them to enhance the core and transferable skills (e.g. Using debate to promote critical thinking, communication, collaboration) and GESI (e.g. Emphasizing inclusive learning in the lesson in the College of Education (B.ED) and Basic School Curricula.</p> <p>3.3 Demonstrate a selected activity and use it in an actual classroom teaching situation.</p> <p>3.4 Discuss the mode of assessment outlined in the various manuals and find out how they are aligned with the NTEAP in terms of the subject project, subject portfolio, including those gathered from School Visit (STS) and end of semester examination. Provide examples of activities for subject project and subject portfolio</p> <p>E.g. Student teachers to present their assignment using a poster to aid their presentation (subject portfolio)</p>	<p>40 mins</p>

	<p>E.g. Student teachers to prepare a poster showing how their lessons are linked to the Basic School curriculum (Subject project)</p> <p><i>Examples of special tools:</i> Text magnifier, head wands, keyboard for cerebral Palsy, braille, typing aids, large prints, audio books.</p> <p>3.5 Discuss the assessment continuous instruments in the respective manuals and how they are used in assessing student teachers.</p>	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues 	<p>4.1 Recap the main issues in the lesson and discuss any outstanding issues that relate to the current lesson for clarification.</p> <p>4.2 Identify a critical friend who took part in the PD session to sit in your class during the lesson and report on observation during the next PD session for discussion.</p> <p>4.3 Read the topics to be treated in advance to enable you to prepare adequately for the session</p>	<p>5 mins</p>

Tutor PD Session for Lesson 2 in the Course Manual

Lesson Title:

English:

Teaching English:

Approaches to the teaching of Grammar: Direct/Natural/Reformed Meth, inductive teaching, meanings through contexts, structural/new approach, sentence pattern and phrase, barriers to learning.

Stylistics:

Key concepts in stylistics, principles of stylistic analysis, strands of modern stylistics, strands and stylistics.

Sociolinguistics:

Language and society: Language communities, intersecting communities

Curriculum:

Theory of curriculum development; theory and models of curriculum development
importance of the theory of curriculum development (JHS, UP, EG),

Ghanaian Language:

JHS Advanced Grammar:

Planning composition writing, organising composition

Comprehension and Summary:

Types of reading: skimming, scanning, critical reading

Written Literature:

Literary devices: features of written literature, features of oral literature,

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs, and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
<p>1. Introduction/lesson overview</p> <ul style="list-style-type: none"> • Overview of subject/s age phase/s to be covered in this PD session and how it will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on 	<p>1.1 Discuss the main issues raised in the previous PD session in English and the Ghanaian language.</p> <p>1.2 Discuss how the phases of this lesson are organised and how they will be covered.</p> <p>1.3 Share your observations and experiences that you had from the lesson observation with colleagues.</p> <p>1.4 Brainstorm the expectations of this session and your understanding of the concepts to be treated in the lesson.</p>	20 mins

<p>previous PD Session (Introduction to the course manual/s)</p> <ul style="list-style-type: none"> • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes 	<p>1.5 Discuss the primary purpose of the PD Session and that of the current lesson of the course manual and share your views.</p> <p>1.6 Discuss the main Learning Outcomes (LOs), and the Learning Indicators (LIs) raised in the lesson. Ask questions for clarification. (<i>Refer to the learning outcomes and indicators section of the lesson, e.g. How will the indicators help achieve the learning outcomes?</i>)</p> <p><i>Examples:</i> <i>Advanced Grammar of a Ghanaian Language</i></p> <p>Examples of issues raised in the previous PD session: Managing time, considering details of topics and subtopics of lesson and using appropriate teaching and learning activities.</p> <p>Comprehension of a Ghanaian Language: demonstrate knowledge and skills in teaching comprehension and summary of Ghanaian language. (NTS 1a, f: 12), (NTS 2c, d: 13), (NTS 3a, e, f, g, i, j: 14), (NTS 2e: 13), (NTS 3 c, d, h: 14), (NTECF 3: 20), (NTS 2f:13), (NTS 3f, g: 14), (NTECF 4: 42), (IEP 5: 11).</p> <p><i>Written Literature of a Ghanaian Language:</i> demonstrate knowledge and understanding of written literature of a Ghanaian language, and teach them effectively and promote literature appreciation among learners. (NTS 2c, e: 13), (NTS 2e: 13), (NTS 3a, c: 14), (NTECF 3: 20).</p> <p><i>English Language Curriculum:</i> Demonstrate knowledge of the characteristics of the English language curriculum from KG to JHS (NTS 2d: 13)</p> <p><i>Sociolinguistics:</i> Explain multilingualism and some of its by-products such as code[1] switching, pidgins and creoles. They should also be able to identify the process of language shift and language death/loss in their own communities (NTS2c, p.13).</p> <p><i>Stylistics:</i> student teachers should be able to demonstrate the understanding of the major aspects or perspectives of stylistics (NTS, 2c: 13)</p>	
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	<p>1.9 Brainstorm some of the controversial questions that are likely to arise from the introduction to the lesson.</p> <p>1.7 Identify the distinctive features of the lesson (refer to the lesson description section).</p> <p>Example: English Curriculum: The models of curriculum development, the integrated nature of the teaching and learning activities</p> <p>Sociolinguistics: Specific role of language in society.</p> <p>Teaching English: The concept of grammar in English language.</p> <p>Advanced Grammar of a Ghanaian language: Skills in planning and organising oneself</p> <p>1.8 Brainstorm some of the controversial questions that are likely to arise from the introduction to the lesson.</p>	
<p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in the teaching of the concept. • Identification of needed resources for the teaching and learning of the concept. 	<p>2.1 Through <i>the think-pair-share</i>, state the main content covered in the lesson and clarify issues that may arise from the discussion. (<i>Refer to lesson 2 and its subtopics in the respective course manuals</i>).</p> <p>2.2 In groups, discuss any challenges you anticipate in presenting the topics of lesson 2.</p> <p>2.3 Discuss the suggested teaching and learning resources and choose the most appropriate learning resources, e.g. ICT tools (smartphones, projectors, video) and inclusive materials for teaching the topics in this current lesson.</p> <p>2.4 Discuss the required texts and show how they will be used in the lesson to promote learning among all manner of learners (GESI)</p> <p>2.5 Identify the additional reading materials needed and how you will use them to promote GESI and 21st-century skills (e.g. diversity, inclusivity, critical thinking).</p>	<p>25 mins</p>
<p>3. Teaching, learning and assessment activities for the</p>	<p>3.1 Actively participate in the discussion by answering and asking questions on the various teaching and learning activities suggested to be used in the lesson delivery and</p>	<p>40 mins</p>

<p>lesson</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) • Working through one or two activities, 	<p>how they will promote the content delivery of Ghanaian Language and English of the New 4-year B.Ed., Basic School Curricula and GESI. (<i>refer to the teaching and learning activities section of your course manuals</i>)</p> <p><i>Other 21st century skills include:</i> Critical thinking, communication, collaboration, observation and enquiry skills, digital literacy.</p> <p>3.2 Discuss the appropriateness of the activities and strategies and how you will use them to enhance the core and transferable skills as discussed in lesson1 (e.g. critical thinking, communication, collaboration) and GESI in the lesson in the College of Education (B.ED) and Basic School Curricula.</p> <p>Other examples of GESI include: Making reasonable adjustments for physically challenged learners.</p> <p>Both male and female learners playing leading roles in a group task.</p> <p>3.3 Demonstrate a selected activity showing how it is used in an actual classroom teaching situation.</p> <p>3.4 Discuss the mode of assessment outlined in the various manuals and find out how they are aligned with the NTEAP in terms of the subject project, subject portfolio, including those gathered from School Visit (STS) and end of semester examination. Provide examples of activities for subject project and subject portfolio.</p> <p><i>Note: Remind tutors to be mindful of GESI issues such as braille, the use of audio machines for orals, text magnifier, head wands, keyboard for cerebral Palsy, typing aids, large prints, audio books</i></p> <p>3.5 Discuss the assessment instruments in the respective manuals and procedures in assessing student teachers.</p> <p>The following assessment instruments can be used: Using grading rubrics, Canvas Assignments, plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. Quiz bot</p>	
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<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues 	<p>4.1 Recap the main issues in the lesson and discuss any outstanding issues that relate to the current lesson for clarification.</p> <p>4.2 Identify a critical friend who took part in the PD session to sit in your class during a lesson and report on observation for discussion during the next PD session.</p> <p>4.3 Read the topics to be treated in advance to enable them to prepare adequately for the session.</p>	<p>5 mins</p>
<p>Course assessment in accordance with the NTEAP: SWL needs to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means that subject projects, portfolio preparation, and development are explicitly addressed in the PD sessions.</p>		

Tutor PD Session for Lesson 3 in the Course Manual

Lesson Title:

English:

Teaching English:

Approaches to the teaching of Grammar: Communicative Approach: dialogue role play and field trips, other extensions with games, stories, songs, drawings, Audiolingual method: repetition, inflexion, replacement, restatement

Stylistics:

Key concepts in stylistics: foregrounding, deviation, parallelism, cohesion and coherence

Sociolinguistics:

Language and society 2: Language and dialect/ Mutual intelligibility/Standardization and variations Regional dialects, registers and style

Curriculum(JHS, Upper Primary and Early Grade):

Stages of English language curriculum development: stages of curriculum development, curriculum designing/planning/development, curriculum implementation, curriculum evaluation (JHS, Upper Primary and Early Grade)

Ghanaian Language:

JHS Advanced Grammar:

Writing advanced compositions: stages in writing composition, writing on different topics, writing for different audiences;

Comprehension and summary

Identification of key ideas in comprehension; ways to identify key concepts, topic sentences, supporting sentence.

Written Literature (UP):

Prose(scope, characteristics and literary devices); scope of prose, some literary devices

Written Literature (EG):

Types or genres of written literature

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs, and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
1. Introduction/lesson overview <ul style="list-style-type: none"> • Overview of subject/s age phase/s to be covered in this PD session and how it will be organised. Including guidance on 	1.1 Discuss the main issues raised in the previous PD session in English and Ghanaian language. For example the use of ICT tools in assessment and the use of GESI responsive activities 1.2 Discuss how the age phases (EG, UP JHS) of this lesson is organised and how they will be covered.	20 mins

<p>grouping tutors according to the subject/s, age phase/s.</p> <ul style="list-style-type: none"> • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson • Reading and discussion of the introductory sections up to learning outcomes 	<p>1.3 Let tutors discuss issues raised from the critical friend report highlighting the crosscutting issues such as ICT and GESI matters. Examples of GESI: Both male and female learners playing leading roles in a group task. Examples of ICT: Desktop and laptops computers ,Projector, Digital cameras, Printer, Photocopier</p> <p>1.4 Discuss your expectations of this lesson and your understanding of the concepts to be treated in the lesson.</p> <p>1.5 In pairs, discuss the primary purpose of the PD Session and that of the current lesson of the course manual and share your views.</p> <p>1.6 Discuss the main Learning Outcomes (LOs), and the Learning Indicators (LIs) raised in the lesson. Ask questions for clarification. (<i>Refer to the learning outcomes and indicators section of the lesson, e.g. How will the indicators help achieve the learning outcomes?</i>)</p> <p><i>Examples:</i> <i>Sociolinguistics:</i> Demonstrate an understanding of how social factors such as sex, education, race, vocation or profession influence linguistic choices and create linguistic variation, and be able to apply this knowledge in their classrooms (NTS2c, p.13).</p> <p>Teaching English: Demonstrate knowledge of English Language as a medium of instruction and as a subject of study at the JHS (NTECF, p.10) (NTS, 2c, p.13)</p> <p>Stylistics: At the end of this course, students should be able to explore linguistic features from texts to aid the understanding of such texts (NTS 2c, 3e: 13 & 14)</p> <p>Written Literature of a Ghanaian Language: demonstrate knowledge and skill in assessing the various genres of written literature of a Ghanaian language. (NTS 1d, g: 12), (NTS 3b: 14), (NTS 1a, b: 12), (NTS 3k-p: 14), (NTECF 4: 39), (NTS 3n, p: 14).</p>	
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	<p>English Language Curriculum: Organize the content into teachable units for a scheme of work (NTS 3a: 14) and work in collaboration with other professionals to write individualised plans of action, including differentiated instruction/assessment</p> <p>1.7 In pairs, identify the distinctive features of the lesson (refer to the lesson description section).</p> <p>1.8 Brainstorm some of the controversial questions that are likely to arise from the introduction to the lesson.</p>	
<p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept. 	<p>2.1 Through <i>the think-pair-share</i>, state the main content to be covered in the lesson, highlighting the learners' diversity background and clarifying issues that may arise from the discussion. (<i>Refer to lesson 3 and its subtopics in the respective course manuals</i>).</p> <p><i>Examples:</i> <i>Sociolinguistics:</i> <i>Language and dialect, mutual intelligibility, standardization and variations regional dialects, social dialects idiolects, registers, styles genres.</i></p> <p><i>Stylistics:</i> Concepts of stylistics, foregrounding, deviation, parallelism.</p> <p><i>Advanced Grammar of a Ghanaian Language:</i> Processes or stages in writing composition, writing on different topics, writing for different audience.</p> <p>2.2 Tutors discuss some relevant previous knowledge related to the topics in Lesson 3.</p> <p>2.3 In groups, discuss any challenges you anticipate in presenting the topics of various lessons. Examples of challenges: <i>Sociolinguistics:</i> It is likely that student teachers may not be able to distinguish between and among language, varieties and dialect.</p> <p>This can be avoided when they have an in depth knowledge on the three concepts.</p> <p><i>Teaching English:</i> There is a tendency that the tutor/lecturer might focus on</p>	<p>25 mins</p>

	<p>examples from one language s/he is familiar with excluding languages of other student teachers.</p> <p>This can be addressed by making effort to diversify by including examples from other languages.</p> <p>English Language Curriculum: It is likely that student teachers may not be able to identify and differentiate between and among the three stages of curriculum.</p> <p>This can be avoided when they have an in depth knowledge in curriculum theory and its design.</p> <p>Advanced Grammar of a Ghanaian Language: There is a tendency that the tutor/lecturer might not be able to ensure each student teacher is practically involved in learning the skills in the process of writing compositions.</p> <p>This can be addressed by grouping the student teachers to collaborate in carrying out class activities.</p> <p>Comprehension and Summary of a Ghanaian Language: There is a tendency that the tutor/lecturer might not be able to ensure each student teacher is practically involved in learning the skills in identifying main ideas in reading comprehension. This can be addressed by tasking the student teachers search online for more information themselves before the lesson.</p> <p>Stylistics: It is likely that student teachers may not recognize writers' concept of foregrounding and deviation so they might misinterpret given texts.</p> <p>This can be avoided when they have an in depth knowledge in writers' style of writing.</p> <p>2.4 Choose the most appropriate learning resources, e.g. ICT tools (smartphones, projectors, video) and inclusive materials for teaching the topics in this current lesson.</p> <p>2.5 Tutors read the required texts session in the manual and show how they will be used in the lesson to promote learning among all manner of learners (GESI)as well as aid in teaching the Basic Level Curriculum.</p>	
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	<p>2.6 Identify the additional reading materials needed and how you will use them to promote GESI and 21st-century skills.</p> <p>2.7 Tutors suggest some online materials that can aid in teaching the topic.</p>	
<p>3. Teaching, learning and assessment activities for the lesson</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) • Working through one or two activities, 	<p>3.1 Contribute to discussion by answering and asking questions on the various teaching and learning activities suggested in the lesson delivery and how they will promote the content delivery of Ghanaian Language and English of the New 4-year B.Ed., Basic School Curricula and GESI. (<i>refer to the teaching and learning activities section of your course manuals</i>)</p> <p>3.2 Discuss the appropriateness of the activities such as group work, class presentation, etc.</p> <p>Show how you will use them to enhance the core and transferable skills (e.g. critical thinking, communication, collaboration) and GESI in the lesson in both the College of Education (B.ED) and Basic School Curricula.</p> <p>3.3 Demonstrate a selected activity and use it in an actual classroom teaching situation.</p> <p>3.4 Discuss the assessment instruments and procedures outlined in the manuals and their alignment with NTEAP and NTS.</p> <p>3.5 Discuss the assessment instruments in the respective manuals and procedures in assessing student teachers.</p> <p>Examples of assessment instruments: Using grading rubrics, Canvas Assignments, plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. Quiz bot</p> <p>3.6 Tutors suggest ways of integrating crosscutting issues (GESI and ICT) in this lesson assessment.</p>	40 mins
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation 	<p>4.1 Summarize the main issues in the lesson and discuss any outstanding issues that relate to the current lesson for clarification.</p> <p>4.2 Identify a critical friend who took part in the PD session to sit in your class during a lesson and report on observation for discussion during the next PD session.</p>	5 mins

<ul style="list-style-type: none"> • In the case of unresolved issues 	<p>4.3 Discuss the topics to be treated in advance to enable them to prepare adequately for those topics.</p>	
<p>Course assessment in accordance with the NTEAP: SWL needs to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means that subject projects, portfolio preparation, and development are explicitly addressed in the PD sessions.</p>		

Tutor PD Session for Lesson 4 in the Course Manual

Lesson Title:

English:

Teaching English:

Methods and strategies in teaching aspects of the English language- Methods of teaching English as a second language; deductive method, inductive method, deductive- inductive method.

Stylistics:

Exploring various language aspects in stylistics: style ad meaning 1; style and meaning; lexical category rule/deviation; changing the position of a lexical item; creating non-existing words; merging two words and adding affixes to words deviating from the norm

Sociolinguistics:

Multilingual speech communities: multilingualism as a societal phenomenon; language/speech practices in multilingual communities; types of language/speech practices: diglossia, code-switching, code-mixing

Curriculum (JHS)

Stages of English Language Curriculum Development: curriculum design/planning/development; curriculum implementation; curriculum evaluation

Curriculum (UP)

The concept and theory of curriculum development: what is curriculum; what is syllabus; the difference between curriculum and syllabus; the history of curriculum development; models of curriculum development

Curriculum (EG)

Characteristics of English language curriculum: contextual issues; general aims; general outcomes; specific objectives

Ghanaian Language:

JHS Advanced Grammar:

Evaluation of advanced writing: processes in evaluating composition I; processes in evaluating composition II;

Comprehension and summary of a Ghanaian language;

Reading texts of different genres: reading of prose texts; reading of drama texts;

Written Literature (UP):

Literature (concepts, scope, types and characteristics): scope, characteristics and elements of drama; types of drama and identification of literary devices

Written Literature (EG):

Literary devices: what is literature?; the importance of literary devices; what is a figure of speech

<p>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs, and each one must be addressed</p>	<p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</p>	<p>Time in session</p>
<p>1. Introduction/lesson overview</p> <ul style="list-style-type: none"> • Overview of subject/s age phase/s to be covered in this PD session and how it will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes 	<p>1.1 Discuss the main issues raised in the previous semester’s PD session in English and Ghanaian language.</p> <p>1.2 Discuss how the age phases of this lesson are organised and how they will be covered.</p> <p>1.3 Report on the lesson you observed.</p> <p>1.4 Discuss your expectations of this session and your understanding of the concepts to be treated in the lesson.</p> <p>1.5 In pairs, discuss the primary purpose of the PD Session and that of the current lesson of the course manual and share your views.</p> <p>1.6 Read and discuss the main Learning Outcomes (LOs) and the Learning Indicators (LIs). Ask questions for clarification. <i>(Refer to the lesson's learning outcomes and indicators section, e.g. How will the indicators help achieve the learning outcomes?)</i></p> <p><i>Examples:</i></p> <p><i>Sociolinguistics:</i> CLO1: Demonstrate a basic understanding of how language intersects with society (NTS2c, p.13).</p> <p><i>Teaching English:</i> Teach learners using appropriate methods and strategies to develop English Language skills in learners (NTECF, p.11) (NTS, 3a, e, i, p. 14)</p> <p>Advanced Grammar of a Ghanaian Language: Demonstrate knowledge and skills in writing advanced compositions of a Ghanaian language (NTS 2c: 13), (NTS 3i: 14)</p> <p>Comprehension and Summary of a Ghanaian Language: Demonstrate knowledge and skills in comprehending and</p>	<p>20 mins</p>

	<p>summarizing materials in a Ghanaian language. (NTS 2c: 13), (NTECF 3: 20).</p> <p>English Language Curriculum for Early Grade, Upper Primary and Junior High Specialism: Demonstrate an in-depth knowledge of the Early Grade, Upper Primary and Junior High English language curricula (NTS 2b; 2d: 13)</p> <p>1.7 In pairs, identify the distinctive features of the lesson, e.g. Multilingualism as a societal phenomenon, characteristics of drama (refer to the lesson description section of lesson 4).</p> <p>1.8 Brainstorm some of the controversial questions that are likely to arise from the introduction to the lesson.</p> <p>Examples:</p> <p>Sociolinguistics: It is likely that student teachers may not recognize the multiplicity of speeches in a multicultural community. This can be avoided when they have an in depth knowledge in the concept of multicultural speech in communities.</p> <p>Teaching English: There is a tendency that the tutor/lecturer might focus on examples from one language s/he is familiar with excluding languages of other student teachers.</p> <p>This can be addressed by making effort to diversify by including examples from other languages.</p> <p>Advanced Grammar of a Ghanaian Language: It is likely the teacher may not be familiar with the steps in evaluating written compositions.</p> <p>This can be addressed by making them do online research before the lesson and interacting with their colleague student teachers before the lesson.</p> <p>Comprehension and Summary of a Ghanaian Language: It is likely the teacher may not be familiar with comprehension and summary hence, may focus on teaching reading of only one.</p> <p>This can be dealt with by doing some online research before the lesson and interacting with their colleague student teachers before the lesson.</p>	
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	<p>English Language Curriculum for Early Grade, Upper Primary and Junior High English Curriculum: It is likely that student teachers may not be well versed in the area of the features of the English language curriculum.</p> <p>This can be avoided when they have an in depth knowledge of the characteristics of the English language curriculum.</p>	
<p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept. 	<p>2.1 Through <i>the think-pair-share</i>, state the main content covered in the lesson and your general observations about the scope of the content and any issues that may arise from the topic's content. (<i>Refer to lesson 4 and its subtopics in the respective course manuals</i>).</p> <p><i>Examples:</i></p> <p><i>Sociolinguistics:</i> Multilingual speech communities. Teaching English: Methods of teaching English as a second language.</p> <p>Advanced Grammar of a Ghanaian Language: Processes of evaluating compositions.</p> <p>Comprehension and Summary of a Ghanaian Language: Reading of prose texts.</p> <p>English Language Curriculum for Early Grade, Upper Primary and Junior High School: Characteristics of the English Language Curriculum</p> <p>2.2 Individually examine the content and suggest any background knowledge of learners that will facilitate their appreciation of this content.</p> <p>2.3 In groups, discuss any challenges you anticipate in presenting the topics of various lessons. (e.g. creation of non-existing words by some authors)</p> <p>2.4 Choose the most appropriate learning resources, e.g. ICT tools (smartphones, projectors, video) and inclusive materials for teaching the topics in this current lesson.</p> <p><i>Examples:</i> The use of desktop and laptops computers ,projector, digital cameras, printer, photocopier, tablets, popplet, pen drive, Ipods , Ipads, Webboards</p>	<p>25 mins</p>

	<p>2.5 Consider the required texts and show how they will be used in the lesson to promote learning among all manner of learners (GESI)</p> <p>2.6 Identify the additional reading materials needed and how you will use them to promote GESI and 21st-century skills.</p>	
<p>3. Teaching, learning and assessment activities for the lesson</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) • Working through one or two activities, 	<p>3.1 In your language groups, read and discuss the various teaching and learning activities suggested to be used in the delivery of lesson 4 and how they will promote the content delivery of Ghanaian Language and English of the New 4-year B.Ed. and Basic School Curricula, as well as GESI and 21st Century skills (<i>refer to the teaching and learning activities section of your course manuals</i>)</p> <p><i>Examples of GESI issues:</i></p> <p>Making reasonable adjustments for physically challenged learners.</p> <p>Both male and female learners playing leading roles in a group task</p> <p>3.2 Discuss the appropriateness of the activities and strategies and how you will use them to enhance the core and transferable skills (e.g. critical thinking, communication, collaboration) and GESI in the lesson in the College of Education (B.ED) and Basic School Curricula.</p> <p>3.3 Select one of the activities and demonstrate how you will use it in actual classroom teaching situations. Say how you can help student teachers support basic school learners to develop these skills through STS activities.</p> <p>3.4 Discuss the assessment instruments and procedures outlined in the manuals and how they are aligned with NTEAP.</p> <p><i>Examples:</i></p> <p>Using grading rubrics, canvas assignments, plagiarism detection, self-assessment, and peer assessment, surveys, and classroom polling. quiz bot</p> <p>3.5 Discuss the assessment instruments in the respective manuals and procedures used in assessing student teachers.</p>	<p>40 mins</p>

<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues 	<p>4.1 Walk around the room and give one participant one main issue in the lessons today. Raise any outstanding issues that relate to the current lesson for clarification.</p> <p>4.2 Identify a critical friend who took part in the PD session to sit in your class during a lesson and report their observation for discussion during the next PD session.</p> <p>4.3 Read the topics for lesson 5 before the next lesson.</p>	<p>5 mins</p>
<p>Course assessment in accordance with the NTEAP: SWL needs to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means that subject projects, portfolio preparation, and development are explicitly addressed in the PD sessions.</p>		

Tutor PD Session for Lesson 5 in the Course Manual

Lesson Title:

English:

Teaching English: Methods and strategies in teaching aspects of the English language; Deductive method, inductive method and inductive-deductive method
 Stylistics: Style and meaning 2; meaning relation; Semantic deviation – using metaphor; Importance of metaphor in semantic deviation
 Sociolinguistics: Multilingual speech communities 2; Language maintenance and language shift – (Case Studies from Ghana); Language death and language loss (case studies from Ghana), Introduction to Pidgins and Creoles; Ghanaian (Student) Pidgin
 Curriculum(JHS Upper Primary and Early Grade): Characteristics of the English curriculum; scope of content; pre-requisite skills; Organization of the curriculum; time allocation

Ghanaian Language:

JHS Advanced Grammar: Editing techniques; Concept of editing; Stages of editing (I); Stages in editing (II)
 Comprehension and summary of a Ghanaian language: Types of Summary; Concept of summary; Main point summary; key point summary; outline summary
 Written Literature (UP): Poetry I (characteristics, types and element); Types of poetry; Features of poetry; School Visit
 Written Literature (EG): What is prose and style; What are the features of prose; School visit

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs, and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)	Time in session
<p>1. Introduction/lesson overview</p> <ul style="list-style-type: none"> • Overview of subject/s age phase/s to be covered in this PD session and how it will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session 	<p>1.1 in your course groups, discuss the main issues raised in the previous PD session in English and Ghanaian language.</p> <p>For example, the guidelines for reading and analysing a prose text.</p> <p>1.2 A volunteer to tell the group how the age phases of this lesson are organised and how they will be covered.</p> <p>1.3 Examine the structure of the course manual and briefly discuss its content in your groups.</p> <p>1.4 Write two expectations of your respective course lessons on post-it notes and paste them on a flip chart.</p>	20 mins

<p>(Introduction to the course manual/s)</p> <ul style="list-style-type: none"> • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes 	<p>1.5 In pairs, discuss the primary purpose of the PD Session and that of the current lesson of the course manual and share your views.</p> <p>1.6 Open to your lesson's learning outcomes and indicators sections and read the LOs and their Learning Indicators for two minutes. While you read, try to establish the relationship between the LOs and the LIs. Now, share what you have with the group.</p> <p><i>Examples:</i></p> <p><i>Sociolinguistics:</i> Explain multilingualism and some of its by-products such as code-switching, pidgins and creoles. They should also be able to identify the process of language shift and language death/loss in their own communities (NTS2c, p.13).</p> <p><i>Teaching English:</i> teach learners using appropriate approaches to teaching and learning of the principles of vocabulary. Exhibit appropriate use of English among learners (NTECF, p.11) (NTS, 3a, e, i, p. 14)</p> <p>Advanced Grammar of a Ghanaian Language: Demonstrate advanced knowledge in compositions of a Ghanaian language. (NTS 2c:13), (NTS 3i:14),(NTECF 3: 20), (NTS 1f:12), (NTS 2e, f: 13), (NTS 3c: 14).</p> <p>Comprehension and Summary of a Ghanaian Language: demonstrate knowledge and skills in teaching comprehension and summary of Ghanaian language. (NTS 1a, f: 12), (NTS 2c, d: 13), (NTS 3a, e, f, g, i, j: 14), (NTS 2e: 13), (NTS 3 c, d, h: 14), (NTECF 3: 20), (NTS 2f:13), (NTS 3f, g: 14), (NTECF 4: 42), (IEP 5: 11).</p> <p>English Language Curriculum: Demonstrate knowledge of the characteristics of the English language curriculum from KG to JHS (NTS 2d: 13) Demonstrate an in-depth knowledge of the Upper Primary English language curriculum (NTS 2b; 2d: 13)</p> <p>1.8 Open to lesson 5 of your respective manuals and read the lesson description for 2 minutes. As you read, try to identify the distinctive features of the lesson. Now, get up. Move around the table and find someone who can tell you the distinctive features of their lesson (a male should find a female and vice versa, if possible.)</p>
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	<p>1.9 Brainstorm some of the controversial questions that are likely to arise from the introduction to the lesson. (In sociolinguistics, <i>an example of a question might be: How can a language die?</i>)</p> <p><i>Answer: a language can die if its speakers abandon it for a more prestigious language.</i></p>	
<p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept. 	<p>2.1 look through lesson 5 and its subtopics in your respective course manuals and write out the main content to be covered. Now, turn to your elbow friend and discuss what you have. Share with the larger group.</p> <p>2.2 In your course groups, discuss any challenges you anticipate in presenting the topics of various lessons.</p> <p>2.3 In your groups, select and discuss the appropriateness of the learning resources to your lessons, e.g. <i>ICT tools (smartphones, projectors, video) and inclusive materials for teaching the topics in this current lesson.</i> Now, use the “radio presenter’ strategy; to show how the selected resources will be used in the lessons to promote learning, for instance, at the New 4-Year B.Ed. and Basic levels.</p> <p>2.4 In your groups, observe and discuss the appropriateness of required texts and show how they will be used in the lesson to promote learning among all manner of learners (GESI)</p> <p>2.5 Identify and discuss the additional reading materials needed and how you will use them to promote GESI and 21st-century skills.</p>	25 mins
<p>3. Teaching, learning and assessment activities for the lesson</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course 	<p>3.1 Open to the course manuals' teaching and learning activities sections and observe and discuss the various suggested teaching and learning activities used in the lesson delivery in your respective manuals. (e.g. face-to-face, seminars, e-learning opportunities, Work-based, practicum, practical activities and activities such as think-pair-share, think- pair- squared, pyramid grouping, KWL, and snowballing.)</p> <p>3.2 Now, use the ‘radio reporter’ strategy to show how the activities can promote learning in B.Ed. and Basic School Curricula, as well as GESI and 21st-century skills.</p> <p>3.3 In your subjects or course groups, examine the activities a little more carefully and match them against the following</p>	40 mins

<p>assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%)</p> <ul style="list-style-type: none"> • Working through one or two activities, 	<p>GESI and 21st-century skills: digital literacy – Inclusivity/gender – collaboration – enquiry skills – critical thinking – communication, personal development –</p> <p>3.4 Show “thumbs up/down” signal to show your agreement or otherwise of the statement</p> <p>3.5 Open to the lesson assessments – evaluation of learning section of lesson 5 in your respective manuals and sift through the assessment component, determine which type of assessment (‘for’, ‘of’, or ‘as’), how it links to learning outcomes, and how it aligns with the NTEAP in terms of the subject project, subject portfolio and school visit (STS)</p>	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues 	<p>4.1 Summarize the main issues in the lesson and discuss any outstanding issues that relate to the current lesson for clarification.</p> <p>4.2 Identify a critical friend who took part in the PD session to sit in your class during a lesson and report on observation for discussion during the next PD session.</p> <p>4.3 Discuss the topics to be treated in advance to enable them to prepare adequately for those topics.</p>	5 mins
<p>Course assessment in accordance with the NTEAP: SWL needs to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means that subject projects, portfolio preparation, and development are explicitly addressed in the PD sessions.</p>		

Tutor PD Session for Lesson 6 in the Course Manual

Lesson Title:

English:

Teaching English:

Teaching comprehension and summary, Comprehension skills (skimming, scanning, close reading etc.), Steps of teaching comprehension (before- reading, while reading and post-reading), Stage 3 Planning comprehensive lesson, Aspects and types of summary, Stage 5 Summary-writing skills, Questioning in the summary and other aspects of summary.

Stylistics:

Style of grammar, Word order inside the noun phrase, Word order against the normal subject-verb-object adverbial order, Repetition or elimination of coordinating conjunction 'and'.

Sociolinguistics:

Language variation, Regional variation, Linguistic variables – social class membership and social network, Linguistic variables – social class membership and social network,

Curriculum(JHS Upper Primary and Early Grade):

Characteristics of the Upper Primary English curriculum Suggestions for teaching the English curriculum, profile dimension, Form of assessment.

Ghanaian Language:

JHS Advanced Grammar:

Concept of proofreading, Processes of proofreading compositions (I), Processes of proofreading compositions (II)

Comprehension and summary :

Techniques in summary writing, Paragraph writing, Longer passages

Written Literature (UP):

Identifying themes in poetry, Style and aesthetic appreciation,

Written Literature (EG):

Prose II; Prose appreciation, Early grade prose and its features and style school visit.

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs, and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session)	Time in session
1. Introduction/lesson overview • Overview of subject/s age phase/s to be covered in this PD session and how it will be organised.	1.1 In your course groups, discuss the main issues raised in the previous PD session in English and Ghanaian language. 1.2 In your groups, examine the structure of the course manual and briefly discuss its content 1.4 Write two expectations of your respective course lessons on post-it notes and paste them on a flip chart.	20 mins

<p>Including guidance on grouping tutors according to the subject/s, age phase/s.</p> <ul style="list-style-type: none"> • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes 	<p>1.5 In pairs, discuss the primary purpose of the PD Session and that of the current lesson of the course manual and share your views.</p> <p>1.7 Open to your lesson's learning outcomes and indicators sections and read the LOs and their Learning Indicators for two minutes. While you read, try to establish the relationship between the LOs and the LIs. Now, share what you have with the group.</p> <p>1.8 Open to lesson 6 of your respective manuals and read the lesson description for 2 minutes. As you read, try to identify the distinctive features of the lesson. Now, get up. Move around the table and find someone who can tell you the distinctive features of their lesson (a male should find a female and vice versa, if possible.)</p> <p>1.9 Brainstorm some of the controversial questions that are likely to arise from the introduction to the lesson. (<i>An example of a question that might arise is: In Ghanaian Language, student teachers may want to know the techniques in proofreading a written composition.</i>)</p>	
<p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept. 	<p>2.1 Look through lesson 6 and its subtopics in your respective course manuals and write out the main content to be covered. Now, turn to your elbow friend and discuss what you have. Share with the larger group. Now, observe the subtopic again and show how they are linked with the Students; PPK</p> <p>2.2 In your course groups, discuss any challenges you anticipate in presenting the topics of various lessons.</p> <p>2.3 In your groups, select and discuss the appropriateness of the learning resources to your lessons, e.g. ICT tools (smartphones, projectors, video) and inclusive materials for teaching the topics in this current lesson. Now, use the 'radio presenter strategy; to show how the selected resources will be used in the lessons to promote learning, for instance, at the New 4-Year B.Ed. and Basic levels.</p> <p>2.4 In your groups, observe and discuss the appropriateness of required texts and show how they will be used in the lesson to promote learning among all manner of learners (GESI)</p>	<p>25 mins</p>

	2.5 Identify and discuss the additional reading materials needed and how you will use them to promote GESI and 21 st -century skills.	
<p>3. Teaching, learning and assessment activities for the lesson</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) • Working through one or two activities, 	<p>3.1 Open to the course manuals' teaching and learning activities sections and observe and discuss the various suggested teaching and learning activities used in the lesson delivery in your respective manuals. (e.g. face-to-face, seminars, e-learning opportunities, Work-based, practicum, practical activities and activities such as think-pair-share, think- pair- squared, pyramid grouping, KWL, and snowballing.)</p> <p>3.2 Now, use the 'radio reporter' strategy to show how the activities can promote learning in B.Ed. and Basic School Curricula, as well as GESI and 21st-century skills,</p> <p>3.3 One tutor tells the group how any of the activities discussed can help enhance GESI and 21st-century skills; after that, you invite a friend who will also contribute and invite another who also requests another in that order. Ready!</p> <p>3.4 Show "thumbs up/down" signal to show your agreement or otherwise of the statement</p> <p>3.5 Open to the lesson assessments – evaluation of learning section of lesson 5 in your respective manuals and sift through the assessment component, determine which type of assessment ('for', 'of', or 'as'), how it links to learning outcomes, and how it aligns with the NTEAP in terms of the subject project, subject portfolio and school visit (STS)</p>	40 mins
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues 	<p>4.1 Summarize the main issues in the lesson and discuss any outstanding issues that relate to the current lesson for clarification.</p> <p>4.2 Identify a critical friend who took part in the PD session to sit in your class during a lesson and report on observation for discussion during the next PD session.</p> <p>4.3 Discuss the topics to be treated in advance to enable them to prepare adequately for those topics.</p>	5 mins

<p>Course assessment in accordance with the NTEAP: SWL needs to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means that subject projects, portfolio preparation, and development are explicitly addressed in the PD sessions.</p>	
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Tutor PD Session for Lesson 7 in the Course Manual

Lesson Title:

English:

Teaching English:

Teaching English: Teaching spoken English conversation between and among students and storytelling, dramatization and imitation, Practicing spoken English, Planning a spoken English Lesson.

Stylistics:

Stylistics: Style: Phonology and graphology phonological features, graphological features, deviations from rules of capitalisation, spelling, punctuation;

Sociolinguistics:

Language and identity-social relations: introducing language and social identity/social relations, language ad social relations, positive and negative politeness, the notion of face.

Curriculum(JHS, Upper Primary and Early Grade):

Content of the Junior High School English Language Curriculum: Speech work, Grammar, Writing, Listening, reading, and speaking;

Ghanaian Language:

JHS Advanced Grammar:

Assessing the advanced composition of a Ghanaian Language: The concept of test development for advanced composition, writing a test for advanced composition, assessing advanced composition.

Comprehension and summary:

Assessing comprehension and summary of a Ghanaian language, the concept of test development for comprehension and summary, writing a test for comprehension and summary, assessing comprehension and summary of Ghanaian language test.

Written Literature (UP):

Assessing written literature of a Ghanaian Language: the concept of test development for written literature, writing a test for written literature, assessing a Ghanaian language written literature test;

Written Literature (EG):

What is drama?:- discuss what drama is, the scope of drama, features of the drama.

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs, and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session)	Time in session
1. Introduction/lesson overview <ul style="list-style-type: none"> • Overview of subject/s age phase/s to be covered in this PD session and how it 	1.1 Write the main issues raised in the previous PD session in English and Ghanaian language on the flip chart. 1.2 Discuss how each lesson's topics are organised and how they will be covered.	20 mins

<p>will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s.</p> <ul style="list-style-type: none"> • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes 	<p>1.3 Listen to the report by a critical friend and discuss and note the gender and social inclusion issues.</p> <p>1.4 Write your expectations on a sticky note and stick them on a board for the whole group discussion.</p> <p>1.5 In pairs, discuss the primary purpose of the PD Session and that of the current lesson of the course manual and share your views.</p> <p>1.6 List and discuss the main Learning Outcomes (LOs) and the Learning Indicators (LIs) for lesson 7. Ask questions for clarification. (<i>Refer to the learning outcomes and indicators section of the lesson, e.g. How will the indicators help achieve the learning outcomes?</i>)</p> <p>1.7 In pairs, identify the distinctive features of the lesson, e.g. language and identity, practising spoken English, the concept of test development, drama etc.(refer to the lesson description section).</p> <p>1.8 Tutors write some of the controversial questions that are likely to arise from the introduction to the lesson.</p>	
<p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept. 	<p>2.1 Through <i>the think-pair-share</i>, state the main content covered in the lesson and clarify issues that may arise from the discussion. (<i>Refer to lesson 7 and its subtopics in the respective course manuals</i>).</p> <p>2.2 In mixed groups, discuss any challenges you anticipate in presenting the topics of various lessons.</p> <p>2.3 Choose the most appropriate learning resources, e.g. ICT tools (smartphones, projectors, video) and inclusive materials for teaching the topics in this current lesson.</p> <p>2.4 In pairs, share your views on the required texts and show how they will be used in the lesson to promote learning among all manner of learners (GESI)</p> <p>2.5 Identify the additional reading materials needed and how you will use them to promote GESI and 21st-century skills.</p> <p>2.6 Tutors suggest other materials /online resources that could aid in the delivery of the lesson</p>	<p>25 mins</p>

<p>3. Teaching, learning and assessment activities for the lesson</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) • Working through one or two activities, 	<p>3.1 Contribute to the debate by answering and asking questions on the various teaching and learning activities suggested to be used in the lesson delivery and how they will promote the content delivery of Ghanaian Language and English of the New 4-year B.Ed., Basic School Curricula and GESI. (<i>refer to the teaching and learning activities section of your course manuals</i>)</p> <p>3.2 Share your views to an elbow friend on the appropriateness of the activities and strategies and how you will use them to enhance the core and transferable skills (e.g. critical thinking, communication, collaboration) and GESI in the lesson in both the College of Education (B.ED) and Basic School Curricula.</p> <p>3.3 Demonstrate a selected activity and use it in actual classroom teaching situations, not forgetting social inclusion and equality.</p> <p>3.4 Discuss the suggested mode of assessment and procedures outlined in the manuals and how they are aligned with NTS and NTEAP.</p> <p>3.5 Share your views on the assessment instruments in the respective manuals and procedures in assessing student teachers.</p>	<p>40 mins</p>
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues 	<p>4.1 Tutors recap the main issues in the lesson and discuss any outstanding issues that relate to the current lesson for clarification.</p> <p>4.2 Reflect on the benefit of this Lesson 7 PD session and write down and share with a colleague.</p> <p>4.3 Choose a critical friend who took part in the PD session to sit in your class during a lesson and report on observation during the next PD session for discussion.</p> <p>4.4 Discuss the topics to be treated in advance to enable them to prepare adequately for those topics.</p>	<p>5 mins</p>
<p>Course assessment in accordance with the NTEAP: SWL needs to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means that subject projects, portfolio preparation, and development are explicitly addressed in the PD sessions.</p>		

Tutor PD Session for Lesson 8 in the Course Manual

Lesson Title:

English:

Teaching English:

Methods and strategies in teaching the aspects of the English language: Methods of teaching composition; meaning and types of composition; control composition writing; Stylistics: Introduction to stylistics: Style and discourse; forms of discourse; norms of discourse; deviations in discourse

Sociolinguistics:

Language and identity – social relations: language and social identity/social relations; positive and negative politeness; the notion of face

Curriculum: (JHS)

Sentence Stress: weak forms of sentence stress; strong forms of sentence stress; emphatic stress and contrastive stress

Curriculum: (UP)

Interpreting progression of the Upper Primary English Language curriculum: Organising principle of continuity; Organising principle of sequence; Organising principle of integration

Curriculum: (EG)

Interpreting progression of the Early Grade English Language curriculum: Organising principle of continuity; Organising principle of sequence; Organising principle of integration

Ghanaian Language:

JHS Advanced Grammar

Selecting, designing and using TLMs for the teaching and learning the advanced composition of a Ghanaian language: Selecting TLMs for the teaching and learning the advanced composition of a Ghanaian language; designing TLMs for the teaching and learning the advanced composition of a Ghanaian language; using TLMs for the teaching and learning the advanced composition of a Ghanaian language

Comprehension and summary of a Ghanaian language:

Assessing comprehension and summary of a Ghanaian language: the concept of test development for comprehension and summary of a Ghanaian language; writing a test for comprehension and summary of a Ghanaian language; assessing comprehension and summary of a Ghanaian language text

Written Literature (UP):

Preparing TLMs for teaching written literature of a Ghanaian Language: selecting TLMs for teaching and learning of written literature of a Ghanaian language; designing TLMs for teaching and learning of the types of genre of written literature of a Ghanaian language; using TLMs for teaching and learning of written genre of literature of a Ghanaian language; selection and use of TLMs for teaching and learning of written literature of a Ghanaian language

Written Literature (EG):

Drama II: Types of drama; features and themes of each type of drama; teaching drama in Early Grade;

<p>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs, and each one must be addressed</p>	<p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session)</p>	<p>Time in session</p>
<p>1.Introduction/lesson overview</p> <ul style="list-style-type: none"> • Overview of subject/s age phase/s to be covered in this PD session and how it will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes 	<p>1.1 One of you should give us an icebreaker.</p> <p>1.2 Tell your friend the main issues raised in the previous PD session in English and Ghanaian language.</p> <p>1.3 Discuss how the age phases of this lesson are organised and how they will be covered.</p> <p>1.4 Report on the lesson you observed.</p> <p>1.5 Discuss your expectations of this session and your understanding of the concepts to be treated in the lesson.</p> <p>1.6 Individually read through the primary purpose of the PD Session and that of the current lesson of the course manual and share your views.</p> <p>1.7 Read and discuss the main Learning Outcomes (LOs) and the Learning Indicators (LIs) for the lesson. Ask questions for clarification. (<i>Refer to the learning outcomes and indicators section of the lesson, e.g. How will the indicators help achieve the learning outcomes?</i>)</p> <p>1.8 In pairs, identify the distinctive features of the lesson, e.g. Interpreting progression of the Early Grade English Language curriculum Weak forms of sentence stress, Selecting TLMs for the teaching and learning compositions of a Ghanaian language, etc. (refer to the lesson description section of lesson 8).</p> <p>1.9 Brainstorm some of the controversial questions that are likely to arise from the introduction to the lesson.</p>	<p>20 mins</p>

<p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept. 	<p>2.1 State the main content to be covered in the lesson and state your general observations about the scope of the content and any issues that may arise from the content of the topic. (<i>Refer to lesson 8 and its subtopics in the respective course manuals</i>).</p> <p>2.2 Individually examine the content and suggest any background knowledge of learners that will facilitate their appreciation of this content.</p> <p>2.3 In groups, discuss any challenges you anticipate in presenting the topics of various lessons. (e.g. creation of non-existing words by some authors)</p> <p>2.4 Examine the suggested resources and determine which are most suitable for the delivery of the current lesson (at both the B.Ed. and Basic School levels) and explain why, bearing in mind availability and GESI concerns (e.g. ICT tools – smartphones, projectors, video – and inclusive materials).</p> <p>2.5 Consider the required texts and show how they will be used in the lesson to promote learning among all manner of learners (GESI)</p> <p>2.6 Identify the additional reading materials needed and how you will use them to promote GESI and 21st-century skills.</p>	<p>25 mins</p>
<p>3. Teaching, learning and assessment activities for the lesson</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester 	<p>3.1 In pairs, discuss the suggested teaching and learning activities and share with another pair how they will be used in lesson 8 to promote the learning of English and Ghanaian Language in the B.Ed. and Basic School Curricula, as well as GESI and 21st Century skills (<i>refer to the teaching and learning activities section of your course manuals</i>)</p> <p>3.2 Discuss the appropriateness of the activities and strategies and how they will enhance the core and transferable skills (e.g. critical thinking, communication, collaboration) and GESI in the lesson in both the College of Education (B.ED) and Basic School Curricula.</p> <p>3.3 Select one of the activities and demonstrate how you will use it in actual classroom teaching situations. Say how you can help student teachers support basic school learners to develop these skills through STS activities.</p> <p>3.4 Discuss the assessment instruments and procedures outlined in the manuals and state how they are aligned with NTEAP.</p>	<p>40 mins</p>

examination (40%) <ul style="list-style-type: none"> Working through one or two activities, 	3.5 Discuss the assessment instruments and procedures in the respective manuals for assessing student teachers.	
4. Evaluation and review of session: <ul style="list-style-type: none"> Identification of any outstanding issues relating to this lesson for clarification Advance preparation In the case of unresolved issues 	4.1 Walk around the room, give one participant one main issue in the lessons today and ask them to give one main issue. Raise any outstanding issues that relate to the current lesson for clarification. 4.2 Identify a critical friend who took part in the PD session to sit in your class during a lesson and report their observation for discussion during the next PD session. 4.3 Read the topics for lesson 9 before the next lesson.	5 mins
Course assessment in accordance with the NTEAP: SWL needs to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means that subject projects, portfolio preparation, and development are explicitly addressed in the PD sessions.		

Tutor PD Session for Lesson 9 in the Course Manual

Lesson Title:

English:

Teaching English:

Teaching English: Teaching spoken English: methods of teaching composition, guided composition writing, freewriting, planning a composition lesson.

Stylistics:

Style and Syntax: effects of the use of various sentences, types of sentences, expression of the mood in sentences.

Sociolinguistics:

Language and identity-gender: language and gender, sex category and sexuality-deficit dominance and difference, sexist language and women's language.

Curriculum(JHS, Upper Primary and Early Grade):

Designing scheme of work for English language course: Scheme of work, the structure of a scheme of work, the importance of scheme of work;

Ghanaian Language:

JHS Advanced Grammar:

Interpreting the composition of a Ghanaian Language component of the Ghanaian language curriculum: critical features of the composition of Ghanaian language component of the Ghanaian language curriculum, what to consider in interpreting the composition of a Ghanaian language curriculum.

Comprehension and summary

Interpreting the comprehension and summary of a Ghanaian Language component of the Ghanaian language curriculum: key features of the comprehension and summary of Ghanaian language component of the Ghanaian language curriculum, what to consider in interpreting the comprehension and summary of a Ghanaian language curriculum.

Written Literature (UP):

Selecting appropriate textbooks as TLMs for teaching written Literature of a Ghanaian Language: factors to consider when selecting textbooks for the teaching and learning of written literature of a Ghanaian language, selecting textbooks as TLMs for teaching and learning the types of written literature of a Ghanaian language, using textbooks as TLMs for teaching and learning the genres of written literature of a Ghanaian Language.

Written Literature (EG):

Poetry I (scope and elements of poetry): what is poetry? Types of poetry, factors to consider in selecting poetry to teach early grade, and poetry teaching.

<p>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs, and each one must be addressed</p>	<p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session)</p>	<p>Time in session</p>
<p>1. Introduction/lesson overview</p> <ul style="list-style-type: none"> • Overview of subject/s age phase/s to be covered in this PD session and how it will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes 	<p>1.1 A male tutor and a female tutor recap the main issues raised in the previous PD session in English and Ghanaian language.</p> <p>1.2 Share your observations and experiences from the lesson observation with colleagues and note the gender and social inclusion matters.</p> <p>1.3 Write your expectations on a flip chart for whole group discussion</p> <p>1.4 Discuss the primary purpose of the PD Session and that of lesson 9.</p> <p>1.5 List and discuss the main Learning Outcomes (LOs) and the Learning Indicators (LIs) for lesson 9. Ask questions for clarification. <i>(Refer to the lesson's learning outcomes and indicators section, e.g. How will the indicators help achieve the learning outcomes?)</i></p> <p>1.7 In pairs, identify the distinctive features of the lesson (refer to the lesson description section).</p> <p>1.8 Tutors write some of the controversial questions that are likely to arise from the introduction to the lesson.</p>	<p>20 mins</p>
<p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging 	<p>2.1 Through semantic mapping, state the main content to be covered in the lesson and clarify issues from the discussion. <i>(Refer to the lesson and its subtopics in the respective course manuals).</i></p> <p>2.2 Determines some RPK of student teachers for Lesson 9 and shares with the whole group.</p> <p>2.3 In mixed groups, discuss any challenges you anticipate in</p>	<p>25 mins</p>

<p>areas in teaching of the concept.</p> <ul style="list-style-type: none"> • Identification of needed resources for the teaching and learning of the concept. 	<p>presenting various lessons on planning a composition lesson, sex category and sexuality, designing scheme of work, interpreting the component of a Ghanaian language curriculum, poetry, etc</p> <p>2.4 Choose the most appropriate learning resources, e.g. ICT tools (smartphones, projectors, video) and inclusive materials for teaching the topics in this current lesson.</p> <p>2.5 In pairs, share your views on the required texts and show how they will be used in the lesson to promote learning among all manner of learners (GESI) (e.g. names uses as examples, pictures in the text, choice of words etc</p> <p>2.6 Identify the additional reading materials needed and how you will use them to promote GESI and 21st-century skills.</p> <p><i>Note: Tutors can suggest other reading materials not in the manuals, which can be helpful in the teaching of the topic as well</i></p>	
<p>3. Teaching, learning and assessment activities for the lesson</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) • Working through one or two activities, 	<p>3.1 Discuss the various teaching and learning activities suggested in the lessons. <i>Refer to the teaching and learning activities section in your manuals.</i></p> <p>3.2 Discuss how the activities can be used to deliver English and Ghanaian Language lessons in both the B.Ed. and Basic School Curricula, as well as GESI and 21st-century skills. Examples of the activities are <i>think-pair-share, presentation, group work, brainstorming</i>).</p> <p>3.3 Demonstrate a selected activity and use it in actual classroom teaching situations, not forgetting social inclusion and equality.</p> <p>3.4 Discuss the suggested mode of assessment and procedures outlined in the manuals and how they are aligned with NTS and NTEAP.</p> <p>3.5 Share your views on the assessment instruments in the respective manuals and procedures in assessing student teachers.</p>	40 mins
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • Identification of any 	<p>4.1 Tutors summarise the main issues in the lesson and discuss any outstanding issues that relate to the current lesson for clarification.</p>	5 mins

<p>outstanding issues relating to this lesson for clarification</p> <ul style="list-style-type: none"> • Advance preparation • In the case of unresolved issues 	<p>4.2 Choose a critical friend who took part in the PD session to sit in your class during a lesson and report on observation during the next PD session for discussion.</p> <p>4.3 Read the topics to be treated in advance to enable them to prepare adequately for those topics.</p>	
<p>Course assessment in accordance with the NTEAP: SWL needs to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means that subject projects, portfolio preparation, and development are explicitly addressed in the PD sessions.</p>		

Tutor PD Session for Lesson 10 in the Course Manual

Lesson Title:

English:

Teaching English:

Methods of teaching literature: poetry, prose and drama; teaching poetry, prose and drama; discussion of elements of poetry; illustrating plot structure through linkages of ideas

Stylistics:

Use of stylistics and sample stylistic analysis of texts; use of stylistics; sample analysis of poems using stylistics; sample analysis of prose using stylistics; sample analysis of drama using stylistics

Sociolinguistics:

Language planning in multilingual societies: language planning; language planning in multilingual society; national and official language planning; types of phases of language planning

Curriculum: (JHS)

Designing a Lesson for Junior High School; preparation stage; presentation/delivery stage; post-presentation/delivery stage

Curriculum: (UP)

Designing a Lesson for Upper Primary; preparation stage; presentation/delivery stage; post presentation/delivery stage

Curriculum: (EG)

Designing a Lesson for Early Grade; preparation stage; presentation/delivery stage; post presentation/delivery stage

Ghanaian Language:

JHS Advanced Grammar

Methods of teaching compositions of a Ghanaian language; the concept of methods and types of teaching language; application of methods of teaching composition of a Ghanaian language Comprehension and summary of a Ghanaian language:

Methods of teaching the comprehension and summary of a Ghanaian language; concepts of methods of teaching language and the types; application of methods of teaching comprehension and summary

Written Literature (UP):

Interpreting the written literature of a Ghanaian language component of the Basic school curriculum; key features of the written literature of a Ghanaian language component of the Ghanaian language curriculum; what to consider in interpreting the written literature of a Ghanaian language component of the curriculum.

Written Literature (EG):

Poetry II (appreciation)

<p>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs, and each one must be addressed</p>	<p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session)</p>	<p>Time in session</p>
<p>1.Introduction/lesson overview</p> <ul style="list-style-type: none"> • Overview of subject/s age phase/s to be covered in this PD session and how it will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes 	<p>1.1 Give us an icebreaker.</p> <p>1.2 Write and show to the group one of the main issues raised in the previous PD session in English and Ghanaian language.</p> <p>1.3 Discuss how the phases of this lesson are organised and how they will be covered.</p> <p>1.4 Report on the lesson you observed.</p> <p>1.5 Discuss your expectations of this session and your understanding of the concepts to be treated in the lesson.</p> <p>1.6 Read the lesson description and the purpose of lesson 10 in the course manual and indicate how they are related to student teachers’ relevant previous knowledge.</p> <p>Individually read through the primary purpose of the PD Session and that of the current lesson of the course manual and share your views.</p> <p>1.7 Read and discuss the main Learning Outcomes (LOs) and the Learning Indicators (LIs) for the lesson. Ask questions for clarification. <i>(Refer to the learning outcomes and indicators section of the lesson, e.g. How will the indicators help achieve the learning outcomes?)</i></p> <p>1.8 In pairs, identify the distinctive features of the lesson, e.g. Interpreting progression of the Early Grade English Language curriculum Weak forms of sentence stress, Selecting TLMs for the teaching and learning compositions of a Ghanaian language, etc. (refer to the lesson description section of lesson 10).</p> <p>1.9 Brainstorm some of the controversial questions that are likely to arise from the introduction to the lesson.</p>	<p>20 mins</p>

<p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept. 	<p>2.1 In your language, list the main content to be covered in the lesson and share your general observations about the scope of the content and any issues that may arise from the topic's content. (<i>Refer to lesson 10 and its subtopics in the respective course manuals</i>).</p> <p>2.2 Individually examine the content and suggest any background knowledge of learners that will facilitate their appreciation of this content.</p> <p>2.3 In pairs, discuss any challenges you anticipate in presenting the topics of various lessons. (e.g. creation of non-existing words by some authors)</p> <p>2.4 Discuss how these challenges could be overcome and share your views with the larger group.</p> <p>2.5 Examine the suggested resources and determine which are most suitable for the delivery of the current lesson (at both the B.Ed. and Basic School levels) and explain why, bearing in mind availability and GESI concerns (e.g. ICT tools – smartphones, projectors, video – and inclusive materials).</p> <p>2.6 Consider the required texts and show how they will be used in the lesson to promote learning among all manner of learners (GESI)</p> <p>2.7 Identify the additional reading materials needed and how you will use them to promote GESI and 21st-century skills.</p>	<p>25 mins</p>
<p>3. Teaching, learning and assessment activities for the lesson</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject 	<p>3.3 In pairs, read through the suggested teaching and learning activities and select the two most appropriate ones that will be used in the delivery of lesson 10 to promote the learning of English and Ghanaian Language in the B.Ed. and Basic School Curricula, as well as 21st Century skills.</p> <p>3.3.1 Suggest one activity that is not found in the manual but is considered appropriate. Share your views with the larger group. (<i>Refer to the teaching and learning activities section of your course manuals</i>).</p> <p>3.4 Select one of the activities and demonstrate how you will use it in actual classroom teaching situations. Say how you can help student teachers support basic school learners to develop these skills through STS activities.</p>	<p>40 mins</p>

<p>portfolio (30%) and end of semester examination (40%)</p> <ul style="list-style-type: none"> Working through one or two activities, 	<p>3.4 Discuss the assessment instruments and procedures outlined in the manuals to identify how they are aligned with NTEAP. Classify them under quizzes, class exercises, projects, portfolio and end of semester examinations.</p> <p>3.5 Identify which core and transferable skills can be developed in the lesson and how you can help student teachers support basic school learners in developing these skills through STS activities.</p> <p>3.6 Read the assessment activities in the manual(s) and identify areas that require clarification.</p>	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> Identification of any outstanding issues relating to this lesson for clarification Advance preparation In the case of unresolved issues 	<p>4.1 in pairs, use 'post-it ' cards to answer the following questions:</p> <ol style="list-style-type: none"> What have I learnt? What have I found easy? What have I found difficult? <p>Raise any outstanding issues that relate to the current lesson for clarification.</p> <p>4.2 Identify a critical friend who took part in the PD session to sit in your class during a lesson and report their observation for discussion during the next PD session.</p> <p>4.3 Read session 11 of the PD manual and lesson 11 of the course manual before the next lesson.</p>	5 mins
<p>Course assessment in accordance with the NTEAP: SWL needs to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means that subject projects, portfolio preparation, and development are explicitly addressed in the PD sessions.</p>		

Tutor PD Session for Lesson 11 in the Course Manual

Lesson Title:

English:

Teaching English:

Teaching literature - poetry, prose and prose, illustrating the effectiveness of literary devices on meaning of texts, planning literature lesson

Stylistics:

Sample stylistics analysis of a poem, sample stylistic analysis of prose, sample stylistic analysis of a drama.

Sociolinguistics:

Introducing language policy in multilingual societies, language policy in multilingual societies, formal and informal language policies.

Curriculum:

Assessment of Early Grade/Upper Primary/Junior High School curricula, assessment tools in the English language curriculum, Effective use of assessment tools, the importance of the assessment tools(JHS, UP, EG),

Ghanaian Language:

Advanced Grammar (JHS), Comprehension and Summary (JHS), Writtern Literature (JHS)

Concept of the lesson plan, factors to consider when designing a composition plan, component of a composition lesson plan

Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs, and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session)	Time in session
<p>1. Introduction/lesson overview</p> <ul style="list-style-type: none"> • Overview of subject/age phase/s to be covered in this PD session and how it will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s. • Reflection on previous PD Session (Introduction to the course manual/s) 	<p>1.1 Start the lesson with an icebreaker</p> <p>1.2 Discuss the main issues raised in the previous PD session in English and Ghanaian language.</p> <p>1.3 Discuss how the subject phases of this lesson are organised and how they will be covered.</p> <p>1.4 Share the experiences that you had from the lesson observation with colleagues.</p> <p>1.5 Discuss the expectations of this session and your understanding of the concepts to be treated in the lesson.</p> <p>1.6 Discuss the primary purpose of the PD Session and that of the current lesson of the course manual and share your views.</p>	20 mins

<ul style="list-style-type: none"> • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes 	<p>1.7 Discuss the main Learning Outcomes (LOs), and the Learning Indicators (LIs) raised in the lesson. Ask questions for clarification. <i>(Refer to the learning outcomes and indicators section of the lesson, e.g. How will the indicators help achieve the learning outcomes?)</i></p> <p>1.8 Discuss the distinctive features of the lesson (refer to the lesson description section).</p> <p>1.9 Discuss some of the controversial questions that are likely to arise from the introduction to the lesson.</p>	
<p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept. 	<p>2.1 State the main content to be covered in the lesson and clarify issues that may arise from the discussion. <i>(Refer to lesson 11 and its subtopics in the respective course manuals).</i></p> <p>2.2 In groups, discuss any challenges you anticipate in presenting the topics of various lessons.</p> <p>2.3 Discuss the most appropriate learning resources to use, e.g. ICT tools (smartphones, projectors, video), and inclusive materials, in teaching the topics in this current lesson.</p> <p>2.4 Discuss the required texts and show how they will be used in the lesson to promote learning among all manner of learners (GESI)</p> <p>2.5 Identify the additional reading materials needed and how you will use them to promote GESI and 21st-century skills (e.g. diversity, inclusivity, critical thinking).</p>	25 mins
<p>3. Teaching, learning and assessment activities for the lesson</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification • Reading of assessment opportunities and 	<p>3.1 Discuss the discuss the appropriateness of the various teaching and learning activities in the course manuals. Demonstrate with a selected activity and use it in real classroom teaching situation. <i>(refer to the teaching and learning activities section of your course manuals)</i> In enacting, show how those activities can promote lesson delivery in the B.Ed. and Basic School Curricula, GESI and 21st-century skills.</p> <p>3.2 Discuss the assessment instruments and procedures outlined in the manuals and how they are aligned with NTEAP (continuous assessment and summative assessment).</p>	40 mins

<p>ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%)</p> <ul style="list-style-type: none"> • Working through one or two activities, 	<p>3.3 Discuss the assessment instruments in the respective manuals and procedures in assessing student teachers.</p>	
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues 	<p>4.1 Summarize the main issues in the lesson and discuss any outstanding issues that relate to the current lesson for clarification.</p> <p>4.2 Identify a critical friend who took part in the PD session to sit in your class during a lesson and report on observation during the next PD session for discussion.</p> <p>4.3 Discuss the topics to be treated in advance to enable them to prepare adequately for those topics.</p>	<p>5 mins</p>
<p>Course assessment in accordance with the NTEAP: SWL needs to review the 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 that subject project, portfolio preparation, and development are explicitly addressed in the PD sessions.</p>		

Tutor PD Session for Lesson 12 in the Course Manual

Lesson Title:

English:

Teaching English:

Teaching spoken English: methods of teaching composition, guided composition writing, free writing, planning a composition lesson.

Stylistics:

Summary of lessons on stylistics: key concepts of stylistics, style and meaning and grammar, phonology and graphology, style and discourse;

Sociolinguistics:

Summary of lesson on Sociolinguistics: multilingual speech communities, language variation, language and identity, language planning and policy

Curriculum(JHS, Upper Primary and Early Grade):

Summary of lessons on the English Curriculum: theory of curriculum development, the three stages of English of language curriculum, characteristics of language curriculum, content organization principles of the scheme of work and lesson plan;

Ghanaian Language:

JHS Advanced Grammar:

Interpreting the composition of a Ghanaian Language component of the Ghanaian language curriculum: key features of the composition of Ghanaian language component of the Ghanaian language curriculum, what to consider in interpreting the composition of a Ghanaian language curriculum.

Comprehension and summary

Interpreting the comprehension and summary of a Ghanaian Language component of the Ghanaian language curriculum: key features of the comprehension and summary of Ghanaian language component of the Ghanaian language curriculum, what to consider in interpreting the comprehension and summary of a Ghanaian language curriculum.

Written Literature (UP):

Preparation of a written literature lesson plan: the concept of lesson plan, factors to consider when designing a written literature plan, component of a literature plan

Written Literature (EG):

Teaching written literature: co-teaching.

<p>Focus: the bullet points provide the frame for what is to be done. The guidance notes in italics identify the prompt the SL/HoD needs, and each one must be addressed</p>	<p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session)</p>	<p>Time in session</p>
<p>1. Introduction/lesson overview</p> <ul style="list-style-type: none"> • Overview of subject/s age phase/s to be 	<p>1.1 A male tutor and a female tutor recap the main issues raised in the previous PD session in English and Ghanaian language.</p>	<p>20 mins</p>

<p>covered in this PD session and how it will be organised. Including guidance on grouping tutors according to the subject/s, age phase/s.</p> <ul style="list-style-type: none"> • Reflection on previous PD Session (Introduction to the course manual/s) • Introduction and overview of the main purpose of the lesson in the course manual/s • Identification of important or distinctive aspects of the lesson/s • Reading and discussion of the introductory sections up to learning outcomes 	<p>1.2 Discuss reports from the lesson observation and note the activities that aid in acquiring transferable skills.</p> <p>1.3 Write on a flip chart your expectations of this session and in one sentence write your understanding of the concepts treated in the lesson.</p> <p>1.4 Discuss the primary purpose of lesson 12 of the course manual and share your views.</p> <p>1.5 In mixed ability groups, Tutors list and discuss the main Learning Outcomes (CLOs) and their link to Learning Indicators (LIs) for lesson 12. Ask questions for clarification. (<i>Refer to the learning outcomes and indicators section of the lesson, e.g. How will the indicators help achieve the learning outcomes?</i>)</p> <p>1.6 In pairs, identify the distinctive features of the lesson (refer to the lesson description section).</p> <p>1.7 Tutors write some of the controversial questions that are likely to arise from the introduction to the lesson.</p>	
<p>2. Concept Development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept. 	<p>2.1 Through semantic mapping, state the main content to be covered in the lesson and clarify issues from the discussion. (<i>Refer to the lesson and its subtopics in the respective course manuals</i>).</p> <p>2.2 In mixed groups, discuss any challenges you anticipate in presenting the topics of various lessons.</p> <p>2.3 Choose the most appropriate learning resources, e.g. ICT tools (smartphones, projectors, video) and inclusive materials for teaching the topics in this current lesson.</p> <p>2.4 In pairs, share your views on the required texts and show how they will be used in the lesson to promote learning among all manner of learners (GESI)</p> <p>2.5 Identify the additional reading materials needed and how you will use them to promote GESI and 21st-century skills.</p>	<p>25 mins</p>

<p>3. Teaching, learning and assessment activities for the lesson</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification • Reading of assessment opportunities and ensuring they are aligned to the NTEAP and required course assessment: subject project (30%), subject portfolio (30%) and end of semester examination (40%) • Working through one or two activities, 	<p>3.1 Think pair share and discuss the various teaching and learning activities suggested to be used in the lesson delivery and how they will promote the content delivery of Ghanaian Language and English of the New 4-year B.Ed., Basic School Curricula and GESI. (<i>refer to the teaching and learning activities section of your course manuals</i>)</p> <p>3.2 Share your views with an elbow friend on the appropriateness of the activities and strategies and how you will use them to enhance the core and transferable skills (e.g. critical thinking, communication, collaboration) and GESI in the lesson in both the College of Education (B.ED) and Basic School Curricula.</p> <p>3.3 Demonstrate with a selected activity(eg mixed ability grouping) and use it in real classroom teaching situation not forgetting gender and equality.</p> <p>3.4 Discuss the suggested mode of assessment and procedures outlined in the manuals and how they are aligned with NTS and NTEAP.</p> <p>3.5 Share your views on the assessment instruments in the respective manuals and procedures in assessing student teachers.</p>	<p>40 mins</p>
<p>4. Evaluation and review of session:</p> <ul style="list-style-type: none"> • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues 	<p>4.1 Tutors summarise the main issues in the lesson and discuss any outstanding issues that relate to the current lesson for clarification.</p> <p>4.2 Discuss the benefits form the PD session and suggest ways to better where necessary .</p> <p>4.3 Discuss the topics to be treated in advance to enable them to prepare adequately for those topics.</p>	<p>5 mins</p>
<p>Course assessment in accordance with the NTEAP: SWL need to review assessment in the course manual to ensure it complies with NTEAP implementation and the 60% continuous assessment and 40 % End of semester examination. This means ensuring : subject project, subject portfolio preparation and development are explicitly addressed in the PD sessions.</p>		

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

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

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

**Year Three Semester One
CHILDRENS LITERATURE
Weekly PD sessions**

Age Levels/s:
Early Grade (EG) and Upper Primary (UP)

Name of Subject:
Children’s Literature

Tutor PD Session for Lesson 1 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1a Introduction to the PD Session for the Semester One	<p>1.1 Contribute to the discussion on the purpose of the course for all specialisms.</p> <p>1.2 Answer and ask questions to come out with the age levels covered in the subject and group yourself according to the age level you are teaching, e.g. Early Grade and Upper Primary <i>(refer to individual specialism in the course manual)</i></p> <p>1.3 Form groups according to your specialism and discuss the main elements of the course description of your manual. <i>E.g. the main element in the course description are the content to be covered, integration of technology in teaching the course, the methods of course delivery, assessment procedure and integration of NTS and NTECF into the course.</i></p> <p>1.4 Answer probing questions to identify the two main continuous assessment components of the course. Example are</p> <p>Component 1 (Subject Portfolio Assessment - 30%) made up of selected Items of students work, midterm assessment, reflective journal, organisation of the subject portfolio Component 2: Subject Project (30%) made up of introduction, methodology, main section and conclusion. <i>(refer to assessment section of the course manual for details).</i></p>	20 mins

<p>1b (1.2) Introduction to the Session</p>	<p>Ask question for further clarifications.</p> <p>1.4 Write at least four things you learnt from the previous PD session (teaching reading and writing) using the post-it-note. Example, <i>the concept and views of reading and writing, misconceptions about reading and writing, developing students reading and writing skills, developing reading and writing teaching learning materials,</i></p> <p>1.5 In groups of specialisms, discuss the introductory part of the lesson (Lesson 1 - (the concepts of children’s literature, types, characteristics and scope of children’s literature) for the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.</p> <p>Example,</p> <ul style="list-style-type: none"> - Barriers – (large class size and misconception that speaking and listening does not contribute to language acquisition). - Core and transferable skills (communication, critical thinking, collaboration, inclusivity, digital literacy) - Lesson delivery mode (face to face, individualised learning, seminar, etc) - LOs (Demonstrate knowledge and understanding of the definition, characteristics, scope and values of children’s literature and misconceptions (NTS 1a) - LIs (Define and explain children’s literature, its characteristic and scope.) <i>(refer to lesson manual for details)</i> <p>1.6 Discuss the overview of the content of the lesson and identify any distinctive aspect of the lesson.</p> <p>Outcome of discussion Content: the concepts of children’s literature, types characteristics and scope of children’s literature.)</p> <p>Distinctive feature - - content and scope of EG literature may defer from UP children’s literature – <i>For example in EG we can have wordless content but in UP children’s literature books we can have simple compound and complex sentences.</i></p> <p>Ask questions on issues that need more clarification.</p>	
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<p>Q 2 Concept Development (New learning likely to arise in lesson/s - children's literature (concept of children's literature, types and scope)</p>	<p>2.1 Individually look at the lesson description in the course manual, share with s partner and later with colleagues in the class. Answer questions and ask questions for clarification to identify key elements of the lesson description in the course manual and address issues that may arise. <i>(Refer to the lesson description in the course manual).</i></p> <p>2.2 Brainstorm (and come out with creative ideas) on the main content to be covered in the lesson and clarify issues that may arise from the discussion. <i>(Refer to the section on topic and subtopics in the course manuals).</i></p> <p>2.3 Discuss how the lessons contributes to language learning and love for literature. <i>E.g. good speaking, writing, reading skills development and critical analysis of literature materials.</i></p>	<p>15 mins</p>
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p>	<p>3.1 Discuss the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula.</p> <p>Collaborate with tutors to address issue raised. (refer to the teaching and learning activities section of the course manual)</p> <p>3.2 Discuss the appropriateness and effectiveness of the activities and strategies and how you will use them to enhance the core and transferable skills (<i>inclusivity, critical thinking, communication, etc.</i>) and GESI in the lessons in both the College of Education (B.ED) and Basic School Curricula.</p> <p><i>Example, the use of problem solving and group discussion will enhance critical thinking, leadership skills, communication, collaborative skills, etc.</i></p> <p>3.3 Discuss as a class and identify the continuous assessments used for the lesson.</p> <ul style="list-style-type: none"> - Continuous assessment 1 - group oral presentation on definition, types, characteristics and scope of children's literature - Continuous assessment 2 - As part of your school visit, write a report of about 200 words on the children's literature 	<p>40 mins</p>

	<p>used in the school and their types and submit for your subject portfolio</p> <p>3.4 Discuss</p> <ul style="list-style-type: none"> - the main teaching and learning resources and how you will use them to enhance learning of the topic at both the New 4-Year B. Ed and Basic levels - the required text (Teaching Children's Literature: It's Critical) and how it will be used in the lesson to promote learning. - the additional reading materials (<i>Teaching Children's Literature: Making Stories Work in the Classroom.</i>) needed and how you will use them to promote learning among all manner of learners. <p>Discuss challenges likely to be encountered in using the resources, e.g. students' inability to read and understand the textbook.</p> <p>3.5 Model a selected activity (e.g. problem-solving) in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills. <i>Note key points in the PD Session to use in your teaching of the lesson in your class.</i></p>	
<p>4. Evaluation and review of session:</p>	<p>4.1 Answer questions to recap the main issues in the PD session and discuss any outstanding issues that relate to session for clarification.</p> <p>4.2 Identify a critical friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session.</p> <p>4.3 Listen to overview on the topic for the next PD Session and do advance reading.</p>	<p>15 mins</p>

Age Levels/s:
Early Grade (EG) and Upper
Primary (UP)

Name of Subject/Course:
Children’s Literature

Tutor PD Session for Lesson 2 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session	<p>1.1 Write down the main concepts raised in the previous PD Session in the manual. The main issues raised in the previous documents, e.g. <i>the concept of children’s literature, types, scope and importance. This helps to acquire language because it emphasises on reading.</i></p> <p>1.2 Share reflections on the lesson observed on the application of the previous PD session in the classroom and discuss with colleagues.</p> <p>1.3 In groups of specialisms, read individually and discuss the introductory part of the lesson (Lesson 2 - (Values and misconceptions of literature and addressing the misconceptions.) for the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.</p> <p>Example, <ul style="list-style-type: none"> - <i>Barriers – (Student teachers may not know that literature contributes to literacy development of children., students perceive literature as difficult.).</i> - <i>Core and transferable skills (communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender)</i> - <i>Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc)</i> </p>	20 mins

	<p>- LO (Demonstrate knowledge and understanding of the definition, characteristics, scope and values of (children’s) literature and misconceptions (NTS 1a) for EG and UP.</p> <p>- LIs (State and Discuss the values of children’s literatures and Identify misconceptions of teaching literature at the EG and UP and address them) (refer to lesson manual for details)</p> <p>Write down key notes as the PD Session progresses to help you teach the lesson effectively in your class.</p> <p>1.4 Discuss the overview of the content of the lesson and identify any distinctive aspect of the lesson.</p> <p>Outcome of discussion Content: The lesson deals with overview of course - misconceptions about children’s literature and values of children’s literature</p> <p>1.5 Distinctive feature discussion:</p> <p>E.g. The misconceptions and values about children’s literature may differ from level to level, for example, children’s literature does not improve EG children’s language development but UP literature does.</p> <p>Ask questions on issues that need more clarification. e.g. <i>How are the indicators related to the learning outcomes?</i></p>	
<p>2. Concept Development (New learning likely to arise in lesson/s):</p>	<p>2.1 Answer and ask questions to come out with the main issue to be covered in lesson 2 and raise issues that may arise from the discussion.</p> <p>Expected answer: <i>Main content the misconceptions and values of children’s literature.</i></p> <p>2.1.1 Read lesson 2 on subtopics in the course manual and discuss them and examine the aspects that link to student-teachers’ previous knowledge. (e.g. <i>subtopics include values of children’s literature, misconceptions of children’s literature and how to address the misconceptions</i>)</p> <p>2.2 Form mixed groups based on gender and discuss the challenges you might encounter when presenting some specific subtopics of the lesson.</p>	<p>15 mins</p>

	<p>2.3 Answer questions to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) you are likely to encounter in teaching the topic. E.g. <i>students' poor reading skills</i></p> <p>2.4 Discuss the suggested strategies in the manual and choose the most appropriate ones for teaching the topic in the course manual. Example: <i>Group work, Think, pair think-pair-share, class discussion and group work.</i></p>	
<p>3. Planning for teaching, learning and assessment activities for the lesson</p>	<p>3.1 Discuss through answering and questioning on the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula. Collaborate with tutor to address issue raised. For example, mixed gender group work will ensure gender inclusivity (refer to the teaching and learning activities section of the course manual) (<i>refer to the teaching and learning activities section of the course manual</i>)</p> <p>3.2 Discuss the appropriateness and effectiveness of the activities and strategies and how you will use them to enhance the core and transferable skills (<i>inclusivity, critical thinking, communication, etc.</i>) and GESI in the lessons in both the College of Education (B. ED) and Basic School Curricula and share with colleagues. <i>For example, using discussion will ensure critical thinking, inclusivity, collaboration and communication).</i></p> <p>3.3. Discuss as a class and identify the continuous assessments used for the lesson.</p> <ul style="list-style-type: none"> - Continuous assessment 1 – In class group oral presentation on values and misconceptions of literature and its effect on literacy development of learners. - Continuous assessment 2 - student- write a short quiz of 10 multiple choice questions on the misconceptions, how to address the misconceptions and the values of children's literature.. <p><i>Discuss the challenges you may anticipate using these assessment strategies. e.g. some students will not participate I the group presentation. To deal with this challenge ask each group to identify what each individual did in the group</i></p>	<p>40 mins</p>

	<p>3.4 Discuss the main teaching and learning resources and how you will use them to enhance learning of the topic at both the New 4-Year B. Ed and Basic levels. <i>For example, students use their smartphones to search for information on the topic for their presentation</i></p> <ul style="list-style-type: none"> - the required text (<i>Teaching Children's Literature: It's Critical</i>) and how it will be used in the lesson to promote learning. - the additional reading materials (<i>Practical English language teaching: Speaking. [Chapter 2 and 3]</i>) needed and how you will use them to promote learning among all manner of learners. <p>Discuss challenges likely to be encountered in using the resources, e. g. <i>no access to internet, unavailability of needed textbook</i></p> <p>3.5 Model a selected activity (e.g. brainstorming) in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills.</p>	
<p>4. Evaluation and review of session</p>	<p>4.1 Answer questions to recap the main issues in the PD session and discuss any outstanding issues that relate to session for clarification.</p> <p>4.2 Identify an objective friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session.</p> <p>4.3 Listen to overview on the topic <i>Teaching children's literature</i> for the next PD Session and do advance reading.</p>	<p>15 mins</p>

Age Levels/s:
Early Grade (EG) and Upper Primary

Name of Subject/Course:
Children’s Literature

Tutor PD Session for Lesson 3 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session clarification on any aspect of the lesson.	<p>1.1 Contribute to discussion to recap the main ideas deliberated on in the previous PD <i>misconceptions and values of children’s Literature</i> (E.g. <i>What are the values of children’ literature?</i>)</p> <p>Expected Response: e.g. - <i>learn about their own cultural heritage and the cultures of other people, etc.</i></p> <p>1.2 Share reflections on the lesson observed on the application of the previous PD session in the classroom and discuss with colleagues.</p> <p>1.3 In groups of specialisms, read individually and discuss the introductory part of the lesson (Lesson 3 - (<i>Teaching children’s literature</i>) for the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.</p> <p>Example,</p> <ul style="list-style-type: none"> - <i>Barriers – (Student teachers may not know the role of parents and teachers in developing the skills of children in literature to promote literacy and Large class size).</i> - <i>Core and transferable skills (communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender.)</i> - <i>Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc)</i> - <i>LO (Exhibit knowledge, understanding and skills involved in</i> 	20 mins

	<p><i>their roles as teachers in teaching children’s literature and the roles parents can play in developing children’s interest in literature and misconceptions of children’s literature (NTS 1a, e).</i></p> <p><i>- LIs (Indicate the role teachers can play in the development of children’s literature at the EG and UP levels, discuss the role parents can play in the development of their children love and appreciation for literature and discuss misconceptions of children’s literature and addressing the misconceptions). (refer to lesson manual for details)</i></p> <p><i>Note key ideas as the PD Session progresses to help you teach the lesson effectively in your class.</i></p> <p>1.4 Discuss the overview of the content of the lesson and identify any distinctive aspect of the lesson.</p> <p>Outcome of discussion</p> <p><i>- Content: The lesson deals with the issues of teaching children’s literature, which includes the roles of teachers and parents in developing children’s literature skills</i></p> <p>1.5 Distinctive features</p> <p>Discuss based on specialism the distinctive features that may occur in the lesson at the various levels.</p> <p>E.g.</p> <p><i>- Both parents and teachers have roles to play in developing the literature skills of children but the roles are not the same for EG and UP; for example, teachers/parents at UP can prescribe books for children to read individually but the parent/teacher will have to select the book and read to the EG child.</i></p> <p>Ask questions on issues that need more clarification. e.g. <i>What can be done to achieve the indicators in the lesson?</i></p>	
<p>2. Concept Development (New learning likely to arise in lesson/s):</p>	<p>2.1 Read and come out with the main content to be covered in lesson 3, share with class and clarify issues that may arise from the discussion.</p> <p>Question: <i>What are the main items in the content of the lesson?</i></p> <p>Expected answer: <i>Main content of the lesson role of parents and teachers in developing literature skills of children</i></p> <p>2.3 Turn to lesson 3 in the course manual and discuss the subtopics and examine the aspects that link to student-teachers’ previous knowledge. <i>(e.g. role of teachers and parents in developing children’s</i></p>	<p>15 mins</p>

	<p><i>literature skills and misconceptions of children’s literature and addressing the misconceptions.</i> This is linked to the previous knowledge of learners on the values of children’s literature.</p> <p>2.2 Brainstorm in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson.</p> <p>2.3 Answer questions to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) you are likely to encounter in teaching the topic. E.g. <i>student teachers may not be aware of the challenges of teaching children’s literature. large class size, etc</i></p> <p>2.4 Discuss the suggested strategies in the manual and choose the most appropriate ones for teaching the topic in the course manual. Example: <i>Presentation/seminar, discussion, debate and school visit.</i></p>	
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p>	<p>3.1 Discuss through answering and questioning on the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula. Collaborate with tutor to address issue raised. (<i>refer to the teaching and learning activities section of the course manual</i>)</p> <p>3.2 Work in groups based on your specialism the appropriateness and effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lessons in both the College of Education (B.ED) and Basic School Curricula and share with colleagues. <i>For example, using class debate will ensure critical thinking, leadership skills and communication skills, while school visit will promote enquiry skills.</i></p> <p>3.3 Discuss as a class and identify the continuous assessments used for the lesson. - Continuous assessment 1 - A short quiz of about 10 multiple test items to test student teachers’ understanding of the role of teachers and parents and the challenges and ways of addressing the challenges in teaching literature) - Continuous assessment 2 -Students write a 200- word</p>	<p>40 mins</p>

	<p>reflective journal on their school visit on challenges teachers face in playing their roles in teaching children's literature at the EG or UP and how they address the challenges).</p> <p>3.4 Discuss the main teaching and learning resources and how you will use them to enhance learning of the topic at both the New 4-Year B. Ed and Basic levels. E.g. <i>Use smartphone to look for information on challenges of teaching children's literature.</i></p> <ul style="list-style-type: none"> - the required text (<i>Teaching Children's Literature: It's Critical.</i>) and how it will be used in the lesson to promote learning. - the additional reading materials (<i>Practical English language teaching: reading. [Chapter 2 and 3]</i>) needed and how you will use them to promote learning among all manner of learners. <p>Discuss challenges likely to be encountered in using the resources, e.g. <i>students' inability to read and understand the textbook, lack of access to internet.</i></p> <p>3.5 Model a selected activity (e.g. debate) in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills.</p>	
<p>4. Evaluation and review of session:</p>	<p>4.1 Let tutors individually think and share what has been done with colleagues to recap the main issues in the PD session and discuss any outstanding issues that relate to session for clarification.</p> <p>4.2 Identify a critical friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session.</p> <p>4.3 Listen to overview on the topic (<i>Tools for Assessing Children's Literature</i>) for the next PD Session and do advance reading.</p>	<p>15 mins</p>

Age Levels/s:
Early Grade (EG) and Upper Primary (UP)

Name of Subject/Course:
Children’s Literature

Tutor PD Session for Lesson 4 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<p>1. Introduction to the session</p>	<p>1.1 Contribute to discussion to recap the main ideas deliberated on the roles of parents and teachers in developing children’s literature skills.</p> <p>E.g.</p> <ul style="list-style-type: none"> - <i>read to children</i> - <i>create a conducive atmosphere for reading</i> - <i>select appropriate children’s literature books</i> <p>1.2 Share reflections on the lesson observed on the application of the previous PD session in the classroom and discuss with colleagues.</p> <p>1.3 In groups of specialisms, read individually and discuss the introductory part of the lesson 4 (<i>the challenges of teaching children’s literature and ways addressing the challenges</i>) for the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.</p> <p>Example,</p> <ul style="list-style-type: none"> - <i>Barriers – (large class size and Student teachers may not be aware of the challenges of teaching children’s literature at the EG and UP levels)</i> - <i>Core and transferable skills (communication, critical thinking, collaboration, observation and enquiry skills, and digital literacy. Inclusivity including gender)</i> 	<p>20 mins</p>

	<ul style="list-style-type: none"> - Lesson delivery mode (<i>face to face, individualised learning, seminar, e-learning, etc</i>) - LO (<i>Reflect on the need to develop children’s love and appreciation for literature and how to address such challenges (NTS1a)</i>) - LIs (<i>State and discuss ways of developing children’s literature at the EG and UP and Identify and address the challenges to developing children’s love and appreciation for EG and UP. (refer to lesson manual for details)</i>) <p><i>Note key ideas as the PD Session progresses to help you teach the lesson effectively in your class.</i></p> <p>1.4 Discuss the overview of the content of the lesson and identify any distinctive aspect of the lesson.</p> <p>Outcome of discussion</p> <ul style="list-style-type: none"> - <i>Content: The lesson deals with issues of teaching children’s literature at the EG, UP levels in relation to the challenges teachers face.</i> <p>1.5 Distinctive features</p> <p>Brainstorm on the distinctive features that may occur in the lesson at the various levels of specialism.</p> <p><i>E.g. The challenges teachers face when teaching literature at the EG will be different from teaching at the UP For example, creating a physical and emotional environment in the EG will be different from the UP classroom.</i></p> <p>Ask questions on issues that need more clarification. e.g. <i>What can be done to achieve the indicators in the lesson?</i></p>	
<p>Q 2 Concept Development (New learning likely to arise in lesson/s):</p>	<p>2.1 Answer and ask questions to identify key elements of the lesson description (<i>Challenges of teaching children’s literature</i>) in the manual and address issues that may arise. (<i>Refer to the lesson description in the manual</i>) – e.g., what are the main issues to be covered in the lesson for the PD Session?)and clarify issues that may arise from the discussion.</p> <p>Question: <i>What are the main items in the content of the lesson?</i></p> <p>Expected answer: <i>Main content of the lesson the challenges faced by teachers in teaching children’s literature at the EG and UP and ways of addressing the challenges.</i></p>	<p>15 mins</p>

	<p>2.2 Turn to read lesson 4 in the course manual and discuss the subtopics and examine the aspects that link to student-teachers' previous knowledge. (e.g. a. <i>challenges of teaching EG and UP literature. b. addressing the challenges.</i>) This is linked to the previous knowledge of learners on the role of teachers and parents in developing children's literature skills.</p> <p>2.3 Discuss challenges that will be anticipated in teaching the topic and suggest ways of addressing such challenges.</p> <p>2.4 Contribute to discussion to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) you are likely to encounter in teaching the topic. E.g. <i>students' weak language background</i></p> <p>2.5 Discuss the suggested strategies in the manual and choose the most appropriate ones for teaching the topic in the course manual. Examples: <i>discussion, seminar and school visit,.</i></p>	
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p>	<p>3.1 Answer questions posed by co-ordinator on the various teaching and learning activities (seminar presentation, discussion and debate) used in the lesson delivery and how you will use them to promote the content delivery of GESI, the New 4-year B.Ed. and Basic School Curricula. (<i>refer to the teaching and learning activities section of the lesson discussed in the manual in the PD session</i>). Example, in discussion and seminar give equal opportunity to both sexes</p> <p>3.2 Discuss among yourselves on the appropriateness of the suggested activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson in both the College of Education and Basic School Curricula. <i>For example, using class discussion will ensure critical thinking collaboration, digital literacy, and communication skills.</i></p> <p>3.3. Discuss as a class and identify the continuous assessments used for the lesson.</p>	<p>40 mins</p>

	<ul style="list-style-type: none"> - Continuous assessment 1 – Short quiz to test student teachers’ understanding of the challenges and ways of addressing the challenges (about 10 multiple choice items) - Continuous assessment 2 - During school visit write a 200-word report on challenges teachers face in teaching children’s literature and how and how they address the challenges for your subject portfolio). <p>3.4 Discuss the main teaching and learning resources and how you will use them to enhance learning of the topic at both the New 4-Year B. Ed and Basic levels</p> <ul style="list-style-type: none"> - the required text (<i>Teaching Children's Literature: It's Critical</i>) and how it will be used in the lesson to promote learning. - the additional reading materials (<i>Teaching English as a foreign language for dummies</i>) needed and how you will use them to promote learning among all manner of learners. <p>Brainstorm on the challenges likely to be encountered in using the resources, e.g. students’ inability to read and understand the textbook and discuss with colleagues.</p> <p>3.5 Model a selected activity (e.g. <i>discussion</i>) in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills.</p>	
<p>4. Evaluation and review of session:</p>	<p>4.1 Use discussion to recall the main issues in the PD session and discuss any outstanding issues that relate to session for clarification.</p> <p>4.2 Identify an objective and trusted friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session.</p> <p>4.3 Listen to overview on the topic for the next PD Session and do advance reading (<i>Tools for Assessing Children’s Literature</i>).</p>	<p>15 mins</p>

Age Levels/s:

Early Grade (EG) and Upper Primary (UP)

Name of Subject/Course:

Children's Literature

Tutor PD Session for Lesson 5 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session tutors might require clarification on any aspect of the lesson.	<p>1.1 Contribute to discussion to recap the main ideas deliberated on <i>challenges of teaching children's literature (E.g. What are the challenges of teaching children's literature?)</i></p> <p>Expected Answer:</p> <ul style="list-style-type: none"> - <i>lack of reading books</i> - <i>inadequate training of teachers in teaching children's literature.</i> <p>1.2 Share reflections on the lesson observed on the application of the previous PD session in the classroom and discuss with colleagues.</p> <p>1.3 In groups of specialisms, read individually and discuss the introductory part of the lesson (Lesson 5 - <i>Tools for assessing children's literature for EG and UP</i>) for the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.</p> <p>Example,</p> <ul style="list-style-type: none"> - <i>Barriers – (large class size and Student teachers lack of knowledge on how EG and UP children's literature skills are assessed).</i> - <i>Core and transferable skills (communication, critical thinking, observation and enquiry skills, digital literacy)</i> 	20 mins

	<p>- Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc)</p> <p>- LO Demonstrate knowledge of differentiated ways of assessing diverse EG and UP children’s literature skills at the early grade level. (NTS 3k, NTECF bullet 6, p. 25)</p> <p>LIs - identify the Importance of assessing children’s literature</p> <p>- Identify and discuss ways of assessing children’s literature skills development</p> <p>Note key ideas as the PD Session progresses to help you teach the lesson effectively in your class.</p> <p>1.4 Discuss in specialism groups the overview of the content of the lesson and identify any distinctive aspect of the lesson.</p> <p>Outcome of discussion</p> <p>- Content: The lesson deals broadly with issues in teaching children’s literature at EG and UP levels. This includes challenges of teaching children’s literature and how to address the challenges.</p> <p>1.5 Distinctive features</p> <p>Think-pair-share on the distinctive features that may occur in the lesson at the various levels of specialism.</p> <p>E.g. The materials and methods of assessing children’s literature may differ from level to level. For example, Phonological Awareness Test (PAT) but the cloze test is suitable to the UP level.</p> <p>What will help with the achievement of the lesson indicators?</p>	
<p>2. Concept Development (New learning likely to arise in lesson/s):</p>	<p>2.1 Group yourself according to your specialism, read and discuss the main content to be covered in lesson 5, share with class and clarify issues that may arise from the discussion.</p> <p>Question: What are the main items in the content of the lesson?</p> <p>Expected answer: Main content of the lesson: Issues about teaching children’s literature – Assessing children’s literature skills, the challenges of using the tools and addressing the challenges.</p> <p>2.3 Turn to lesson 5 in the course manual and discuss the subtopics and examine the aspects that link to student-teachers’ previous knowledge.</p> <p>(e.g. e.g. Types of children’s literature assessment tools, how to</p>	<p>15 mins</p>

	<p><i>use the assessment tools, importance of the assessment tools, challenges of using the assessment tools and addressing the challenges.</i></p> <p>2.2 Brainstorm in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson.</p> <p>2.3 Answer questions to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) you are likely to encounter in teaching the topic. E.g. <i>Student teachers may not know how children’s literature skills are assessed, large class size, etc</i></p> <p>2.4 Discuss the suggested strategies in the manual and choose the most appropriate ones for teaching the topic in the course manual. Example: <i>class group work, think-pair-share and, school visit.</i></p>	
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p>	<p>3.1 Answer and ask questions to help understand and apply the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula.</p> <p><i>Collaborate with tutor to address issue raised. (refer to the teaching and learning activities section of the course manual)</i></p> <p>3.2 Brainstorm on the appropriateness and effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lessons in both the College of Education (B. ED) and Basic School Curricula and share with colleagues. <i>For example, using think-pair-share will ensure critical thinking, digital literacy and communication skills.</i></p> <p>3.3 Discuss as a class and identify the continuous assessments used for the lesson.</p> <ul style="list-style-type: none"> - Continuous Assignment: Select an assessment tool and use it on a child in your specialism and write a page report on it for class assessment. - Continuous assessment 2 - Write a 200-word reflection after your school visit on assessment to teachers use to assess pupils in their specialism area. 	<p>40 mins</p>

	<p>3.4 Contribute to discussion by answering and asking questions on</p> <ul style="list-style-type: none"> - the main teaching and learning resources and how you will use them to enhance learning of the topic at both the New 4-Year B. Ed and Basic levels. - the required text (<i>Teaching Children's Literature: It's Critical</i>) and how it will be used in the lesson to promote learning. - the additional reading materials (<i>Teaching Children's Literature in an Era of Standards</i>) needed and how you will use them to promote learning among all manner of learners. <p>Discuss challenges likely to be encountered in using the resources, e.g. students' inability to read and understand the textbook.</p> <p>3.5 Model a selected activity (e.g. <i>think-pair-share</i>) in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills.</p>	
<p>4. Evaluation and review of session:</p>	<p>4.1 Answer and ask questions to recall the main issues in the PD session and discuss any outstanding issues that relate to session for clarification.</p> <p>4.2 Identify a critical friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session.</p> <p>4.3 Listen to overview on the topic for the next PD Session (<i>Assessing Early Grade Children's Literature</i>) and do advance reading.</p>	<p>15 mins</p>

Age Levels/s:

Early Grade (EG) and Upper Primary (UP)

Name of Subject/Course:

Children's Literature

Tutor PD Session for Lesson 6 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session	<p>1.1 Do individual semantic mapping to recap the main ideas in the previous PD Session on <i>tools for assessing children's literature</i> and share with your specialism group.</p> <p>1.2 Share reflections on the lesson observed on the application of the previous PD session in the classroom and discuss with colleagues.</p> <p>1.3 In groups of specialisms, read individually and discuss the introductory part of the lesson (Lesson 6 - <i>Assessing Early Grade Children's Literature for EG and UP</i> or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.</p> <p>Example,</p> <ul style="list-style-type: none"> - <i>Barriers – (large class size and may not be aware of various challenges of assessing children's literature skills).</i> - <i>Core and transferable skills (critical thinking, communication, observation and enquiry skills, digital literacy)</i> - <i>Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc)</i> - <i>LO (Demonstrate knowledge of differentiated ways of assessing diverse EG and UP) children's literature skills at the early grade level. (NTS 3k, NTECF bullet 6, p. 25)</i> 	20 mins

	<p>- LIs (<i>Challenges of assessing children’s literature skills and Addressing challenges of assessing children’s literature skills</i>).</p> <p><i>Note key ideas as the PD Session progresses to help you teach the lesson effectively in your class.</i></p> <p>1.4 Discuss in specialism groups the overview of the content of the lesson and identify any distinctive aspect of the lesson.</p> <p>Outcome of discussion</p> <p>- <i>Content: Assessing EG and UP Children’s Literature, which consists of the challenges of assessing children’s literature and addressing the challenges.</i></p> <p>1.5 Distinctive features</p> <p>Think-pair-share on the distinctive features that may occur in the lesson at the various levels of specialism. <i>E.g. The challenges and addressing the challenges to assessing children’s literature may differ from EG level to UP level, e.g. inattentiveness among EG is difficult to maintain than for UP level.</i></p> <p>Ask questions on issues that need more clarification. <i>e.g. What can be done to achieve the indicators in the lesson?</i></p>	
<p>2. Concept Development (New learning likely to arise in lesson/s):</p>	<p>2.1 As a class, read and discuss the main content to be covered in lesson 6, and clarify issues that may arise from the discussion. Question: <i>What are the main items in the content of the lesson?</i> Expected answer: -</p> <p>- <i>Issues of assessing children’s literature.</i></p> <p>2.3 Turn to lesson 6 in the course manual and discuss the subtopics and examine the aspects that link to student-teachers’ previous knowledge. <i>(e.g. challenges of assessing children’s literature skills and addressing the challenges of EG and UP learners).</i></p> <p>2.2 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson.</p> <p>2.3 Answer questions and ask questions to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) you are likely to encounter in teaching the topic. <i>E.g. inadequate knowledge on the assessment tools for assessing children’s literature.</i></p>	<p>15 mins</p>

	<p>2.4 Discuss the suggested strategies in the manual and choose the most appropriate ones for teaching the topic in the course manual.</p> <p>Example: <i>brainstorming, class discussion and school visit.</i></p>	
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p>	<p>3.1 Answer and ask questions to help understand and apply the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. STS and Basic School Curricula.</p> <p>Contribute to address issue identifies. (<i>refer to the teaching and learning activities section of the course manual</i>)</p> <p>3.2 Brainstorm on the appropriateness and effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lessons in both the College of Education (B.ED) and Basic School Curricula and share with colleagues.</p> <p><i>For example, using discussion will ensure critical thinking, digital literacy and communication.</i></p> <p>3.3 Discuss as a class and identify the continuous assessments used for the lesson.</p> <ul style="list-style-type: none"> - Continuous assessment 1 Write a page of about 200 words on challenges of assessing children’s literature skills and how to address them - Continuous assessment 2 - Write a reflection during your school visit on how teachers resolve challenges they encounter during the assessment of children’s literature skills development for their subject portfolios. <p>3.4 Contribute to discussion by answering and asking questions on</p> <ul style="list-style-type: none"> - the main teaching and learning resources and how you will use them to enhance learning of the topic at both the New 4-Year B. Ed and Basic levels - the required text (<i>Teaching Children's Literature: It's Critical</i>) and how it will be used in the lesson to promote learning. - the additional reading materials (<i>Teaching Children's Literature in an Era of Standards</i>) needed and how you will use them to promote learning among all manner of learners. 	<p>40 mins</p>

	<p>Discuss challenges likely to be encountered in using the resources, e.g. <i>lack of internet access</i>.</p> <p>3.5 Model a selected activity (e.g. <i>discussion</i>) in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills.</p>	
4. Evaluation and review of session:	<p>4.1 Brainstorm individually to recall the main issues in the PD session and share with colleagues and discuss any outstanding issues that relate to session for clarification.</p> <p>4.2 Identify a critical friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session.</p> <p>4.3 Listen to overview on the topic for the next PD Session and do advance reading.</p>	15 mins

Age Levels/s:
Early Grade (EG) and Upper Primary (UP)

Name of Subject/Course:
Children’s Literature

Tutor PD Session for Lesson 7 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session	<p>1.1 In group discussion, recap the main ideas in the previous PD Session on <i>(issues in teaching children’s literature – challenges of assessing children’s literature and ways of addressing the challenges)</i></p> <p>1.2 Share reflections on the lesson observed on the application of the previous PD session in the classroom and discuss with colleagues.</p> <p>1.3 In groups of specialisms, read individually and discuss the introductory part of the lesson (Lesson 7 - <i>(EG and UP Children’s literature materials)</i>) or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.</p> <p>Example,</p> <ul style="list-style-type: none"> - <i>Barriers – (large class size and student teachers may not be aware of early grade children’s literature materials preparation).</i> - <i>Core and transferable skills (critical thinking, observation and enquiry skills, digital literacy)</i> - <i>Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc)</i> 	20 mins

	<ul style="list-style-type: none"> - LO (Prepare appropriate teaching-learning materials using technology and other means to teach and enhance early grade children's love and appreciation for literature (NTS j, NTEF bullet10, p. 25). - LIs - Prepare appropriate materials that address the diverse needs and interests of early grade learners to enhance their love and appreciation for literature - Identify the nature of children's literature materials - Discuss the tools that can be used in developing children's literature materials <p>1.4 Discuss in specialism groups the overview of the content of the lesson and identify any distinctive aspect of the lesson.</p> <p>Outcome of discussion</p> <ul style="list-style-type: none"> - Content: Content: Preparation of EG and UP Children's literature materials <p>1.5 Distinctive features</p> <p>Think-pair-share on the distinctive features that may occur in the lesson at the various levels of specialism.</p> <p>Ask questions on issues that need more clarification. e.g. <i>What can be done to achieve the indicators in the lesson?</i></p>	
<p>2. Concept Development (New learning likely to arise in lesson/s):</p>	<p>2.1 As a class, read and discuss the main content to be covered in lesson 6, and clarify issues that may arise from the discussion.</p> <p>Question: <i>What are the main items in the content of the lesson?</i></p> <p>Expected answer: - - <i>Main content of the lesson: designing EG and UP primary children's literature books/materials.</i></p> <p>2.2 Turn to lesson 6 in the course manual and discuss the subtopics and examine the aspects that link to student-teachers' previous knowledge. (e.g. <i>nature of children's literature materials, etc.</i>)</p> <p>2.3 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson.</p> <p>2.4 Answer questions and ask questions to come out with the challenges (potential barriers to learning for student</p>	<p>15 mins</p>

	<p>teachers, concepts or pedagogy) you are likely to encounter in teaching the topic. E.g. <i>lack of information on developing children’s literature books, etc.</i></p> <p>2.5 Discuss the suggested strategies in the manual and choose the most appropriate ones for teaching the topic in the course manual.</p> <p>Example: <i>Group discussion, class discussion, school visit and brainstorming.</i></p>	
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p>	<p>3.1 Answer and ask questions to help understand and apply the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula. Contribute to address issue identifies. (<i>refer to the teaching and learning activities section of the course manual</i>)</p> <p>3.2 Brainstorm on the appropriateness and effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lessons in both the College of Education (B. ED) and Basic School Curricula and share with colleagues. <i>For example, using brainstorming will ensure critical thinking, digital literacy and communication skills.</i></p> <p>3.3 Discuss as a class and identify the continuous assessments used for the lesson.</p> <ul style="list-style-type: none"> - Continuous assessment 1 Take home assignment on a tool the will use to prepare a child reading material and how (identify the tool and how to use it). - Continuous assessment 2 - Write a one-page report on how teacher prepare TLMs for teaching children’ literature at the EG and UP levels. <p>3.4 Contribute to discussion by answering and asking question on</p> <ul style="list-style-type: none"> - the main teaching and learning resources and how you will use them to enhance learning of the topic at both the New 4-Year B. Ed and Basic levels - the required text (<i>Introduction to language teaching skills: A resource for language teachers. [Unit 38]</i>) and how it will be used in the lesson to promote learning. 	<p>40 mins</p>

	<p>- the additional reading materials (<i>Teaching Children's Literature: Making Stories Work in the Classroom</i>) needed and how you will use them to promote learning among all manner of learners.</p> <p>Discuss challenges likely to be encountered in using the resources, e.g. <i>unconducive classroom atmosphere</i>.</p> <p>3.5 Model a selected activity (e.g. <i>class discussion</i>) in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills.</p>	
<p>4. Evaluation and review of session:</p>	<p>4.1 Brainstorm individually to recall the main issues in the PD session and share with colleagues and discuss any outstanding issues that relate to session for clarification.</p> <p>4.2 Identify a critical friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session.</p> <p>4.3 Listen to overview on the topic for the next PD Session and do advance reading.</p>	<p>15 mins</p>

Age Levels/s:
Early Grade (EG) and Upper Primary (UP)

Name of Subject/Course:
Children’s Literature

Tutor PD Session for Lesson 8 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<p>1. Introduction to the session</p>	<p>1.1 Use semantic mapping to recap the main ideas in the previous PD Session on <i>EG and UP Children’s literature materials – nature and tools for developing children’s literature materials</i> and share with colleagues.</p> <p>1.2 Share reflections on the lesson you observed on the application of the previous PD session in the classroom and discuss with colleagues.</p> <p>1.3 In groups of specialisms, read individually and discuss the introductory part of the lesson (Lesson 8 - <i>EG and UP Children’s literature materials (factors that influence the preparation of children’s literature materials and selection and use of appropriate children’s literature materials)</i>) or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.</p> <p>Example,</p> <ul style="list-style-type: none"> - <i>Barriers – large class size and student teachers may not be aware of factors to consider in selecting and using of EG and UP literature materials.</i> - <i>Core and transferable skills (communication, critical thinking, observation and enquiry skills, digital literacy, inclusivity)</i> - <i>Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc)</i> 	<p>20 mins</p>

	<p>- LO (Prepare appropriate teaching-learning materials using technology and other means to teach and enhance early grade children's love and appreciation for literature (NTS j, NTEF bullet10, p. 25)</p> <p>- Lis (Identify and discuss factors the influence the preparation of children's literature materials and use appropriate children's literature learning materials to improve all learners' understanding of literature at the EG and UP levels).</p> <p>1.4 Discuss in specialism groups the overview of the content of the lesson and identify any distinctive aspect of the lesson.</p> <p>Outcome of discussion</p> <p>- Content: The lesson deals with EG and UP Children's literature materials (factors that influence the preparation of children's literature materials and selection and use of appropriate children's literature materials)</p> <p>1.5 Distinctive features</p> <p>Think-pair-share on the distinctive features that may occur in the lesson at the various levels of specialism.</p> <p>E.g. <i>The factors to consider when selecting children's literature will differ from level to level of specialism; Selecting EG children's literature materials may have wordless books or basic simple sentences, while UP may have simple sentences and simple compound sentences.</i></p> <p>Ask questions on issues that need more clarification. e.g. <i>What is the relationship between the LO and the Lis?</i></p>	
<p>2. Concept Development (New learning likely to arise in lesson/s):</p>	<p>2.1 Individually, read and discuss the main content to be covered in lesson 7, and clarify issues that may arise from the discussion.</p> <p>Question: <i>What are the main items in the content of the lesson?</i> Expected answer: - children's literature materials development.</p> <p>2.2 Turn to lesson 8 in the course manual and discuss the subtopics and examine the aspects that link to student-teachers' previous knowledge.</p> <p>2.3 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson.</p> <p>2.4 Answer questions and ask questions to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) you are likely to encounter</p>	<p>15 mins</p>

	<p>in teaching the topic. E.g. <i>Teachers' inadequate knowledge of tools to use in developing children's literature materials, etc</i></p> <p>2.5 Discuss the suggested strategies/activities in the manual and choose the most appropriate ones for teaching the topic in the course manual. Examples: <i>independent study, concept mapping, group work and school visit.</i></p>	
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p>	<p>3.1 Brainstorm and share with colleague and later with the entire group the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed., Basic School Curricula and STS.</p> <p>Contribute to discussion to address issues identified. (<i>refer to the teaching and learning activities section of the course manual</i>)</p> <p>3.2 Discuss as a group the appropriateness and effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lessons in both the College of Education (B. ED) and Basic School Curricula and share with colleagues. <i>For example, using individualised method will ensure critical thinking, creativity, digital literacy and communication.</i></p> <p>3.3 Discuss as a class and identify the continuous assessments used for the lesson.</p> <ul style="list-style-type: none"> - Continuous assessment 1 <i>Group (oral/powerpoint) presentation on factors to consider when selecting TLMs for children's literature and a written report on the presentation.</i> - Continuous assessment 2 - <i>Individual report – Write a one-page report on factors teachers consider when selecting children's literature materials for their learners and present for assessment.</i> <p>3.4 Contribute to discussion and deliberate on</p> <ul style="list-style-type: none"> - the main teaching and learning resources and how you will use them to enhance learning of the topic at both the New 4-Year B. Ed and Basic levels 	<p>40 mins</p>

	<p>- the required text (<i>Introduction to language teaching skills: A resource for language teachers -chapter 38</i>) and how it will be used in the lesson to promote learning among all manner of learners (GESI).</p> <p>- the additional reading materials (<i>Teaching Children's Literature in an Era of Standards</i>) needed and how you will use them to promote learning among all manner of learners. (<i>refer to course manual for details</i>)</p> <p>Discuss challenges likely to be encountered in using the resources, e.g. <i>unconducive classroom atmosphere</i>.</p> <p>3.5 Model a selected activity (e.g. <i>problem-solving</i>) in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills.</p>	
<p>4. Evaluation and review of session:</p>	<p>4.1 In specialism groups, recap the main issues in the PD Session and discuss any outstanding issues that may arise in relation to the lesson for clarification.</p> <p>4.2 Identify a trusted and objective friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session.</p> <p>4.3 Listen to overview on the topic for the next PD Session and do advance reading.</p>	<p>15 mins</p>

Age Levels/s:
Early Grade (EG) and Upper Primary (UP)

Name of Subject/Course:
Children’s Literature

Tutor PD Session for Lesson 9 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session	<p>1.1 Discuss in groups to recap the main ideas in the previous PD Session on <i>Developing supplementary EG and UP literature materials</i> and share with colleagues.</p> <p>1.2 Share reflections on the lesson you observed on the application of the previous PD session in the classroom and discuss with colleagues.</p> <p>1.3 In groups of specialisms, read individually and discuss the introductory part of the lesson (Lesson 9 - <i>Developing supplementary early grade literature materials for EG and UP learners</i>) or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.</p> <p>Example,</p> <ul style="list-style-type: none"> - <i>Barriers – large class size, student teachers may not know the factors to consider when developing, selecting and using EG and UP children’s reading materials.</i> - <i>Core and transferable skills (communication, critical thinking, observation and enquiry skills, digital literacy, Inclusivity including gender)</i> - <i>Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc)</i> 	20 mins

	<p>- LO - Develop EG and UP supplementary reading materials to enhance the teaching and learning of literature at the EG and UP levels and test the readability of existing materials. (NTS 3j) (NTECF, 8, 10 p.25)</p> <p>- Lis Define the concept of supplementary reading materials</p> <p>- Identify and discuss the characteristics of EG and UP supplementary reading materials.</p> <p>- Discuss the importance/values of EG and UP supplementary reading materials.) (refer to LI section of the manual (refer to LI section of the manual)</p> <p>1.4 Discuss in specialism groups the overview of the content of the lesson and identify any distinctive aspect of the lesson.</p> <p>Outcome of discussion</p> <p>- Content: The lesson deals with the Developing supplementary EG and UP literature materials.</p> <p>1.5 Distinctive features</p> <p>Think-pair-share on the distinctive features that may occur in the lesson at the various levels of specialism.</p> <p>E.g. - The types of supplementary reading materials for EG will differ from UP reading materials, e.g. sentence structure in EG are mainly simple and about three on a line, while UP materials have some compound sentences and about 6 words on a line.</p> <p>Ask questions on issues that need more clarification. e.g. What can be done to achieve the indicators in the lesson?</p>	
<p>2. Concept Development (New learning likely to arise in lesson/s):</p>	<p>2.1 Group based on specialism strategy, discuss to come out with the main content to be covered in lesson 9, and clarify issues that may arise from the discussion.</p> <p>Question: What is the main item in the content of the lesson? Expected answer: - Main contents of the lesson: The main content is <i>Developing supplementary EG and UP literature materials.</i></p> <p>2.2 Turn to lesson 9 in the course manual and discuss the subtopics and examine the aspects that link to student-teachers' previous knowledge. The subtopics of the lesson are the <i>Definition, characteristics and types of EG and UP supplementary reading materials and values/Importance of supplementary reading materials</i> This is linked to factors to consider when selecting children's literature materials.</p>	<p>15 mins</p>

	<p>2.3 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson.</p> <p>2.4 Brainstorm, answer and ask questions to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) you are likely to encounter in teaching the topic. E.g. <i>Teachers' inadequate knowledge on values of supplementary readers to literature development.</i></p> <p>2.5 Brainstorm on the suggested strategies/activities in the manual and choose the most appropriate ones for teaching the topic in the course manual.</p> <p>Examples: <i>class discussion, brainstorming, group work and school visit</i></p>	
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p>	<p>3.1 Brainstorm Discuss and share ideas on the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula and STS organisation.</p> <p>Contribute to discussion to address issues identified. (<i>refer to the teaching and learning activities section of the course manual</i>)</p> <p>3.2 Discuss as a group the appropriateness and effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lessons in both the College of Education (B. ED) and Basic School Curricula and share with colleagues. <i>For example, school visit will ensure observation and enquiry skills.</i></p> <p>3.3 Discuss as a class and identify the continuous assessments used for the lesson.</p> <ul style="list-style-type: none"> - Continuous assessment 1 - A short quiz (about 10 multiple choice items) on the factors to consider when developing supplementary reading materials and their values in developing literature skills of EG and UP learners. - Continuous assessment 2 - A 10 minutes group presentation (oral/PowerPoint) on factors to consider when developing EG and UP supplementary reading materials. 	<p>40 mins</p>

	<p>3.4 Contribute to discussion and deliberate on</p> <ul style="list-style-type: none"> - the main teaching and learning resources and how you will use them to enhance learning of the topic at both the New 4-Year B. Ed and Basic levels - the required text (<i>Introduction to language teaching skills: A resource for language teachers. [Units 3&8]</i>) and how it will be used in the lesson to promote learning. - the additional reading materials (<i>Teaching Children's Literature: Making Stories Work in the Classroom</i>) needed and how you will use them to promote learning among all manner of learners. <p>Discuss challenges likely to be encountered in using the resources, e.g. <i>unavailability of required books.</i></p> <p>3.5 Model a selected activity (e.g. <i>class discussion</i>) in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills.</p>	
<p>4. Evaluation and review of session:</p>	<p>4.1 Answer questions and ask questions to recap the main issues in the PD Session and discuss any outstanding issues that may arise in relation to the lesson for clarification.</p> <p>4.2 Identify a trusted and objective friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session.</p> <p>4.3 Listen to overview on the topic <i>developing supplementary early Grade literature materials</i> for the next PD Session and do advance reading.</p>	<p>15 mins</p>

Age Levels/s:
Early Grade (EG) and Upper Primary (UP)

Name of Subject/Course:
Children’s Literature

Tutor PD Session for Lesson 10 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<p>1. Introduction to the session</p>	<p>1.1 Think-pair-share to recap the main ideas in the previous PD Session on <i>Developing supplementary EG and UP levels literature materials – definition, nature and characteristic and values of supplementary readers in literature development.</i></p> <p>1.2 Share reflections on the lesson you observed on the application of the previous PD session in the classroom and discuss with colleagues.</p> <p>1.3 In groups of specialisms, read and discuss the introductory part of the lesson (Lesson 10 - <i>Developing supplementary EG and UP literature materials</i>) or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.</p> <p>Example,</p> <ul style="list-style-type: none"> - <i>Barriers – large class size, large class size and student teachers may not know the themes in both fiction and non-fiction supplementary reading materials for EG and UP learners.</i> - <i>Core and transferable skills (communication, critical thinking, observation and enquiry skills, digital literacy, Inclusivity including gender)</i> - <i>Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc)</i> 	<p>20 mins</p>

	<p>- LO (Develop early grade supplementary reading materials to enhance the teaching and learning of literature at the EG and UP levels and test the readability of existing materials. (NTS 3j) (NTECF, 8, 10 p.25))</p> <p>- LIs</p> <p>- Discuss the various themes in both fiction and non-fiction supplementary books for EG and UP learners</p> <p>- Identify and discuss factors to consider when selecting an EG and UP supplementary material/book.) (refer to manual for details)</p> <p>1.4 Discuss in specialism groups the overview of the content of the lesson and identify any distinctive aspect of the lesson.</p> <p>Outcome of discussion</p> <p>- Content: The lesson deals with developing supplementary EG and UP literature materials (fiction and non-fiction).</p> <p>1.5 Distinctive features</p> <p>Think-pair-share on the distinctive features that may occur in the lesson at the various levels of specialism.</p> <p>E.g. – while forms in EG non-fiction can be simple factual texts, UP non-fiction can be narrative non-fiction texts, etc.</p> <p>Ask questions on issues that need more clarification. e.g. What can be done to achieve the indicators in the lesson?</p>	
<p>2. Concept Development (New learning likely to arise in lesson/s):</p>	<p>2.1 Turn to lesson 10 in the course manual and discuss the subtopics - themes found in EG and UP supplementary reading materials (fiction and non-fiction) and factors to consider when selecting supplementary readers for EG and UP learners to improve their literature skills. This is linked to the nature, types, characteristics and importance of EG and UP supplementary readers.</p> <p>2.2 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson.</p> <p>2.3 Brainstorm, answer and ask questions to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) you are likely to encounter in teaching the topic. E.g. student teachers may not know the themes in both fiction and non-fiction supplementary reading materials for EG and UP learners.</p>	<p>15 mins</p>

	<p>2.4 Brainstorm on the suggested strategies/activities in the manual and choose the most appropriate ones for teaching the topic in the course manual.</p> <p>Examples: <i>class discussion, group work and school visit.</i></p>	
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p>	<p>3.1 Discuss the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula.</p> <p>Collaborate with colleagues to address issues identified. (<i>refer to the teaching and learning activities section of the course manual</i>)</p> <p>3.2 Discuss as a group the appropriateness and effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lessons in both the College of Education (B. ED) and Basic School Curricula and share with colleagues.</p> <p><i>For example, using class discussion will ensure critical thinking, leadership skills, collaborative skills development, digital literacy, and communication and inclusivity.</i></p> <p>3.3 Discuss as a class and identify the continuous assessments used for the lesson.</p> <ul style="list-style-type: none"> - Continuous assessment 1 - write a 2-page reflective journal on the supplementary readers used in the schools and how teachers use them in the classroom for their subject portfolio. - Continuous assessment 2 - A group poster presentation on factors to consider when selecting a supplementary reading book for a learner. <p>3.4 Contribute to discussion to review</p> <ul style="list-style-type: none"> - the main teaching and learning resources and how you will use them to enhance learning of the topic at both the New 4-Year B. Ed and Basic levels - the required text (<i>Introduction to language teaching skills: A resource for language teachers. [Units 38]</i>) and how it will be used in the lesson to promote learning. 	<p>40 mins</p>

	<p>- the additional reading materials (<i>Teaching Children's Literature: It's Critical</i>) needed and how you will use them to promote learning among all manner of learners.</p> <p>Discuss challenges likely to be encountered in using the resources, e.g. <i>inadequate knowledge on the topic</i>.</p> <p>3.5 Model a selected activity (e.g. <i>class discussion</i>) in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills.</p>	
<p>4. Evaluation and review of session:</p>	<p>4.1 Answer questions and ask questions to summarise the main issues in the PD Session and discuss any outstanding issues that may arise in relation to the lesson for clarification.</p> <p>4.2 Identify a trusted and objective friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session.</p> <p>4.3 Listen to overview on the topic for the next PD Session and do advance reading.</p>	<p>15 mins</p>

Age Levels/s:
Early Grade (EG) and Upper Primary (UP)

Name of Subject/Course:
Children’s Literature

Tutor PD Session for Lesson 11 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
<p>1. Introduction to the session</p>	<p>1.1 Think-pair-share to recap the main ideas in the previous PD Session on <i>themes found in EG and UP supplementary reading materials (fiction and non-fiction) and factors to consider when selecting supplementary readers for EG and UP learners to improve their literature skills</i> and share with colleagues.</p> <p>1.2 Share reflections on the lesson you observed on the application of the previous PD session in the classroom and discuss with colleagues.</p> <p>1.3 In groups of specialisms, read and discuss the introductory part of the lesson (Lesson 11 - <i>Developing supplementary EG and UP literature materials</i>) or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators. Example,</p> <ul style="list-style-type: none"> - <i>Barriers – large class size, student teachers may not know how to observe gender, cultural sensitivity and inclusivity in children’s supplementary book for EG and UP learners.</i> - <i>Core and transferable skills (communication, critical thinking, observation and enquiry skills, digital literacy, Inclusivity including gender)</i> - <i>Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc)</i> 	<p>20 mins</p>

	<ul style="list-style-type: none"> - LO (Develop early grade supplementary reading materials to enhance the teaching and learning of literature at the EG and UP levels and test the readability of existing materials. (NTS 3j) (NTECF, 8, 10 p.25) - LIs - Prepare appropriate supplementary literature materials for EG and UP learners that are underpinned by gender, inclusive, interest, ethnic and linguistic issues. - Review supplementary literature/reading materials and select appropriate ones to benefit the diverse needs of learners. - Do action research on the readability of existing literature materials at the EG and UP levels (refer to manual for details). <p>1.4 Discuss in specialism groups the overview of the content of the lesson and identify any distinctive aspect of the lesson.</p> <p>Outcome of discussion</p> <ul style="list-style-type: none"> - Content: The lesson deals with the <i>Developing supplementary EG and UP literature materials</i>. <p>1.5 Distinctive features</p> <p>Think-pair-share on the distinctive features that may occur in the lesson at the various levels of specialism.</p> <p>E.g. - <i>This section seems to be generic for the two specialisms but the subtlety is in the action research to be conducted</i>).</p> <p>Ask questions on issues that need more clarification. e.g. <i>How will the action research on the topic differ from the specialisms?</i></p>	
<p>2. Concept Development (New learning likely to arise in lesson/s):</p>	<p>2.1 Turn to lesson 11 in the course manual and discuss the subtopics - <i>how to observe gender, cultural sensitivity and inclusivity in children’s supplementary book for EG and UP learners and reviewing the readability of supplementary reading materials/books used in the EG and UP classrooms. This is linked to the factors to consider when selection supplementary readers for EG and UP learners</i></p> <p>2.2 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson.</p> <p>2.3 Brainstorm, answer and ask questions to come out with the challenges (potential barriers to learning for student teachers, concepts or pedagogy) you are likely to encounter</p>	<p>15 mins</p>

	<p>in teaching the topic. E.g. <i>Student teachers' inadequate knowledge on inclusivity including GESI in children's supplementary readers</i></p> <p>2.4 Deliberate on the suggested strategies/activities in the manual and choose the most appropriate ones for teaching the topic in the course manual. Examples: <i>Class research and presentation, brainstorming and school visit</i></p>	
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p>	<p>3.1 Discuss in specialism groups, the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula.</p> <p>Collaborate with colleagues to address issues identified. (<i>refer to the teaching and learning activities section of the course manual</i>)</p> <p>3.2 Discuss as a group the appropriateness and effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lessons in both the College of Education (B. ED) and Basic School Curricula and share with colleagues. <i>For example, using brainstorming will ensure critical thinking, digital literacy.</i></p> <p>3.3. Brainstorm as a class and identify the continuous assessments used for the lesson.</p> <ul style="list-style-type: none"> - Continuous assessment 1 - A 2-page assignment on determining the readability of a selected supplementary reader for their specialism for the subject portfolio - Continuous assessment 2 - A 10 minutes group presentation on inclusivity (gender, linguistic, cultural, etc.) for class feedback.. <p>3.4 Contribute to discussion to review</p> <ul style="list-style-type: none"> - the main teaching and learning resources and how you will use them to enhance learning of the topic at both the New 4-Year B. Ed and Basic levels - the required text (<i>Introduction to language teaching skills: A resource for language teachers. [Units 38]</i>) and how it will be used in the lesson to promote learning. 	<p>40 mins</p>

	<p>- the additional reading materials (<i>Teaching Children's Literature: It's Critical</i>) needed and how you will use them to promote learning among all manner of learners.</p> <p>Discuss challenges likely to be encountered in using the resources, e.g. <i>inadequate knowledge on the topic</i>.</p> <p>3.5 Model a selected activity (e.g. <i>brainstorming</i>) in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills.</p>	
<p>4. Evaluation and review of session:</p>	<p>4.1 Answer questions and ask questions to summarise the main issues in the PD Session and discuss any outstanding issues that may arise in relation to the lesson for clarification.</p> <p>4.2 Identify a trusted and objective friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session.</p> <p>4.3 Listen to overview on the topic for the next PD Session and do advance reading.</p>	<p>15 mins</p>

Age Levels/s:
Early Grade (EG) and Upper Primary (UP)

Name of Subject/Course:
Children’s Literature

Tutor PD Session for Lesson 12 in the Course Manual

Focus: the bullet points provide the frame for what is to be done in the session. The SWL should use the bullets to guide what they write for the SL/HoD and tutors to do and say during each session. Each bullet needs to be addressed and specific reference should be made to the course manual/s.	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session.	Time in session
1. Introduction to the session	<p>1.1 Think-pair-share to recap the main ideas in the previous PD Session on <i>EG, UP and JHS speaking and listening lesson plan</i> and share with colleagues.</p> <p>1.2 Share reflections on the lesson you observed on the application of the previous PD session in the classroom and discuss with colleagues.</p> <p>1.3 In groups of specialisms, read and discuss the introductory part of the lesson (Lesson 12 - <i>teaching children’s for EG and UP</i>) or the current PD Session, which include barriers, core and transferable skills, lesson delivery modes and learning outcomes and indicators.</p> <p>Example,</p> <ul style="list-style-type: none"> - <i>Barriers – - Barriers – Student teachers may not know how to design lesson plan for teaching EG and UP children literature and large class size</i> - <i>Core and transferable skills (communication, critical thinking, observation and enquiry skills, digital literacy, Inclusivity including gender)</i> - <i>Lesson delivery mode (face to face, individualised learning, seminar, e-learning, etc)</i> - <i>LO (Plan and co-teach children’s literature lesson at the EG and UP levels that caters for the diverse needs and</i> 	20 mins

	<p><i>interests of learners (NTS 3a, e, h, i, l, m, NTECF bullet 5, p.25)</i></p> <ul style="list-style-type: none"> - LI - Plan an appropriate EG and UP literature lesson bearing in mind the age, specific needs and interest of learners. - Co-teach a literature lesson using the lesson plan designed to reach all manner of learners to address their literature needs and interests. (refer to manual for detail (refer to manual for details from section of the manual)) <p>1.4 Discuss in specialism groups the overview of the content of the lesson and identify any distinctive aspect of the lesson.</p> <p>Outcome of discussion</p> <ul style="list-style-type: none"> - Content: co-teach children’s literature topic with mentor/tutor or colleague at EG and UP <p>1.5 Distinctive features</p> <p>Think-pair-share on the distinctive features that may occur in the lesson at the various levels of specialism.</p> <p>E.g. - <i>The teaching strategies meant for the various levels (EG and UP) will differ). E.g. play method will be more suitable to EG learners, while discussion approach will be more suitable to UP learners.</i></p> <p>E.g. <i>What can be done to achieve the indicators in the lesson?</i></p>	
<p>2. Concept Development (New learning likely to arise in lesson/s):</p>	<p>2.1 Contribute to class discussion to come out with the main content to be covered in lesson 12, and clarify issues that may arise from the discussion.</p> <p>Question: <i>What is the main item in the content of the lesson?</i></p> <p>Expected answer: - The main content - <i>co-teach children’s literature lesson with mentor/tutor or colleague</i></p> <p>2.2 Turn to lesson 12 in the course manual and discuss the subtopics - <i>Planning for children’s literature and co-teaching children’s literature with colleague/mentor/tutor.</i> This is linked to inclusivity in children’s literature materials.</p> <p>2.3 Discuss in specialism groups the challenges you might encounter when presenting some specific subtopics of the lesson.</p>	<p>15 mins</p>

	<p>2.4 Read and share challenges (potential barriers to learning for student teachers, concepts or pedagogy) they are likely to encounter in teaching the topic from them. E.g. <i>Student teachers' inadequate knowledge on how to plan and co-teach children's literature lesson for EG and UP with colleagues.</i></p> <p>2.5 Deliberate on the suggested strategies/activities in the manual and choose the most appropriate ones for teaching the topic in the course manual.</p> <p>Examples: <i>class discussion, video presentation, pair work, class presentation and school visit.</i></p>	
<p>3. Planning for teaching, learning and assessment activities for the lesson/s</p>	<p>3.1 Discuss in specialism groups, the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula and organisation of STS. Collaborate with colleagues to address issues identified. (<i>refer to the teaching and learning activities section of the course manual</i>)</p> <p>3.2 Debate as a group the appropriateness and effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lessons in both the College of Education (B. ED) and Basic School Curricula and share with colleagues. <i>For example, using class discussion will ensure critical thinking, collaborative skills development, digital literacy, and communication and inclusivity.</i></p> <p>3.3 Discuss as a class and identify the continuous assessments used for the lesson.</p> <p>3.3 Brainstorm as a class and identify the continuous assessments used for the lesson.</p> <ul style="list-style-type: none"> - Continuous assessment 1- prepare an EG/UP children's literature teaching lesson plan on a selected lesson topic. - Continuous Assessment 2- Write a page reflection on the lesson you co-taught with a mentor/colleague for your portfolio. 	<p>40 mins</p>

	<p>3.4 Contribute to discussion to review</p> <ul style="list-style-type: none"> - the main teaching and learning resources and how you will use them to enhance learning of the topic at both the New 4-Year B. Ed and Basic levels - the required text (<i>Introduction to language teaching skills: A resource for language teachers. [Units 30]</i>) and how it will be used in the lesson to promote learning. - the additional reading materials (<i>Language Curriculum Design. [Chapter 9]</i>) needed and how you will use them to promote learning among all manner of learners. <p>Discuss challenges likely to be encountered in using the resources, e.g. <i>inadequate knowledge on the topic.</i></p> <p>3.5 Model a selected activity (e.g. <i>pair work</i>) in real classroom teaching situation to come out with how it will promote GESI and core and transferable skills.</p>	
<p>4. Evaluation and review of session:</p>	<p>4.1 Answer questions and ask questions to summarise the main issues in the PD Session and discuss any outstanding issues that may arise in relation to the lesson for clarification.</p> <p>4.2 Identify a trusted and objective friend who took part in the PD session to sit in your class during lesson and report on observation during next PD session.</p> <p>4.3 Give an overview of the entire PD session for the semester.</p>	<p>15 mins</p>

Appendix 1

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

In some cases, to support implementation and address recent developments the PD session writers may need to add detail to what is covered in the course manuals

What to Include in PD sessions	Checked and In Place.
<p>Course introductions and conclusions</p> <ul style="list-style-type: none"> The first PD session of each semester introduces the course manual/s, course expectations and course assessment components The final PD session provides the opportunity to review student teachers' learning from the course 	
<p>Prior knowledge: Points for tutors on activating student teachers' prior knowledge.</p>	
<p>Basic School Curriculum: when topics for student teachers are from the Basic School Curriculum the PD session makes explicit links.</p>	
<p>CLO: relevant to each session are introduced</p>	
<p>Interactive teaching PD sessions provide opportunities for SL/HOD to model interactive approaches to teaching and learning that tutors will use to support student teachers</p>	
<p>Lesson Learning outcomes and indicators are introduced</p>	
<p>Integration of subject specific content and subject specific pedagogy is modelled in PD sessions through activities for tutors. Any potentially new concepts introduced in the lesson are explored with tutors</p>	
<p>Subject Specific Training: where subjects have been grouped together for the PD sessions, tutors are guided to engage with activities in the subject course manuals to ensure the PD is subject specific. Where appropriate there is direct page or point references to activities in each of the relevant subject course manuals.</p>	
<p>Integrating GESI: each PD session explicitly includes at least two (2) teaching and learning activities from the course manual/s which should be used to promote student teachers' understanding of GESI responsiveness and support the inclusion of all pupils.</p>	
<p>Assessment, integrating and embedding NTEAP practices: PD sessions include at least two (2) 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>Age Specific Training: where relevant tutors are guided to specific activities in the course manuals for EG, UP and JHS. Tutors are advised to group student teachers according to the age they are training for.</p>	
<p>Building in STS: STS tasks are integrated into the PD sessions. Preparing for work in school and opportunities for tutors to draw on what student teachers are learning in school by, for example, targeting observations linked directly to the themes in the course manuals.</p>	
<p>Building in activities which support the development of 21c skills in particular the use of ICT. The development of these is integrated into the PD sessions including the use of ICT to support learning. Each PD session should include at least two (2) examples of students being required to use ICT to extend their learning.</p>	

Resources /TLM. Where specific resources are required, it is clear where tutors can access them e.g., videos, online resources or readings.	
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Appendix 2. Course Assessment Components briefly

COMPONENT	SUBJECT PROJECT 1 per course per semester, individual or collaborative student teacher work.	SUBJECT PORTFOLIO 1 per course per semester, individual or collaborative student teacher work.
WHAT IS IT?	<p>The Subject project is an assignment designed to enable student teachers to demonstrate achieving one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of: the Basic School Curriculum, GESI responsiveness, using ICT mand 21stC skills</p>	<p>The Subject Portfolio is the deliberate collection of student teachers' work that has been selected and organized for a particular subject to show student teacher's learning and progress to achieving the CLOs through examples of his or her best work.</p>
CONSTITUENTS	<p>Introduction: a clear statement of aim and purpose Methodology: what the student teacher has done and why to achieve the aim and purpose of the project Substantive or main section: Presentation of any artifacts, experiments, TLMs created for the project; presentation, analysis, and interpretation of what has been done, learned, or found out in relation to focus of the project. Conclusion: Statement of the key outcomes of the project; reflection on what the student teacher has learnt</p>	<p>3 items of work produced during the semester selected by student teachers with tutor support during the semester as best examples of their progress and 200-word reflection on the items* Or 2 items of work and A mid semester assessment: case study, reflective note, quiz. * For each item they select, Student teacher's need to reflect on progress against identified NTS; achieving CLOs; increased knowledge and understanding of the Basic School Curriculum, GESI responsiveness, integration of ICT and how they could have approached developing the item differently to achieve a better outcome</p>
WEIGHT	<p>Overall weighting of project = 30% Weighting of individual parts of project out of 100</p> <ul style="list-style-type: none"> • Introduction – 10 • Methodology – 20 • Substantive section – 40 • Conclusion – 30 	<p>Overall weighting of project = 30% Weighting of individual parts of portfolio out of 100</p> <ul style="list-style-type: none"> • Each of the items selected by the student teacher 30 % • Mid semester assessment 30% - if applicable • Presentation and organisation of portfolio 10% • Mid semester assessment 20%
EXAM	<p>End of semester Exam, weight 40%. To assess: achievement of one or more of the CLOs, progress towards achieving identified NTS, development of knowledge and understanding of the Basic School Curriculum, ability to use GESI responsive approaches and to integrate ICT and 21st C skills in teaching and learning</p>	

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