YEAR TWO

Four-Year Bachelor of Education Degree Supported Teaching in School

SCHOOL PLACEMENT **HANDBOOK**

NTC
NATIONAL TEACHING COUNCIL
Building Confidence, Raising Teaching Standards

Transforming Teacher Education and Learning

T-TEL

Transforming Teacher Education and Learning

Four-Year Bachelor of Education Degree Supported Teaching in School

School Placement Handbook

Year Two

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FOREWORD

28th September 2017 is an important day for Ghanaian education as it marks the moment when the Cabinet of the Republic of Ghana officially approved the National Teachers' Standards (NTS) and the National Teacher Education Curriculum Framework (NTECF).

The NTS sets out, for the first time, a comprehensive outline of the attributes required to work effectively as a teacher in Ghana. The NTS therefore provides the foundations upon which the country's educational reforms are being built and forms the basis for the NTECF which, in turn, sets out the curriculum required to produce teachers who can competently display the attributes in the NTS. The NTECF thus provides the basis for the Bachelors' of Education curriculum in Initial Teacher Education produced by 5 public universities and being implemented nationwide by these universities in affiliation with 46 Colleges of Education. From October 2018 all new student teachers wishing to enter the teaching profession have been required to study this new B.Ed.

One of the notable features of the B.Ed is the emphasis placed on Supported Teaching in Schools (STS) with student teachers now expected to spend time in partner schools across all 4 years of study rather than just in their third year as was the case with the Diploma in Basic Education. The importance placed on STS as a means of enabling student teachers to gain the practical competencies and experience to become great teachers can be seen in the allocation of marks with 30% of total marks now being allocated to this component across the four years of the B.Ed.

This STS Handbook is intended to support and guide tutors, student teachers, lead mentors and mentors through the implementation of the STS component in Year 2 of the B.Ed. This Handbook has been produced through an inclusive and participatory process led by representatives from 5 universities (University of Cape Coast, University of Education Winneba, University of Development Studies, University of Ghana and Kwame Nkrumah University of Science and Technology), Colleges of Education (CoEs) and various other stakeholders under the guidance and direction of Professor Sally Essuman.

Partnership was key to the successful development of this STS Handbook and partnership will also be key to its successful implementation- partnership between universities and their affiliated CoEs; partnership between STS coordinators and tutors; partnership between CoEs, District Education Offices and partner schools; and partnerships between lead mentors, mentors and mentees within each partner school.

I would like to thank everyone involved in the production of this Year 2 STS Handbook for their enthusiasm, collaboration and the spirit of mutual understanding and respect for diversity which underpinned its writing. Transforming Teacher Education and Learning (T-TEL), a Government of Ghana programme funded by UK aid, promises to commit to the same values to support this Handbook's implementation in Colleges of Education nationwide.

Robin Todd
Team Leader, T-TEL
September 2019

1. VISION FOR THE BACHELOR OF EDUCATION (B.Ed.)

The vision for the B.Ed. curriculum is to transform initial teacher education and secure the training of highly qualified, motivated new teachers who are able to inspire their learners to achieve better outcomes in basic education.

The B.Ed. aims to prepare new teachers who are effective, engaging, and fully prepared to teach the Basic School Curriculum and so improve the learning outcomes and life chances of all learners they teach as set out in the National Teachers' Standards (NTS).

The B.Ed. curriculum will instil in new teachers the nation's core values of honesty, integrity, creativity and responsible citizenship and to achieve inclusive, equitable, high quality education for all learners.

2. THE PURPOSE OF THIS HANDBOOK

This Handbook has been written to support student teachers, their tutors, link tutors, mentors, and District Officers in understanding the requirements for, and their roles related to, Supported Teaching in School, the school placement pillar of the Four-Year B.Ed.

In order for all those involved with the training of new teachers to gain a shared understanding of what is required during STS, it was decided to create one handbook.

Part Two of the Handbook will be published prior to the rollout of Year Three of the B.Ed. and similarly for each of the four years. Based on experience and feedback from Years One and Two, this handbook will be reviewed.

3. ABOUT SUPPORTED TEACHING IN SCHOOL

"Teacher education should be viewed as an applied professional qualification that requires student teachers to apply the concepts and strategies they are simultaneously learning about in their coursework within practical settings."
(International Task Force on Teachers for Education [TTF], 2017)

Supported Teaching in School (STS) lies at the heart of the B.Ed., as Figure 1 below shows. It is through STS that the student teachers apply and develop the skills knowledge and understanding acquired in their college-based training in schools, and with the support of mentors and link tutors. STS is integrated in to training across the four years.

Figure 1 Role of Supported Teaching in School within the National Teacher Education Curriculum Framework.

Teachers' Standards. School Curriculum. Honesty Integrity and Citizenry. Inclusive, Equitable, High Quality Education, Life Long Learning Opportunities, Increased Numbers of Effective Engaging Inspirational Teachers for All pupils

Equity and inclusivity | Professional values | Assessment strategies: trainees and pupils | Core and transferable skills | ICT | SEND

Subject and Curriculum Knowledge

Literacy Studies: Ghanaian Languages and English

Pedagogic Knowledge

Supported Teaching in School

Effective Engaging Inspirational New Teachers

Enhanced learning outcomes and opportunities for pupils

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STS is one of the four pillars of the curriculum. The pillars set out the knowledge, skills and understanding necessary for effective teaching; they are: Subject and Curriculum Knowledge; Literacy Studies: Ghanaian Languages and English; Pedagogic Knowledge; and Supported Teaching in School.

A key point of emphasis in the B.Ed. Curriculum is student teachers being well supported during the school-based components in each year of their training. This requires that there are trained mentors in all partnership schools who are able to support and assess student teachers' progress to meeting the NTS. The Curriculum also emphasises the importance of college tutors preparing student teachers for their placements and integrating their school-based learning into the overall training.

The Curriculum stresses the importance of assessed, supported placements being used to develop student teachers over time.

- In the first year there is a greater focus on school-based, organised, and directed learning experiences in school where students reflect on teachers' teaching and children's learning.
- Subsequently there is a greater focus on school-focused training where the student teacher with the support of the mentor, takes increasing amounts of responsibility for planning, teaching and assessing the children or young people in their care alongside classroom enquiry and action research.

During the four years the student teacher will have the opportunity to teach and observe teaching in a range of schools enabling them to understand how children develop and learn in diverse contexts. For early grade and primary, this must include the opportunity to teach and gain understanding of the curriculum for multi-grade teaching.

STS is represented by extended periods of school-based placements across the four years of training. Student teachers will spend 30% of their training in the field. For the KG-P3 and P4-6 specialisms this training period will be spent in schools with the support of mentors. For TVET this part of the training will be divided between TVET schools and industry.

Mentors with tutors will assess student teachers on the development of competencies and skills set out in the National Teachers' Standards and support them in making progress towards achieving the Standards. Supported teaching carries the same weighting on each programme, regardless of specialism.

Credit weighting for STS across the four years

Semester	1	2	3	4	5	6	7	8	
Credits	3	3	3	6	3	9	18	3	Total 48

Pattern of STS in Year Two
- Six (6) weeks visit in School 2 (one day per week in school to observe). The ITE institution organises school visits.
  - Semester 1-6 weeks
  - Semester 2-6 weeks
- Four (4) weeks in school working with and teaching small groups during College vacation, the inter semester break. The ITE institution supports the student in organising/selecting the school.

4. KEY CONTENT AND CONCEPTS STUDENT TEACHERS WILL DEVELOP OVER FOUR YEARS

Understanding and demonstrating the qualities of a good teacher as represented through the domains of the NTS, through:

1. **Planning for Teaching and Learning:** Planning to teach the Basic School Curriculum, teaching the curriculum, and demonstrating differentiated instruction strategies for diversity and inclusivity. Showing support for children's learning and progress. This will include preparation of TLM and appropriate educational materials.

2. **Assessment for pupils' progress:** Undertaking assessment for, of and as learning; and assessment of learners; addressing common issues of misunderstanding/misconceptions in assessment; understanding pupils' progress.

3. **Teaching for inclusion and equity** for all children whatever their background, age, aptitude, and ability, and supporting transitions to subsequent grades.

4. **Classroom Enquiry and Reflective Practice:** Engaging in critical reflection on practice as individuals and with colleagues; conducting structured observation, collecting data, analysing and producing reports; undertaking child studies.

5. **Action research:** Conducting action research into teaching and learning, as well as wider aspects of the school and its community, to support children's learning and develop their own teaching practice.

6. **Professional Portfolio building:** Building a professional teaching portfolio as evidence of student teachers' progress towards being a teacher as a starting point for continuous professional development (CPD), including their student reflective journal (SRJ) with evaluations of their teaching and target setting for personal and professional development.

7. **Professional values:** Demonstrating the professional values and conduct expected of a teacher at all times, adhering to the legal and ethical codes of conduct of the profession.

8. **Management and leadership qualities:** Developing leadership in the classroom and in the wider school community, including morning assemblies; school and cluster-based in-service training; staff, Parent-Teacher Association (PTA) and School Management Committee (SMC) meetings; and wider community activities (e.g. forums/durbars).

9. **Core and transferable skills:** Applying essential skills such as critical thinking, problem solving, creativity, innovation, collaboration and ICT/media to support learning.

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5. OUTCOMES OF STS: PROGRESS FOR STUDENT TEACHERS THROUGH THE FOUR YEARS OF THE B.Ed.

Each year of the curriculum builds on the outcomes of the previous year, progressively developing student teachers' skills, knowledge, and understanding of being an effective teacher. This progress is achieved through both college-based training and school-based experience and training; and through coursework, practical work, work-based learning, and independent study.

Overall progress through the B.Ed. is as follows:
- **Year One: Beginning teaching** – Provides support for the transition from school to college and recognises that many student teachers will have come from school level education and from a wide range of backgrounds and experience. It introduces: the nature and core knowledge of subjects; supported teaching in school experiences; cross-cutting issues such as inclusion and equity in education; the school curriculum and approaches to teaching and learning, and the expectations for the learning and progress of learners in different subjects. Year One enables student teachers to be able to see their specialism within the wider curriculum.
- **Year Two: Developing teaching** – student teachers select one of the three specialism programmes but key features from Year One continue to be developed as relevant to each specialism. The second year prepares student teachers to identify and assess weaknesses and barriers to learning for learners and carry out small-scale classroom enquiry under the guidance of mentors.
- **Year Three: Embedding teachin**g – student teachers will continue to build skills, knowledge, and understanding in their chosen specialism. They will co-plan and co-teach teach groups of learners and whole classes, carry out small-scale classroom enquiries, and provide evidence of working towards meeting the NTS. Year Three includes preparation for Year Four, semester one: final supported teaching in school (internship), and for significant classroom-based enquiry and action research projects.
- **Year Four: Extending Teaching** – Following a supported teaching in school internship in semester one, during semester two students will return to school to complete some courses. By the end of the fourth year, student teachers will: plan, teach, and assess their learners independently and with increasing consistency; exhibit the ethical codes of conduct, values, and attitudes expected of a teacher; carry out extensive action research projects; and provide evidence of meeting the National Teachers' Standards in full.

STS has a central role in ensuring that student teachers are able to make the necessary progress. The outcomes for student teachers across the four years are as follows.

YEAR ONE
By the end of the beginning placement student teachers will be able to, under the close guidance of a mentor:
1. Work collaboratively, with 2-4 student teachers per class, to plan for and work with a small group or individual pupils, beginning to acquire the ability to consider children's learning, backgrounds and experience.
2. Discuss features of the school curriculum, specifically focussing on English (literacy), mathematics, and science.
3. Undertake child studies focussed on children's learning and progress.
4. Begin to identify the traits of the profession and qualities of a good teacher.

5. Reflect on and record their experiences in their professional portfolios – through this student teachers will begin working towards meeting the NTS.

6. May work towards 10-15% of class responsibility with a small group.

Duration 30 days: day visit and 4-week placement, in vacation, across 2 semesters.

YEAR TWO
By the end of the developing placement, the student teacher will be able to, under the close guidance of a mentor:

1. Teach, motivate, support, and manage (working individually and in pairs) the learning of small groups of pupils in the core subjects of English (literacy), mathematics, and science, and other subjects as appropriate to their specialism.

2. Begin to identify, assess, and analyse the needs of children, taking into account any issues of background and experience.

3. Discuss key features of the school curriculum, including issues of continuity and progression both within their specialism and across all the subjects they will teach.

4. Undertake small scale classroom enquiry focussed on children's learning and progress, demonstrating an emerging ability to reflect on their developing understanding of teaching, learning, and assessment.

5. Demonstrate a high standard of professional conduct and positive professional values at all times and act as a good role model for pupils.

6. Those preparing for early grade or primary specialisms will have begun to develop knowledge of teaching the speaking, listening, reading, and writing of one Ghanaian language.

7. Demonstrate a growing understanding of the requirements of the NTS in terms of professional practice, knowledge, values and attitudes, in particular their professional role as a teacher, and be able to reflect on, record, and discuss evidence of their progress towards meeting the NTS.

8. May be working towards 30% of class responsibility with the small groups they are planning for and teaching.

Duration 60 days: including day visits and across 2 semesters and in vacation.

YEAR THREE
By the end of the embedding placement the student teacher will be able to, with mentor guidance and support:

1. Teach, motivate, manage, and extend the learning of classes with increasing consistency and independence, whatever their socio-cultural and linguistic background and regardless of age, aptitude, and ability. This will involve co-planning, co-teaching, and co-assessment with mentors and their ongoing presence in the classroom.

2. Plan for and teach sequences of lessons across all required subjects with regard for cross-cutting skills and issues of equity and inclusivity.

3. Undertake small-scale action research, evaluate, and reflect on their teaching and on pupils' learning to support students in improving their teaching and assessment.

4. Demonstrate emerging leadership qualities in the classroom and to contribute to wider school life, being guided by the legal and ethical codes of conduct required by a professional teacher.

5. Provide evidence and discuss how, with support from their mentor, they are able to meet the Teachers' Standards through much of their teaching and all of their professional conduct. They will be able to agree and act on targets to further improve their teaching.

6. May work towards 50-60% of class responsibility with agreed classes and periods in accordance with agreed placement requirements.

Duration 60 days: across 2 semesters.

YEAR FOUR
By the end of the extending placement the student teacher will be able to, with mentor guidance:

1. Consistently and independently plan for teaching, and motivate and extend the learning of all children whatever their socio-cultural and linguistic background and regardless of age, aptitude, and ability.
2. Provide evidence in their planning and teaching of a comprehensive understanding of the school curriculum and of the age-related expectations before, during, and after their specialism. Undertake an action research project to improve the learning opportunities of an agreed group of pupils to promote greater inclusion; and through this develop their teaching, classroom management, and organisation strategies.
3. Demonstrate effective, growing leadership qualities in the classroom and in the wider school community and be guided by the legal and ethical codes of conduct required by a professional teacher.
4. Reflect on, discuss, and provide evidence of how they meet the NTS in full and identify targets for further development.
5. They will have the qualities and attributes expected of a good teacher and fully meet the NTS.
6. May work towards 80% of class teaching responsibility with agreed classes and periods in accordance with agreed placement requirements.

Duration 60 days: these can be either residential or non-residential.

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6. STS IN YEAR TWO COURSE OUTLINES

The course outlines below set out what needs to be covered through STS in Year Two Semesters One and Two.

Course	STS: Developing Teaching 1
Course Description	STS: Developing Teaching 1 course is a school-based component of the teacher education programme designed to give student-teachers the opportunity to continue to observe, teach small groups of upper primary children, motivate, support and manage the learning of upper primary children. Student-teachers will work collaboratively with their peers under the supervision of their mentors to identify, assess and analyze the needs of upper primary learners/children in all subjects regardless of their diverse socio-cultural and linguistic background, gender, and age. The course is mounted to enable student-teachers to understand better the key features of the school curriculum and issues of its continuity and progression within the different specialisms. Also, student-teachers will develop skills in conducting small scale classroom enquiry focusing on four (4) children and tracking their learning and progress. The course will further enable student-teachers to have a growing understanding of the requirements of the National Teaching Standards in terms of their professional practice, knowledge, values and attitudes, and in particular their professional role as teachers. The course will help to build and strengthen student-teachers' skills in keeping a professional teaching portfolio as well as a student reflective journal. Assessment of the course will be mainly by the contents in the professional teaching portfolio and report from tutors and mentors (NTS, 1f; 2b; 2d; & 3f). The course duration is: **Six (6) weeks visits in School 2 (one day per week in school to observe) (3 credits)**

Course Learning Outcomes: CLO	OUTCOMES Upon completion of the course, student-teachers will be able to:	INDICATORS
	CLO 1. Demonstrate skills of observing, teaching (small group e.g. 4 upper primary children), motivating, supporting and managing the learning of upper primary children in all subjects under the guidance of their mentors (in School 2) (NTS, 2a & b). *(School induction by school heads, lead mentors and mentors in School 2).*	• Provide evidence of well-prepared induction schedule and procedures. • Make oral presentations of knowledge gained during induction & observation by student-teachers to tutors. • Provide plan of observation outline for small group support and management. • Provide report on activities showing support, motivation and management of upper primary children's learning. • Provide records of specific observations from wider school environment and induction.
	CLO 2. Demonstrate knowledge and skills in Identifying, assessing and analyzing the needs of upper primary learners with the support of their mentors (NTS, 2d, & 2e).	• Develop criteria for assessment showing variety of upper primary learners' needs. • Provide records of small group discussion schedule between mentors & peers on diverse needs of upper primary learners'. • Compile list of upper primary learners' needs identified showing diversity.
	CLO 3. Demonstrate knowledge and understanding of the key features of the basic school curriculum (BSC), focusing on issues of continuity and progression from the upper primary level (NTS, 2a & b).	• Provide records of group discussion schedule between mentors & peers on key features of the basic school curriculum. • List key features of BSC that focuses on continuity & progression from the upper primary. • Record key features in SRJ
	CLO 4. Demonstrate knowledge and skills in critical reflection on whole class teaching observation and record in student reflective journal (SRJ) (NTS, 1a).	• Provide records of systematic reflection, sharing ideas with peers and mentor on teacher-pupils' classroom interactions, time of task, pupils' learning etc. in SRJ.
	CLO 5. Demonstrate knowledge and understanding of the NTS requirements in terms of professional values, attitudes, practice and knowledge; and professional role as teachers (NTS, 1d, 1f, 2a).	• Review on modelling of positive behaviours and attitudes in school per the NTS requirements. • Show records in SRJ on modelling of intrinsic passion and enthusiasms for pupils to emulate.

Course Learning Outcomes: CLO	OUTCOMES Upon completion of the course, student-teachers will be able to:	INDICATORS
	CLO 6. Demonstrate knowledge and skills in developing professional teaching portfolio with evidence from classroom observations and upper primary children's needs (NTS, 1a, 1e, & 1f).	• Provide reports from observations on upper primary children's needs compiled in a developing professional teaching portfolio/ e-portfolio). • Exhibit the use of appropriate ICT tools to record student-teacher using differentiated approaches to pupils (4 children) according to needs (audio, braille, embossers).

Course Content	Units	Topics:	Sub-topics (if any):	Teaching and Learning Activities (strategies) to achieve learning outcomes:
	1	**Induction in School 2**	Orientation to school culture, key education policies etc. by heads, lead mentors and mentors.	• Use audio visual/tactile analysis/ Video observation e.g. archival materials to sensitise student-teachers in School 2. • Discuss in small groups (mentor and student-teachers) induction schedule and contents. • Observe upper primary class with a checklist or take field notes (braille or tactile) of some expected events during interactions.
	2	**Observation** Interactions and participation in school activities e.g. PTA, SMC, CPD staff meetings etc. OInteractions and participation in school activities e.g. PTA, SMC, CPD staff meetings etc.	Observe classroom teaching and learning with focus on small group (e.g. 4 children). Wider school life activities	• Observe and record good practices in whole class and small group teaching & learning interactions/events • Observe peers carrying out collaboratively planned activity with their group (4 children) or an individual, and how feedback is given on the learning to each other (NTS, 3d, 3f). • Observe and participate in wider school life, e.g. staff meetings, assemblies and pupils' play/lunch time activities, attitudes and behaviours of teaching and non-teaching staff; record in SRJ • Observe and participate in PTA, SMC or CPD meetings and record incidents in SRJ (NTS, 1e).

Course Content	Units	Topics:	Sub-topics (if any):	Teaching and Learning Activities (strategies) to achieve learning outcomes:
	2			(Use checklist of items to be observed and record; or use field notes recording strategies). • Write in student reflective journal (SRJ) • Keep a professional teaching portfolio or e-portfolio.
	3	**Identification of learners' needs**	List of diverse needs of upper primary learners'	• Examine and tabulate diverse needs of upper primary learners (student-teacher and mentor work together) (NTS, 2e) • Identify and list emerging educational needs of upper primary learners (Ref. SEN strand)
	4	**Basic school curriculum**	Key features of the school curriculum at the upper primary level	• Engage student-teachers in group discussions with their mentors on BSC (NTS, 2b). • Identify and list issues of continuity and progression (scope and sequence) in BSC. • Compile key features of BSC showing evidence of continuity and progression from the upper primary level (NTS, 2a & b),
	5	**Student Reflective Journal**	Template of a reflective journal with key items (pay attention to inclusivity/ diversity & ICT),	• Use small groups to discuss, analyse and evaluate sampled reflective journals that includes elements of inclusion and diversity. • Develop reflective skills and reflect systematically on concrete/specific events. • Record reflections continually in student reflective journal (NTS, 1a).

Course Content	Units	Topics:	Sub-topics (if any):	Teaching and Learning Activities (strategies) to achieve learning outcomes:
	6	**Develop professional teaching portfolio**	Template for a professional teaching portfolio	• Analyse contents in sampled professional teaching portfolios with mentor • Continue to use outline to build a professional teaching portfolio guided by mentor • Develop professional portfolio building skills systematically • Compile collected artefacts in professional teaching portfolio
	7	**NTS requirements**	Professional values, attitudes, practice and knowledge	• After using ICT to record wider school activities: • Use debates/role play/games to exhibit expected or positive behaviours, attitudes and values of a professional teacher. • Mentor gives feedback on values, attitudes etc. exhibited (NTS, 1b & f)
	Note: All reports should consider braille and large font size prints (on request)			

Course	STS: Developing Teaching (2)
Course Description	STS: Developing Teaching (2) is a school-based component of the teacher education programme designed to give student-teachers the opportunity to continue to observe, teach small groups of upper primary children, motivate, support and manage the learning of upper primary children. Student-teachers will work collaboratively with their peers under the supervision of their mentors to identify, assess and analyze the needs of early learners/children in all subjects regardless of their diverse socio-cultural and linguistic background, gender and age. The course is mounted to enable student-teachers to understand better the key features of the school curriculum and issues of its continuity and progression from the upper primary. Also, student-teachers will develop skills in conducting small scale classroom enquiry focusing on four (4) children and tracking their learning and progress. The course will further enable student-teachers to have a growing understanding of the requirements of the National Teaching Standards in terms of their professional practice, knowledge, values and attitudes, and in particular their professional role as teachers. In addition, the course will help to build and strengthen student-teachers' skills in keeping a professional teaching portfolio and student reflective journal. Assessment of the course will be by the contents in the professional teaching portfolio, small scale classroom enquiry and reports from tutors and mentors (NTS. 1f, 2b, 2d, & 3f). The course duration is: • Six (6) weeks visit in School 2 (one day per week in school for small group observation) • Four (4) weeks in school, teaching small groups (e.g. 4 children) during College vacation.

Course Learning Outcomes:	OUTCOMES Upon completion of the course, student-teachers will be able to:	INDICATORS
	CLO 1. Demonstrate skills of observing, teaching (small group e.g. 4 upper primary children), motivating, supporting and managing the learning of upper primary children in all subjects under the guidance of their mentors (in School 2) (NTS, 2a & b).	• Plan observation outline for small group support and management. • Provide report on activities showing support, motivation and management of 4 upper primary children's learning. • Show records of specific observations from wider school environment. • Provide records on cooperative learning activities among peers during observations.
	CLO 2. Demonstrate knowledge and skills in Identifying, assessing and analyzing the needs of upper primary learners with the support of their mentors (NTS, 2d, & 2e).	• Develop criteria for assessment of upper primary learners' needs. • Show records of small group discussions between mentors & peers focused on upper primary learners' needs. • Compile list of upper primary learners' needs identified.
	CLO 3. Demonstrate knowledge and understanding of the key features of the basic school curriculum (BSC), focusing on issues of continuity and progression from the upper primary level (NTS, 2a & b).	• Show records of small group discussions between mentors & peers on key features of the basic school curriculum. • Compile list of key features of BSC that focus on continuity & progression within specialism. • Record key features of BSC in SRJ.
	CLO 4. Demonstrate knowledge and skills in conducting small scale classroom enquiry focused on 4 upper primary children's learning and progress (NTS, 3b).	• Develop criteria for identification and selection of 4 children. • Plan classroom enquiry to be conducted with 4 identified children based on gender balance (if applicable) and consideration of students with diverse backgrounds noted. • Schedule procedure to track children's learning and progress. • Collect data for analysis on children's learning. • Provide implications of the results on children's' learning and progress.

Course Learning Outcomes:	OUTCOMES Upon completion of the course, student-teachers will be able to:	INDICATORS
	CLO 5. Demonstrate knowledge and understanding of the NTS requirements in terms of professional values, attitudes, practice and knowledge; and professional role as teachers (NTS, 1d, 1f, & 2a).	• Show records of reviewed NTS requirements and procedures. • Provide records of student-teacher role modelling as a teacher for pupils during interactions. • Provide records of compilation of interactions in schools using appropriate ICT tools (including audio, braille, embossers).

Course Content	Units	Topics:	Sub-topics (if any):	Teaching and Learning Activities (strategies) to achieve learning outcomes:
	1	**Observation (small groups)**	Classroom teaching and learning	• Observe upper primary class teaching and learning, teacher-pupils/pupil-pupil interactions. • Observe and record good practices in whole class and small group teaching & learning interactions/events. • Observe peers carrying out collaboratively planned activity with pupils (group or an individual) and how feedback is given on the learning (NTS 3d, 3f).
			Wider school activities	• Observe wider school life, e.g. staff meetings, assemblies and pupils' play/lunch time activities, teaching and non-teaching staff; record in SRJ. • Observe PTA, SMC or CPD meetings and record incidents in SRJ (NTS. 1e). (Use checklist of items to be observed and record; use field notes recording strategies). • Write in student reflective journal (SRJ) • Keep a professional teaching portfolio or e-portfolio

Course Content	Units	Topics:	Sub-topics (if any):	Teaching and Learning Activities (strategies) to achieve learning outcomes:
	1		Teach small group (4 upper primary children)	• Prepare TL resource /aids to assist 4 children with learning needs under mentor's guidance (NTS 3j). • Prepare lesson plan to support 4 children in their one-on-one intervention (NTS. 3a). • Assess learning and progress of 4 children (NTS. 3n). • Produce and use varieties of TL-resources as appropriate to context to plan and teach small group (4 children) (NTS. 3j). • Work on 4 children with one-on-one intervention guided by mentor (NTS.2e). • Track the planning, teaching and learning of a topic or the development of an essential skill in the Core Subjects (English/Literacy, maths, science or other subjects to identify the learning and teaching approaches and progress in learning in specialism (NTS. 3a). • Create a safe learning environment and manage behaviour and learning. (NTS. 3c, 3d)
	2	**Identifi-cation of learners' needs**	List different kinds of upper primary learners' needs	• Select 4 children for learners' needs identification. • Discuss in small groups (student-teacher & mentor) diverse needs of learners. • Compile a list of learning/educational needs of upper primary learners (Ref. SEN strand) (NTS. 2e).
	3	**Basic school curriculum (BSC)**	Key features of the school curriculum within specialisms	• Engage student-teachers in Group discussions with their mentors. • Compile lists of key features of BSC showing evidence of continuity and progression within specialisms. • Identify issues of continuity and progression (scope and sequence) (NTS. 2b).

Course Content	Units	Topics:	Sub-topics (if any):	Teaching and Learning Activities (strategies) to achieve learning outcomes:

	4	**Small scale Classroom enquiry with 4 upper primary children**	List possible items to be observed and researched	• Select 4 children to be studied (consider gender balance).
				• Identify 4 children's behaviours, cultural, linguistics, socio-economic and educational backgrounds (consider diversity & inclusivity).
				• Identify gaps in learning e.g. subject area.
				• Design data collection instruments (e.g. exercises, checklist etc.) and administer.
				• Collect data on 4 children (behaviour, learning style, progress of learning etc.) and using appropriate ICT tools.
				• Consult appropriate resources to guide observations and to Identify the learning and teaching approaches and progress in children learning.
				• Use the following to collect data:
				  • Small group discussions .
				  • Peer observation.
				  • pair work and share.
				  • evaluation of observation (give feedback to peers) and feedback from mentor.
				• Analyse data and write enquiry report on children (NTS. 3b).

	5	**NTS requirements**	**Professional values, attitudes, practice and knowledge**	After using ICT to record wider school activities: • Use debates/role play/games to exhibit expected or positive behaviours, attitudes and values of a professional teacher. • Mentor gives feedback on values, attitudes etc. exhibited (NTS. 1b, 1f)
	6	**Student Reflective Journal**	Template of a student reflective journal with key items/ themes (pay attention to inclusivity/ diversity & ICT)	• Analyse and share ideas on sampled student reflective journals with mentor which include elements of inclusion and diversity. • Develop reflective skills and reflect systematically on concrete/specific events • Record reflections continually in student reflective journal (NTS. 1a)

Course Content	Units	Topics:	Sub-topics (if any):	Teaching and Learning Activities (strategies) to achieve learning outcomes:
	7	**Develop professional teaching portfolio**	Template for a professional teaching portfolio	• Analyse contents in sampled professional teaching portfolios with mentor • Use the outline to build a professional teaching portfolio guided by mentor • Develop professional portfolio building skills systematically • Compile collected artefacts into professional teaching portfolio (NTS. 2a)
Note: All reports should consider braille and large font size prints (on request				

7. DIRECTED SUPPORTED TASKS FOR STUDENT TEACHERS

TOPIC 7.1 INDUCTION IN SCHOOL 2 - FAMILIARISATION AND ORIENTATION

Topic 7.1 Induction in School 2 - Familiarisation and Orientation	Purpose: In this topic, you will be familiar with the way school 2 is organised in terms of the school culture and key education policies.
Activity 7.1.1 Sensitisation of student teachers on school culture and key education policies using audio visual/tactile analysis/video observation e.g. archival materials *(NTS 2a: Demonstrates familiarity with the education system and key policies guiding it.)*	
Activity 7.1.2 Discussion in small groups (Mentor and Student teachers), induction schedules and content. *(NTS 1a: Critically and collectively reflects to improve teaching and learning.)*	
Activity 7.1.3 Observing and taking field notes (braille or tactile) of some events such as sporting activities, cultural activities etc. during interactions *(NTS3n: Keeps meaningful records and communicates student progress regularly to learners and parents.)*	
Learning outcomes: When you have completed Topic 7.1 STS activities, you will:	**Indicators**
Demonstrate skills of observing, teaching (small group e.g. 4 learners), motivating, supporting and managing the learning of early grade/upper primary/JHS learners in all subjects under the guidance of your mentor (in School 2).	1. Provide evidence of well-prepared induction schedule and procedures. 2. Make oral presentations of knowledge gained during induction and observation by student teachers to tutors. 3. Provide plan of observation outline for small group support and management. 4. Provide report on activities showing support, motivation and management of upper primary children's learning. 5. Provide records of specific observations from wider school environment and induction.

Activity 7.1.1 Sensitisation of student teachers on school culture and key education policies using audio visual/tactile analysis/video observation e.g. archival materials.

PLAN TOGETHER

Before you begin your school observation, you will go through a formal orientation with your Supported Teaching Coordinator and tutors. During school observation, you will need to be familiar with the school culture, ethos, key education policies, health and safety issues, child protection and the unwritten rules. You will need to work with your STS partner and mentor to think carefully about the familiarisation in the school. In this activity, you and your mentor/STS partner will discuss the agenda for the formal induction.

DO

Your lead mentor will hold induction session(s) for you and your STS partner using the sample agenda in Table 7.1.1. Indicate in the remarks column whether each item was successfully covered or not. Your lead mentor may use videos, audio tapes, etc. during the induction to educate you and your STS partner on the school culture, key education policies and the wider school life.

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Table 7.1.1: Sample agenda for the induction

SN	Item	Whose Responsibility	Remarks
1	Induction package, e.g. • Agenda • Reading written policy documents • Stationery (if available)	**School Head/Secretary**	
2	Understanding the culture and ethos of the school, e.g. unwritten rules	**Lead Mentor/Head Teacher**	
3	Outline of the key priorities for the school e.g. • Compulsory 45 minutes for reading (English Language) for all classes – (7:00–7:45am). • Regularity and Punctuality to classes. • Continuous Professional Development (CPD) and Staff meetings. • Mandatory Post Lesson Observation – between Student Teacher and Mentor.	**Curriculum teacher/ Leader**	
4	Key Education Policies e.g. • FCUBE • Inclusive Education Policy • Sexual Harassment Policy • School Partnership Policy	**Circuit Supervisor**	
5	Introduction to key school policies and procedures e.g. • Health and Safety • Safeguarding and promoting welfare of children i.e. child protection, anti-bullying, intimate care, internet safety, child sexual exploitation (CSE). • Relevant personnel procedures e.g. disciplinary, grievances, sexual harassment • Use of computers, internet, mobile phones.	**Lead Mentor**	
6	• Graduation Ceremonies. • Speech and Prize giving days. • SMC/PTA meetings.	**Lead Mentor**	

REFLECT TOGETHER

With your STS partner and mentor, reflect on the following:

1. School culture.

2. Key education policies.

3. The wider school life.

What new knowledge have you learned from the Induction?

Record your reflections in the SRJ.

Activity 7.1.2 Discussion in small groups (Mentor and Student teachers), induction schedules and content

PLAN TOGETHER

In activity 7.1.1 you might have viewed videos or listened to audio recordings on some of the school culture, key education policies and the wider school life. In this activity you will hold small group discussions with your mentor and STS partner on the content of the videos watched or audio tapes you listened to as well as some other interactions during the orientation.

DO

Discuss with your mentor and STS partner the content of the videos or audio recording you might have viewed or listened to. Discuss with your mentor some pertinent issues in the videos, audio recordings and other interactions in order to get a deeper understanding of the issues. These issues may stem from the following questions:

1. What is entailed in sexual harassment?

2. How should I use a mobile phone in the school?

3. What is entailed in the school partnership policy?

REFLECT TOGETHER

Discuss with your STS partner and mentor how to use these experiences gained from the orientation.

Record your experiences in the SRJ.

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Activity 7.1.3 Observing and taking field notes (braille or tactile for SEN) of some events such as sporting activities, cultural activities etc. during interactions.

PLAN TOGETHER

In Year One STS, you might have observed some co-curricular activities performed. In this activity you will observe and take field notes on some events such as sports and games, cultural activities, speech and prize giving days, graduation ceremonies, etc.

DO

Discuss with your mentor and STS partner some of the events (sporting, cultural, etc.) that are performed in the school. Make a list of sporting and cultural activities performed in the school. Find out from your mentor any awards received in past sporting and cultural events.

REFLECT TOGETHER

Reflect with your mentor and STS partner new ideas you have learned from the events. Also reflect on the relevance of the events.

Record your reflections in the SRJ.

TOPIC 7.2: KEY FEATURES OF THE BASIC SCHOOL CURRICULUM (BSC)

Topic 7.2 Discussion of Basic school curriculum materials with Mentors during Observation	Purpose: In this topic, you will be familiar with the key features of the BSC such as continuity and progression of content across the various levels within specialisms.
Activity 7.2.1 Identification of key features such as continuity and progression of content in the BSC *(NTS 2b: Has comprehensive knowledge of the official school curriculum, including learning outcomes) (NTS 2d Refer to activity 7.2.2).*	
Activity 7.2.2 Comparison of the Scope and Sequence of specific Strands in the BSC *(NTS 2d: At pre-primary and primary, the teacher knows the curriculum for years appropriate to multi-grade classes; has good knowledge of how to teach beginning reading and numeracy, and speaking, listening, reading and writing of at least one Ghanaian language for instruction)* *(NTS 2b: refer to Activity 7.2.1).*	
Learning outcomes: When you have completed Topic 7.2 STS activities in school you will:	**Indicators**
Demonstrate knowledge and understanding of the BSC on issues of continuity and progression across the various levels and within specialism.	1. A list of key features of the BSC showing continuity and progression of content across the various levels within specialisms. 2. A table showing sub strands that are stage/level-specific and those that are across the specialisms. 3. Records of key features of BSC in SRJ.

NB: Core subjects at the JHS level comprise English, Mathematics, and Science.

Activity 7.2.1 Identification of key features such as continuity and progression of content in the BSC

PLAN TOGETHER

In this activity, you, your STS partner, and your mentor will look at the features of the BSC with emphasis on continuity and progression.

Your tutor or mentor may have shown you examples of BSC materials for early grade, upper primary and junior high school at college and during STS Year One respectively. Plan with your STS partner how you will identify and compare the key features (continuity and progression) of the BSC your tutor discussed with you in college and those that your mentor will discuss with you in School 2.

DO

Ask your mentor to take you through some of the key features of the Basic School Curriculum. Ask them to show you a copy of the curriculum. Select one strand for example in English Language for upper primary, noting the sub strands. Critically examine how the sub strands are sequenced progressively across the grade levels while observing the significant starting and termination class(es). For example, Table 7.2.1 shows the scope and sequence for primary 1 to 6 Oral English: Listening and speaking.

Look for another strand and sub strands and critically examine how they are sequenced progressively across the grade levels. Observe the significant starting and terminal points. Record your findings in your SRJ.

Table 7.2.1: Scope and Sequence of the curriculum

STRANDS	SUB STRANDS	B1	B2	B3	B4	B5	B6
1. ORAL LANGUAGE: LISTENING AND SPEAKING	Songs	Songs					
	Rhymes	Rhymes					
	Poems				Poems		
	Story Telling						
	Dramatisation and Role Play						
	Conversation e.g. talking about oneself, Family, People, Places, Customs, Events, Cultural Values, Manners, and other themes						
	Listening Comprehension						

Task: Repeat the activity for other subjects within your specialism. Record findings in your SRJ.

REFLECT TOGETHER

Reflect with your STS partner and mentor, by asking yourselves questions such as:

- What have I learnt about scope and sequences in the Basic School Curriculum?
- How will I apply this new knowledge in my teaching/class?
- What ideas are behind the sequencing of the sub strands across the grade levels?

Write in your SRJ the findings from the key features (continuity and progression) of the basic school curriculum.

Write in your SRJ at least two (2) basic school curriculum strands that cut across your specialism and any two (2) that do not cut across.

Activity 7.2.2 Comparison of the Scope and Sequence of specific strands in the basic school curriculum

PLAN TOGETHER

In this activity you and your STS partner will discuss with your mentor the key features of the basic school curriculum, particularly comparing the scope and sequence of specific strands. You and your STS partner should plan to have soft or hard copies of the curriculum and make notes on issues of similarities and differences in the scope and sequence of specific strands in the BSC that are unclear for discussion with your mentor. You should also record and note issues of inclusivity and equity in the curriculum as observed in STS 1.

DO

Your mentor will help you compare the scope and sequence of a specific strand of a subject in your specialism. Use Tables 7.2.2, 7.2.3 and 7.2.4 to discuss with your STS partner and mentor the progression and continuity of content from one class to another and from one grade level to another. Note the content that increases as a progression and continuity, and the content that does not.

Your mentor will help you to understand that strand 1: **Oral Language**, sub strand 1: **Songs** and content standard: **Demonstrate understanding of a variety of songs** run through B1 to B6 (Continuity) and also across early grade and upper primary level but increases in content difficulty level as seen in **Indicators and Exemplars** as well as **Subject Specific Practices** and Core Competences within grade level (B1 to B2, B2 to B3) and across grade level (B3 to B4).

Choose any two classes within a grade level and any two grade levels of the syllabuses of the basic school curriculum. Compare the relationships between the standards in Tables 7.2.2, 7.2.3 and 7.2.4 in the curriculum. Note the **Strands, Sub-strand, Content Standards, Indicators, Exemplars, Subject Specific Practices and Core Competences**. Critically observe the trend/sequence in the strand of a subject. Let your mentor show you how these features of continuity and progression help them to plan their lessons and develop scheme of work.

Note: Repeat the activity for other subjects within your specialism taking note of the sequencing and scope across levels and grades.

Table 7.2.2: Scope and Sequence of the curriculum for Basic 1

STRAND 1: ORAL LANGUAGE		
Sub-Strand 1: Songs		
Content Standards	Indicators and Exemplars	Subject Specific Practices and Core Competences
B1.1.1.1: Demonstrate understanding of a variety of songs	**B1.1.1.1.1. Listen to and sing familiar songs with appropriate expressions** • Learners identify some familiar songs. • Learners sing familiar songs and clap, tap and or dance to the rhythm. • Learners answer a variety of questions on the songs. • Discuss the moral lesson in the songs with learners.	Listening and Speaking skills. Cultural Identity and Global Citizenship.

Table 7.2.3: Scope and Sequence of the curriculum for Basic 4

STRAND 1: ORAL LANGUAGE		
Sub-Strand 1: Songs		
Content Standards	**Indicators and Exemplars**	**Subject Specific Practices and Core Competences**

B4.1.1.1: Demonstrate understanding of variety of songs	**B4.1.1.1.1. Listen attentively to songs and sing them with appropriate stress, rhythm and actions**
	• Identify a variety of familiar songs from learners' background.
	• Lead learners to sing the songs with appropriate stress, rhythm and intonation.
	• B4.1.1.1. 2. Identify and discuss values in songs
	• Select suitable songs for listening, singing/recitation from learners' background. e.g.
	  • National Anthem
	  • National Pledge
	  • Ten Galloping Horses Came Through the Town
	• After they have listened to the songs and also sang them, lead them to identify and discuss the values in the songs.
		Listening and Speaking
		
		Communication and Collaboration
		
		Cultural Identity and Global Citizenship
		
		Creativity and Innovation

Table 7.2.4: Scope and Sequence of the curriculum for Basic 5

STRAND 1: ORAL LANGUAGE		
Sub-Strand 1: Songs		
Content Standards	**Indicators and Exemplars**	**Subject Specific Practices and Core Competences**
B5.1.1.1: Demonstrate understanding of a variety of songs	**B5.1.1.1.1. Explain the central messages in songs** • Have learners sing some familiar patriotic songs. • Have learners listen to you sing a selected song. • Guide learners to sing lines of the song with appropriate stress and rhythm. • Let them sing individually and in groups. • Using questions discuss the central message of the target song: who composed this song? What is the song telling us? • Invite individuals to explain the central message(s) of the song.	Communication and Collaboration Creativity and Innovation/ Cultural Identity and Global Citizenship

STRAND 1: ORAL LANGUAGE		
Sub-Strand 1: Songs		
Content Standards	Indicators and Exemplars	Subject Specific Practices and Core Competences
B5.1.1.1: Demonstrate understanding of a variety of songs	B5.1.1.1.2. Relate values in songs to real life experiences • Have learners sing familiar songs as in the previous lesson. • Lead learners to discuss the song and have them bring out the meaning. • In groups, learners discuss the values in the song e.g. truthfulness, patience, etc. and relate the values to real life situations. • Have groups share their ideas with the class in the form of presentations. • Write salient responses on chalkboard.	Communication and Collaboration Creativity and Innovation/ Cultural Identity and Global Citizenship

Record the knowledge gained in your SRJ.

REFLECT TOGETHER

Share with your STS partner the features of continuity and progression. Did you have the same ideas about these features as your STS partner? What new knowledge have you learnt from this exercise? Record in your SRJ why continuity and progression are important in a lesson plan.

TOPIC 7.3: OBSERVATION OF CLASSROOM AND WIDER SCHOOL LIFE

Topic 7.3 Observation of classroom teaching and learning with focus on small group and wider school life	Purpose: In this topic you will become familiar with classroom teaching and learning of both whole class and small groups, and also observe and participate in the wider school life.
Activity 7.3.1 Observation of whole class and small group classroom teaching and learning *(NTS 3d: Manages behaviour and learning with small and large classes).*	
Activity 7.3.2 Observation of classroom teaching of small groups with learning needs *(NTS 2e: Understands how children develop and learn in diverse contexts and applies this in his or her teaching) (NTS 1a, 3f, 3j).*	
Activity 7.3.3 Observation and participation in wider school life *(NTS 1e: Engage positively with colleagues, learners, parents, School Management Committee, Parent-Teacher Association and wider public as part of a community of practice) (NTS 1a).*	
Learning outcomes: When you have completed topic 7.3 STS activities, you will:	**Indicators**
Demonstrate skills of observing wider school life and teaching and learning of both whole and small groups, as well as identifying learners' learning needs.	1. Provide checklist of approaches observed during lesson presentation. 2. Provide evidence of TL resources and lesson plan that help meet small group learner needs. 3. Show records of activities during your participation in the wider school life.

Activity 7.3.1   Observation of whole class and small group classroom teaching and learning

PLAN TOGETHER

In Year One pedagogic studies, your tutor explained how learners respond differently to teachers' approaches to teaching. You also might have observed your mentor deliver series of lessons.

Discuss with your mentor and STS partner the approaches to teaching and learning with focus on both whole and small group teaching interactions. Discuss the teaching and learning activities using a prepared checklist (Refer to Table 7.3.1 for a sample checklist of teaching approaches).

DO

Observe and take notes of the following activities in your SRJ during whole class and small group teaching interactions:
1. Teacher-learner interactions
2. Learner-learner interactions
3. Good practices in whole class teaching and learning interactions
4. Good practices in small group teaching and learning interactions
5. How feedback is given on collaboratively planned activities
6. Cross cutting issues

NB: Use Table 7.3.1 and tick (√) the approaches observed and cross (X) those not observed.

Task: Make a list of the different teaching approaches that could not be observed during the teaching and learning period in your SRJ.

Table 7.3.1: Sample checklist of teaching approaches

TEACHING APPROACHES	CHECK
Techniques	
Information giving skills	
Motivating skills	
Supporting skills	
Listening skills	
Questioning skills	
Class managing skills	
Strategies	
Demonstration	
Discussion (recitation, guided, reflective)	
Inquiry (discovery, problem solving)	
Songs	
Games	
Rhymes	
Debate	
Role-play	
Storytelling	
Field trip	
Mind mapping	
Collaboration/cooperation	
Teacher traits	
Language	
Voice	
Facial expression	
Interest in pupils'/students' dramatic talent	
Student teacher can add any approaches that were not seen or observed	
1.	
2.	
3.	

REFLECT TOGETHER

Meet with your mentor and STS partner to reflect on the following:
1. Good practices of whole class and small group interactions.
2. The effectiveness of the feedback during teaching and learning interactions.
3. Cross-cutting issues (inclusivity and diversity) that emerged during the teaching and learning interactions.

Keep a record of your reflections in the SRJ.

Activity 7.3.2 Observation of classroom teaching of small groups with learning needs

PLAN TOGETHER

Discuss with your mentor and STS partner the checklist on learning needs in Table 7.3.2 prepared at college. Ask your mentor to select four (4) learners (consider gender as appropriate) with diverse learning needs for your observation.

DO

Use the checklist on learning needs in Table 7.3.2 to observe the learning needs of the selected four (4) learners. Tick (√) the appropriate learner needs observed. The learning needs should relate to the cognitive, affective, psychomotor, and social domains.

Table 7.3.2: Sample checklist of learning needs

Learning needs	Tick (√)
Cognitive	
Asking good questions	
Getting help from experts	
Practising problem solving	
Thinking independently	
Using learning resources	
Social	
Communicating effectively with peers	
Experiencing external motivation	
Exploring and challenging conventions	
Managing time and tasks	
Affective	
Nurturing positive attitudes	
Being open to feedback from others	
Having time for reflection and self-assessment	
Possessing well-founded self-confidence	
Having a sense of belonging	
Psychomotor	
Having access to equipment and tools	
Engaging in appropriate and timely demonstrations	
Student teacher may add any learning needs to this list	
1.	
2.	
3.	

REFLECT TOGETHER

Meet with your mentor and STS partner to reflect on the following domains of learning needs of the four (4) learners:
1. Cognitive
2. Affective
3. Psychomotor
4. Social

Record the outcome of your reflections in the SRJ.

Activity 7.3.3 Observation and participation in the wider school life

PLAN TOGETHER

Plan with your mentor and STS partner how and what to observe that relate to learner behaviours and activities during lunch/play/assembly times. Also, discuss with them the co-curricular activities and how the parents and community members are involved in school activities. Again, discuss the activities and behaviours of teaching and non-teaching staff. Finally, discuss your participation in these activities.

DO

Observe and record the following individual and group activities that go on in the wider school life/ community:
1. Learners' lunch or play time activities
2. Behaviour of learners
3. Activities during assembly time
4. Staff meetings
5. PTA, SMC or CPD activities
6. Co-curricular activities
7. Student teachers' participation
8. Others

REFLECT TOGETHER

Discuss with your mentor and STS partner:
1. The recorded individual and group activities that go on in the wider school community.
2. Learners' roles in the cleaning up exercises and the conduct of morning assemblies.
3. Lessons learnt from stakeholder meetings such as Staff, PTA, SMC or CPD.

Record the outcome of your reflection in the SRJ.

TOPIC 7.4: SMALL SCALE CLASSROOM ENQUIRY WITH FOUR (4) LEARNERS

Topics 7.4 SMALL SCALE CLASSROOM ENQUIRY WITH FOUR (4) LEARNERS	Purpose: In this topic, you will learn how to conduct a small scale classroom enquiry on four (4) learners
Activity 7.4.1 Identification of learners' learning needs *(NTS 2e: Understands how children develop and learn in diverse contexts and applies this in their teaching)*.	
Activity 7.4.2 Designing simple tools for data collection *(NTS 3b: Carries out small scale action research to improve practice)*.	
Activity 7.4.3 Analysis of data collected and writing of report on the learning progress of learners *(NTS 3n: Keeps meaningful records and communicates student progress regularly to learners and parents)*.	
Learning outcomes: When you have completed Topic 7.4 of your STS activities in your school observation, you will:	**Indicators**
Demonstrate knowledge and skills in carrying out a small scale classroom enquiry on a small group (four learners) and write a report on their learning progress.	1. Provide a list of learners' learning needs identified. 2. Show designed instruments used for data collection. 3. Produce data on learners' learning needs collected and analysed. 4. Provide a written report on learners' needs and progress.

Activity 7.4.1 Identification of learners' learning needs

PLAN TOGETHER

In your first year STS, you undertook a child study focused on learners' learning and progress as classroom enquiry. You also learnt about the learning difficulties learners face in the classroom. Discuss with your tutor how to identify the problems learners face in the classroom. You and your STS partner should plan to prepare questions to guide you carry out the study.

Ask your mentor to assist you select four learners with diverse learning needs based on sex (as appropriate) in the class to be used for your classroom enquiry. Discuss the prepared questions you made at college with your mentor.

DO

Observe the mentor teach and closely monitor the four learners identified using the questions. You should also note any specific learning need(s) that each of the selected learners shows during the lessons. The following questions will help you identify the needs the learners may be having during the lessons. As you observe or spend time in the classroom, write down your responses to each of the questions in your SRJ. A 'Yes' answer to any of the questions indicates a need and you should be prepared to address it.

REFLECT TOGETHER

Compare with your STS partner the learner needs each of you identified on the four learners. Are the learner needs the same or different? Share your findings with your mentor.

Record in your SRJ the learner needs you identified and suggest ways of addressing them.

Activity 7.4.2 Designing simple tools for data collection

PLAN TOGETHER

In your basic school enquiry course, you learned about the diverse needs of learners in the classroom. You also studied how the learners' background can affect their learning and progress. In this activity, you will design simple tools for data collection on learners' learning needs and progress.

Your tutor will guide you and your STS partner to prepare simple tools you can use to collect data on learners' learning needs and progress.

Discuss with your STS partner and mentor the ways in which learners' progress can be monitored during lessons. Discuss the simple tools you prepared at college on learners' learning needs and progress with your mentor. Your mentor will show you the report cards of learners and look for the areas they cover.

DO

With the help of your mentor and STS partner, gather information on learners' background focusing on the four (4) learners. Look through the learners' class exercises, class tests, etc. to find out how they are performing. Use Tables 7.4.1a and 7.4.1b as a guide. Record the learners' background information and the scores from their class exercises, class tests, etc.

Table 7.4.1a: Learners Background Information

Item	Learner			
	Learner 1	Learner 2	Learner 3	Learner 4
Background				
Age				
Sex				
Occupation of parents				
Where learner lives				
Has learning kits (books, pen/pencil)				
Language(s) spoken				
Interest(s)				

NB: Add other relevant background information of the learners.

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Table 7.4.1b: Learners' Performance Scores

Item	Learner											
	Learner 1			Learner 2			Learner 3			Learner 4		
	1	2	3	1	2	3	1	2	3	1	2	3
Class Exercises												
Assignments/ Home work												
Project Work												
Class Tests												

NB: You can add any other means of assessing learners

Use the observation checklist in Table 7.4.2 to gather additional information on the learners in and outside the classroom. Add on to the items if necessary.

Table 7.4.2: Observation Guide on Learners

Item	Learner			
	Learner 1	Learner 2	Learner 3	Learner 4
Physical Appearance of Learners				
State of uniform				
State of foot wear				
Hairdo of learner (well-kept or unkempt)				

Learning Needs of Learners - The learner shows difficulty in:				
Oral expressions				
Reading from the board/books				
Writing				
Reading				
Working with numbers				
Creative work				
Solving problems				
Accessing TL resources				
Using TL resources well				
Thinking independently				
Hearing instructions from teacher				
Exhibiting self esteem				

Learning Progress of Learners				
Ability to read (Early grade)				
Ability to calculate				
Able to meet curriculum content standard				
Raises hands to answer questions				
Participates in class discussions				
Participates in group work				

Learners' behaviour				
Comes to class on time				
Responds to teacher's call promptly				
Disturbs in class				

REFLECT TOGETHER

Do you see any pattern on the information you collected on the learners? Share the information you have collected with your STS partner and mentor; discuss how the information was gathered. Share also any new information you would consider when observing the learners during the study.

> Record into your SRJ at least two ways of collecting data on learners for a study.

Activity 7.4.3: Analysis of data collected and writing of report on the learning progress of learners

PLAN TOGETHER
Discuss with your STS partner, your tutor and your mentor how you can organise the data collected into a meaningful form. Discuss with them some of the ways in which learners' progress can be communicated to them. These may include their strengths, areas for improvement and ways to support learning.

DO
Study carefully the various types of data collected on the four learners. Use ICT tools (Microsoft excel) to present the data collected in Activity 7.4.2 using bar graphs.

An example is illustrated using Table 7.4.4 and Figure 7.4.1 on one learner who obtained   some scores in five class tests (Table 7.4.4) and was used to plot a bar graph (Figure 7.4.1).

Table 7.4.4: A learner's Performance in five Class Tests

Class Tests	Score (out of 10)
1	5
2	5
3	6
4	7
5	8
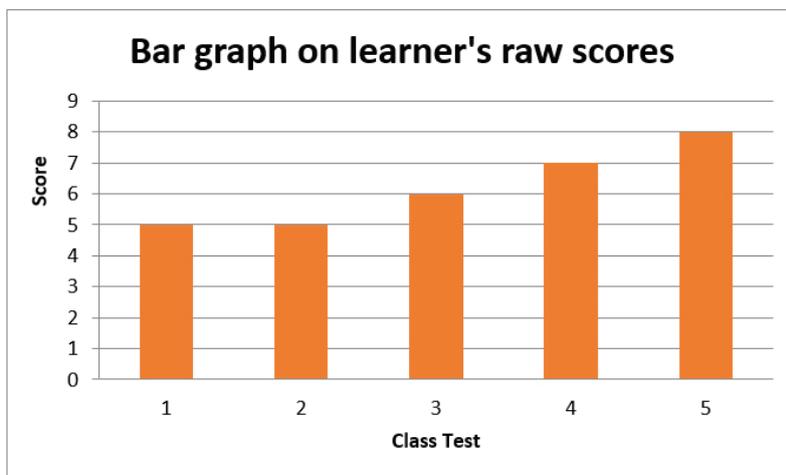
Figure 7.4.1: Bar graph of a learner's raw scores

Reporting on the graph

From the data in the bar graph, it can be seen that the performance of the learner improved steadily from one class test to the other since the first score was 5 (Class Test 1) but the last score was 8 (Class Test 5). There has been an improvement of 3 marks on the learner's score.

In addition to the graphical presentation, write a report on each of the four learners' data by answering the following questions.

• Are the recorded scores increasing or decreasing?
• Which area(s) is/are the learner performing well?
• Are there any patterns?
• How does the current performance relate to old ones?
• Do you recognise any challenges of the learner?
• Is there any remedy for the challenges observed?

Include in your written report discussions from the data you gathered on the four learners through the observation guide as well.

REFLECT TOGETHER

Share with your STS partner and mentor what each of you observed on the performance of the four learners based on the analysis made. Do you have similar observations? What remedial activities do you recommend to either sustain or improve the learners' learning progress? Ask the mentor to tell you some activities that could be used to support the learners to learn better.

Record in your SRJ, at least, two key things you have learned in this activity. Present your written report for discussion at college. Your report will be a summary of the activities in this topic.

TOPIC 7.5: TEACHER PROFESSIONALISM

Topic 7.5. Teacher Professionalism	Purpose: In this topic you will learn to demonstrate a deeper understanding of practices leading to teacher professionalism.
Activity 7.5.1 Observation, field notes taking, recording and downloading (audio/video) of some teachers' behaviours, attitudes, knowledge and practices in the classroom and wider school life. *(NTS 1d: Guided by legal and ethical teacher codes of conduct in their development as a professional teacher)*	
Activity 7.5.2 Playback of recorded and online audios/videos of expected behaviours, attitudes, knowledge and practices of a professional teacher. *(NTS 1e: Engages positively with colleagues, learners, parents, SMCs, PTAs and wider public as part of a community of practice,)*	
Activity 7.5.3 Holding reflective/feedback sessions by Role playing any of the expected qualities identified in the audios/videos. Also, use discussions, debate, brainstorming, games etc. with lead mentors, mentors, STS partner and tutors to consolidate understanding of teacher professionalism. *(NTS 1a: Critically and collectively reflects to improve teaching and learning, NTS1f, NTS 2e: NTS 2f NTS 3h).*	

Learning outcomes: When you have completed Topic 7.5 STS activities on the professionalism of the teacher, you will:	Indicators
Demonstrate identifiable qualities of teacher professionalism.	1. Provide own recordings/online audio/video of some teachers' behaviours, attitudes, knowledge and practices in the classroom and the wider school life. 2. Discuss some expected behaviours, attitudes, knowledge and practices in the recorded and online audio/video that ensures teacher professionalism. 3. Outline in your SRJ the discussed behaviours, attitudes, knowledge and practices on teacher professionalism.

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Activity 7.5.1 Should read: observation, field note taking, recording and downloading

PLAN TOGETHER

During your pre-observation orientation in the college, your tutor would have guided you to plan what to record (audio/video) on the behaviours, attitudes, knowledge and how they practice in both the classroom and the wider school life.

With the support of your mentor and STS partner discuss ways in which you can conveniently record some activities of teachers in the classroom and the wider school life.
Discuss and identify areas for the coverage. These may include:
• The conduct of morning assembly
• A five-minute coverage of a lesson presentation
• Learners' group work
• Co-curricular activities (if any)
• Engaging learners with special needs
• Involving boys and girls in lessons
• Others

Note: Obtain permission from your lead mentor through your mentor and seek the consent of teachers to be involved in the recordings before the event.

In your discussions include ways in which teachers address the needs of learners, particularly those with special learning needs, as well as gender issues.

DO

With the support of your mentor and STS partner, observe and use ICT tools (mobile phone, video camera, etc.) to record (audio/video) some teachers' behaviours, attitudes, knowledge and practices in the classroom and the wider school life as discussed during the planning stage.

Save the recordings appropriately for reuse.

Note: You may seek the support of your STS partner or others for the coverage.

REFLECT TOGETHER

You will meet with your mentor and STS partner to reflect on the following:

1. The diverse behaviours of teachers you observed.
2. What your challenges were during the activity.

Note: On your return to College, you will share your reflections on the above with your tutor.

Record your reflections in the SRJ.

Activity 7.5.2 Playback of recorded and online audios/videos of expected behaviours, attitudes, knowledge and practices of a professional teacher.

PLAN TOGETHER

In Activity 7.5.1 you recorded or downloaded some audios/videos and/or field notes of some teachers in the discharge of their duties in the classroom and the wider school life.

Discuss with your mentor and STS partner, what items you will need for reviewing the playback of the recordings. Examples of the items are SRJ, playback device, field notebook, pen/pencil. Your mentor will support you to plan how to organise a playback session.

DO

Your mentor will support you and your STS partner to organise a playback of the audios, videos using playback devices and/or read out the recorded field notes.

Your mentor will moderate the viewing of the videos or listening to the audios and assist you to write down the professional teacher qualities identified from the playback in relation to what you discussed during the planning stage.

After viewing the videos or listening to the audios, match the indicators in Table 7.5.2 to their appropriate qualities in the spaces provided in Table 7.5.3. Use Table 7.5.1 as a guide.
Note that a stated quality may take more than one indicator.

Note: This activity is preliminary to Activity 7.5.3. It is important that this playback is watched by as many as may have to do the reflective meeting.

Table 7.5.1: Sample of teacher professional qualities and their corresponding indicators

QUALITY	INDICATOR
Fair	• Treats all pupils equitably
Stimulating	• Delivers interesting lessons to sustain learners' attention
Responsible	• Assumes responsibility; makes decisions as required

Table 7.5.2: Teacher professional quality indicators

S/N	INDICATORS
1	• Spends extra/quality time with learners
2	• Facilitates problem solving skills among learners
3	• Keeps open doors to students, colleagues and parents
4	• Establishes clear parameters for learners' conduct
5	• Uses TL Resources appropriately
6	• Dresses decently
7	• Relates well with other teachers
8	• Shows enthusiasm in lesson delivery

Table 7.5.2: Teacher professional quality indicators

S/N	INDICATORS
9	• Accommodates views of others
10	• Shows dedication to learners
11	• Exhibits time consciousness
12	• Exemplifies consciousness of SEN, gender and inclusivity issues
13	• Shows command over subjects taught
14	• Engages all learners in learning activities
15	• Establishes purposeful learning environment

Table 7.5.3: Teacher professional qualities and their corresponding indicators.

QUALITY	INDICATOR
Good communicator	
Patient	
Committed	
Decent	
Empathetic	
Team player	
SEN, gender and inclusivity sensitive	
Resourceful	
Confident	
Approachable	
Mastery of subject matter	

NOTE: This activity is for the purpose of learning qualities of a professional teacher. Take care not to unduly criticise your mentors during your discussions.

REFLECT TOGETHER
Reflect on the following with your STS partner.

• In your opinion, how would an unacceptable behaviour observed from the playback influence the teacher's work?
• State at least three acceptable teacher qualities that were not identified in activity 7.5.2.

Record your reflections in the SRJ.

Activity 7.5.3 Hold reflective/feedback sessions to consolidate understanding of teacher professionalism.

PLAN TOGETHER

In this activity, plan a reflective session with your mentor to cover the recorded audio/videos and other records you might have taken on teacher professionalism.

This activity will take the form of a meeting involving the lead mentor, all mentors and all the STS partners in the school, and other concerned officials present. You will plan the Reflective Practice Meeting such that it will not coincide with any lessons in the classroom for the day. The meeting should be conveniently held during break periods or the first half-hour after classes. You will have to arrange all logistics needed for the meeting in collaboration with your mentor.

Your tutor might have shared with you in college, ideas and skills for using the underlisted approaches in conducting the feedback and reflections:
• Discussions
• Debate
• Brainstorming/Shower thoughts
• Games
• Role play, etc.

DO

Select any **ONE or TWO** of the approaches depending on time at your disposal.
Together with your mentor and STS partner, create activities for the selected approach(es) to allow for reflections on the qualities identified in Table 7.5.3.

Approach A: Discussion
Your lead mentor or mentor acting as the chairperson for the occasion will set the meeting into motion by giving the opening remarks to give chance for free discussions about the videos watched, audios listened to or recorded field notes discussed.

You, your mentor (s) and other officials present will take turns to share their views on the teacher qualities observed.

Approach B: Debate
Your lead mentor or mentor will set the scene for the debate to begin.
Two opposing teams will be formed to debate each other on qualities observed in the videos, audios listened to or recorded field notes.

The two opposing teams will debate in Favour or Against the theme: "The qualities observed were worthy of a good teacher".

Approach C: Brainstorming/Shower thoughts
Your lead mentor or mentor acting as the chairperson will open the brainstorming session on issues arising from the videos, audios or other records taken during the playback. Identify the good professional qualities of the teacher.

Your lead mentor will regulate the meeting in a way that will not throw the meeting into a frenzy, so that your objective(s) will be achieved.

Approach D: Games/role play

With the help of your mentor, plan a game or role play with your STS partner. You will be assigned roles to enact some scenes in the videos watched, audios or other records taken during the playback. Your mentor or lead mentor will help you follow these procedures:
- Identify a theme from the videos watched, audios listened to or other records taken during the playback
- Enlist characters
- Assign roles to the characters
- Role-play the theme

Your mentor/lead mentor will allow a few comments on the sketch watched to elicit views and assumptions on teacher professionalism.

REFLECT TOGETHER
Identify with your STS partner several professional qualities you found interesting which you will focus on in your practice as a professional teacher and give reasons.

> Record in your SRJ the professional qualities you will be focusing on to ensure best practices in your teaching.

TOPIC 7.6: DEVELOPMENT OF PROFESSIONAL TEACHING PORTFOLIO

Topic 7.6 Development of Professional Teaching Portfolio	Purpose: In this topic you will continue to develop and build a professional teaching portfolio.
Activity 7.6.1 Discussion and review of personal teaching philosophy with tutors, mentors and STS partner *(NTS1f: Develops a positive teacher identity and acts as a good role model for learners).*	
Activity 7.6.2 Development of template for a professional teaching portfolio, *(Considering inclusivity and diversity) (NTS1g: Sees his or her role as potential agent of change in the school, community and country.) (NTS 1f).*	
Activity 7.6.3 Collection, compilation and filing of artefacts, such as pictures, videos, audio tapes, reports from small scale classroom enquiry (4 Learners), reviewed personal teaching philosophy, entries in the SRJ etc. *(NTS1f).*	
Learning outcomes: When you have completed topic 7.6 STS activities on the development of professional teaching portfolio, you will:	**Indicators**
1. Demonstrate a better understanding of a personal teaching philosophy. 2. Demonstrate knowledge and skills in developing a Professional Teaching Portfolio with evidence from a selection of artefacts from classroom observations, wider school life, small scale enquiry and small group learners learning needs.	1.1 State your beliefs of teaching and learning. 1.2 Review Personal Teaching Philosophy statement. 2.1 Provide reports from observation on learners' needs compiled in a developing professional teaching portfolio. 2.2 Make a presentation on differentiated approaches used on learners according to needs. 2.3 Provide records in SRJ. 2.4 Develop the Portfolio/e-Portfolio.

Activity 7.6.1 Discussion and review of personal teaching philosophy with tutors, mentors and STS partner

PLAN TOGETHER

In your Year One STS activities you wrote a personal beginning teaching philosophy statement and shared with your Tutors, STS partner and mentors. The feedback from them is likely to have informed you about other aspects of teaching philosophy (you are likely to have learnt something new from the discussions about teaching philosophy). In this activity, share with your STS partner and mentor any additional beliefs, values and understanding regarding teaching and learning gained from the feedback.

DO

Discuss with your STS partner and mentor, your beliefs, values and understandings with respect to teaching and learning. Use the following questions (or their variants) as a guide in the discussion to improve your teaching philosophy.

• What is my role as a teacher in the classroom?
• What qualities do I believe an effective teacher should have?
• Under what conditions do learners learn best?
• What do I owe my learners?
• What approaches should I adopt to suit the learning needs of my learners?
• How do I create a safe and inclusive learning environment?
• What is my overall goal as a teacher?

Ask your mentor to explain how they developed their teaching philosophy. Find out from your mentor if their teaching philosophy has changed over time and find out from them the reasons for the change. Review your personal/beginning teaching philosophy statement taking into account the discussions you have had with your STS partner and mentor.

REFLECT TOGETHER

Discuss with your STS partner and mentor your reviewed teaching philosophy statement. Again, discuss any similarities and differences between your reviewed personal teaching philosophy statement and that of your STS partner with your mentor and give reasons for the differences. What new knowledge did you gain from the discussions?

> Write in your SRJ what you have learnt from the sharing of personal teaching philosophies.

Activity 7.6.2 Development of a template for professional teaching portfolio (consider inclusivity and diversity).

PLAN TOGETHER

In Year One STS activities, you learnt the relevance of developing a professional teaching portfolio and built a beginning teaching portfolio. In this activity, share with your STS partner and mentor the importance of developing a template for professional teaching portfolio. You will need to discuss with your STS partner what you will record in your SRJ.

DO

With the help of your mentor and STS partner use the ideas that were generated during the discussion at the planning stage to prepare a template for professional teaching portfolio as shown below. You could add to the list and record in your SRJ.

Table 7.6.1: Professional Teaching Portfolio Template

SN	COMPONENTS OF ARTEFACTS	DETAILS
1	Profile	
2	Career objectives	
3	Personal data	
4	Educational qualifications	
5	Personality attributes	
6	Technical competencies	
7	Wider school artefacts e.g. • Trophies • Certificates • Pictures of events	
8	Add on …	
9		
10		

REFLECT TOGETHER

Compare your professional teaching portfolio template with that of your STS partner as well as Year One portfolio. Discuss any similarities and differences between your template and that of your STS partner with your mentor. Give reasons for the differences (if any).

Record in your SRJ what you have learnt from the sharing of professional teaching portfolio template.

Activity 7.6.3 Collection, compilation and filing of artefacts, such as pictures, videos, audio tapes, reports from small scale classroom enquiry (4 Learners), reviewed personal teaching philosophy, entries in the SRJ etc.

PLAN TOGETHER

In college, your tutors would have explained to you what goes into developing a professional teaching portfolio. In this activity, discuss with your STS partner and mentor some of the artefacts required for developing a professional teaching portfolio.

DO

List with your STS partner the artefacts you learnt in your college. Discuss the list with your mentor and find out how these artefacts can be collected from the school. Begin to collect artefacts and select key ones that are representative of knowledge gained. Start to develop your professional teaching portfolio. Table 7.6.2 may serve as a guide.

Table 7.6.2: Example of contents in a Professional Teaching Portfolio

SN	ARTEFACTS IN TRAINEES' PROFESSIONAL TEACHING PORTFOLIO	REMARKS
1	Personal Teaching Philosophy	
2	Student Reflective Journal	
3	Scheme of Work for smaller group teaching	
4	Lesson plans for smaller group (4 Learners) teaching	
5	Lesson evaluations of smaller group teaching	
6	Samples of learners' work the student teacher has graded, showing their comments	
7	Assessment instruments created by the student teachers with marking scheme and explanation of how effective or ineffective they were	
9	Small Scale Enquiry	
10	Directed work/task sheets set by mentors and undertaken by trainees	
12	University supervisor's/link tutor's assessment comments	
13	Minutes of meetings e.g. with mentor/lead mentor	
14	Add on …	

REFLECTION ON ARTEFACTS

Each item put in the portfolio should be accompanied by a brief written reflection indicating, for example:

• The date

• What the artefact is

• Rationale for its inclusion in the portfolio

• How it fits into your view of teaching and learning especially of small groups

• How each artefact demonstrates teaching competency/knowledge gained about NTS

REFLECT TOGETHER

Compare the portfolio you have developed with that of your STS partner as well as the one you developed in Year One. Discuss the differences/similarities and give reasons for your selection of the artefacts. How do the artefacts depict your achievements?

Record in your SRJ all the artefacts collected from the school.

8. SUPPORTING TASKS FOR TUTORS

TOPIC 8.1: INDUCTION IN SCHOOL 2 - FAMILIARISATION AND ORIENTATION

TOPIC 8.1 Induction in School 2- Familiarisation and Orientation	Purpose: In this topic, you are asked to support student teachers to be familiar with the way the school is organised in terms of the school culture and key education policies.
Activity 8.1.1 Sensitisation of student teachers on school culture and key education policies using audio visual/tactile analysis/video observation e.g. archival materials *(NTS 2a: Demonstrates familiarity with the education system and key policies guiding it.)*	
Activity 8.1.2 Discussion in small groups (Mentor and Student teachers), induction schedules and content. *(NTS 1a: Critically and collectively reflects to improve teaching and learning.)*	
Activity 8.1.3 Observing and taking field notes (braille or tactile) of wider school events such as sporting activities, cultural activities etc. during interactions (NTS3n: Keeps meaningful records and communicates student progress regularly to learners and parents.)	
Learning outcomes: When you have supported student teachers to complete Topic 8.1 STS activities, they will:	**Indicators**
Demonstrate skills of observing, teaching (small group e.g. 4 learners), motivating, supporting and managing the learning of early grade/upper primary/JHS learners in all subjects under the guidance of their mentors (in School 2).	• Provide evidence of well-prepared induction schedule and procedures. • Make oral presentations of knowledge gained during induction and observation by student-teachers to tutors. • Provide plan of observation outline for small group support and management. • Provide report on activities showing support, motivation and management of upper primary children's learning. • Provide records of specific observations from wider school environment and induction.

Activity 8.1.1 Tutor support for the student teachers to be familiar with the school culture and key education policies

PLAN TOGETHER

Before student teachers begin their school observation, you will organise a formal orientation for them. Discuss with student teachers the kind of information (e.g. school culture, ethos, key education policies, health and safety issues, child protection and the unwritten rules) you want them to collect from their partner school. Also discuss with student teachers possible sources of information about the school culture and wider school life (e.g. from audio recordings, tactile analysis, videos, reports, etc.) that could be used in the school.

8

DO

Guide student teachers to use the ideas that were generated during the discussion at the planning stage to prepare an agenda for induction as shown in Table 8.1.1 and use it to gather information about the school culture and key education policies. Inform student teachers that video and audio recordings of past events of the school could be used during the orientation.

Table 8.1.1: Sample agenda for the induction

SN	Items	Whose Responsibility	Remarks
1	Induction package, e.g. • Agenda • Reading written policy documents • Stationery (if available)	School Head/Secretary	
2	Understanding the Culture and Ethos of the school, e.g. Unwritten Rules	Lead Mentor/Head Teacher	
3	Outline of the key priorities for the school e.g. • Compulsory 45 minutes for reading (English Language) for all classes (7:00–7:45am). • Regularity and Punctuality to classes. • Continuous Professional Development (CPD) and Staff meetings. • Mandatory Post Lesson Observation – between Student Teacher and Mentor.	Curriculum teacher/ Leader	
4	Key Education Policies e.g. • FCUBE • Inclusive Education Policy • Sexual Harassment Policy • School Partnership Policy	Circuit Supervisor	
5	Introduction to key school policies and procedures e.g. • Health and Safety • Safeguarding and promoting welfare of children i.e. child protection, anti-bullying, intimate care, internet safety, child sexual exploitation (CSE) • Relevant personnel procedures e.g. disciplinary, grievances, sexual harassment • Use of computers, internet, mobile phones	Lead Mentor	
6	• Graduation Ceremonies • Speech and Prize giving days • SMC/PTA meetings	Lead Mentor	
7	• Others		

REFLECT TOGETHER

Remind student teachers to share their experiences from the information gathered with their mentors, lead mentor and STS partners and record them in their SRJ.

Activity 8.1.2 Tutor support for student teachers on small group discussion of induction schedules and content

PLAN TOGETHER

In activity 8.1.1 you discussed with student teachers videos, audio tapes and other archival materials which could be used to present information about the school culture and key education policies. Plan with student teachers how to hold small group discussion on the induction schedules and content.

DO

Remind student teachers to hold small group discussion with their mentors and STS partners on the contents of the videos, audio recording, written documents and/or interactions they might have watched, listened to, and/or read. Instruct student teachers to note pertinent issues stemming from the interactions and other experiences and discuss them with their mentors for deeper understanding.

REFLECT TOGETHER

Remind student teachers to reflect with their STS partners and mentors how to use the experiences gained from the orientation and record them into their SRJ.

Activity 8.1.3 Tutor support for student teachers to observe and take field notes (braille or tactile for SEN) of wider school events such as sporting activities, cultural activities etc. during interactions

PLAN TOGETHER

You would have discussed some wider school events with the student teachers. Remind them to discuss with their mentor and lead mentor these events, for example:
• Sports and games
• Cultural activities
• Speech and prize giving days
• Graduation ceremonies
• PTA meetings, etc.

DO

You would have discussed with student teachers during orientation in college some wider school events and how they are organised. Remind them to make a list of sporting, cultural and other wider school events performed in the school. Entreat them to find out from their mentors and lead mentors any awards received in past sporting and cultural events.

REFLECT TOGETHER

Advise student teachers to reflect with their mentors and STS partners new ideas they have learned from the events and the relevance to their teaching profession. Remind them to record their reflections in the SRJ.

TOPIC 8.2: KEY FEATURES OF THE BASIC SCHOOL CURRICULUM

Topic 8.2 Key Features of the Basic School Curriculum (BSC)	**Purpose:** In this topic, you will support student teachers to be familiar with the key features of the BSC such as continuity and progression of content across the various levels within specialisms.
Activity 8.2.1 Identification of key features such as continuity and progression of content in the BSC *(NTS 2b: Has comprehensive knowledge of the official school curriculum, including learning outcomes) (NTS 2d Refer to activity 8.2.2).*	
Activity 8.2.2 Comparison of the Scope and Sequence of specific Strands in the BSC *(NTS 2d: At pre-primary and primary, the teacher knows the curriculum for years appropriate to multi-grade classes; has good knowledge of how to teach beginning reading and numeracy, and speaking, listening, reading and writing of at least one Ghanaian language for instruction).* *(NTS 2b: refer to Activity 8.2.1).*	
Learning outcomes: When you have supported the student teacher to complete Topic 8.2 STS activities in their school, they will:	**Indicators**
Demonstrate knowledge and understanding of the BSC on issues of continuity and progression across the various levels and within specialism.	• A list of key features of the BSC showing continuity and progression of content across the various levels within specialisms. • A table showing sub strands that are stage/level-specific and those that are across the specialisms. • Records of key features of BSC in SRJ.

Activity 8.2.1 Tutor support student teachers in identification of key features such as continuity and progression of content in the BSC

PLAN TOGETHER

In this activity, you will support student teachers to identify the key features of the BSC with emphasis on continuity and progression.

Prepare to show student teachers examples of BSC materials for early grade, upper primary and junior high school at college and during STS Year One. Plan with student teachers on how they will identify and compare the key features (continuity and progression) of the BSC.

DO

In collaboration with mentors, support student teachers to identify the key features of the BSC. Show them a copy of the BSC. Select one strand for example in English Language for upper primary, noting the sub strands. Guide student teachers to examine critically how the sub strands are sequenced progressively across the grade levels while observing the significant starting and termination class(es). For example, Table 2.1 shows the scope and sequence for primary 1 to 6 Oral English: Listening and speaking.

Guide student teachers to look for another strand and sub strands and examine them critically on how they are sequenced progressively across the grade levels. Guide them to observe the significant starting and terminal points. Remind them to record their findings in the SRJ.

Table 8.2.1: Scope and Sequence of the curriculum

STRANDS	SUB STRANDS	B1	B2	B3	B4	B5	B6
1. ORAL LANGUAGE: LISTENING AND SPEAKING	Songs		Songs				
	Rhymes		Rhymes				
	Poems					Poems	
	Story Telling						
	Dramatisation and Role Play						
	Conversation e.g. talking about oneself, Family, People, Places, Customs, Events, Cultural Values, Manners, and other themes						
	Listening Comprehension						

Task student teachers to repeat the activity for other subjects within their specialism. Remind them to record their findings in the SRJ.

REFLECT TOGETHER

Reflect with student teachers by asking them questions such as:
• What have you learnt about the scope and sequences in the BSC?
• How will you apply this new knowledge in your teaching/class?
• What ideas are behind the sequencing of the sub strands across the grade levels?

Remind them to write in their SRJ the findings from the key features (continuity and progression) of the BSC.

Remind them to write in their SRJ at least two (2) BSC strands that cut across their specialism and any two (2) that do not cut across.

Activity 8.2.2 Tutor supports student teacher to compare the Scope and Sequence of specific strands in the BSC

PLAN TOGETHER

In this activity, you and your student teachers will discuss the key features of the BSC, particularly comparing the scope and sequence of specific strands. You and student teachers should plan to have soft or hard copies of the curriculum. Assist them to make notes on issues of similarities and differences in the scope and sequence of specific strands that are unclear for discussion.

Remind student teachers to record issues of inclusivity and equity in the curriculum as observed in STS 1.

DO

Let student teachers to choose any two of the early grade/upper primary/JHS syllabuses on one of these subjects (literacy, numeracy, and science). Assist them to identify the relationship between the standards in the curriculum, the learning outcome, indicators and how the indicators are assessed. Encourage student teachers while in practicing school to discuss the relationships with their mentors and enquire from the mentors how these features help them to plan their lessons.

Help student teachers to compare the scope and sequence of a specific strand of a subject in their specialism. Use Tables 8.2.2, 8.2.3 and 8.2.4 to discuss with student teachers the progression and continuity of content from one class to another and from one grade level to another.

Remind student teachers to note the content that increases as a progression and continuity, and the content that does not. Help student teachers to understand that strand 1: Oral Language, sub strand 1: Songs and content standard: Demonstrate understanding of a variety of songs run through B1 to B6 (continuity) and also across early grade and upper primary level (progression) but increases in content difficulty level as seen in Indicators and Exemplars as well as Subject Specific Practices and Core Competences within grade level (B1 to B2, B2 to B3) and across grade level (B3 to B4).

Ask student teachers to choose any two classes within a grade level and any two grade levels of the syllabuses of the BSC. Assist student teachers to compare the relationships between the standards in Tables 8.2.2, 8.2.3 and 8.2.4 in the curriculum. Ask student teachers to note the Strands, Sub-strand, Content Standards, Indicators, Exemplars, Subject Specific Practices and Core Competences. Remind student teachers to observe critically the trend/sequence in the strand of a subject. You should explain how these features of continuity and progression help teachers to plan their lessons and develop scheme of work.

Task student teachers to repeat the activity for other subjects within their specialism taking note of the sequencing and scope across levels and grades.

Table 8.2.2: Scope and Sequence of the curriculum for Basic 1

STRAND 1: ORAL LANGUAGE		
Sub-Strand 1: Songs		
Content Standards	**Indicators and Exemplars**	**Subject Specific Practices and Core Competences**
B1.1.1.1: Demonstrate understanding of a variety of songs	**B5.1.1.1.1. Explain the central messages in songs** • Learners identify some familiar songs. • Learners sing familiar songs and clap, tap and or dance to the rhythm. • Learners answer a variety of questions on the songs • Discuss the moral lesson in the songs with learners.	Listening and Speaking skills Cultural Identity and Global Citizenship

Table 8.2.3: Scope and Sequence of the curriculum for Basic 4

	STRAND 1: ORAL LANGUAGE	
	Sub-Strand 1: Songs	
Content Standards	Indicators and Exemplars	Subject Specific Practices and Core Competences
B4.1.1.1: Demonstrate understanding of variety of songs	**B4.1.1.1.1. Listen attentively to songs and sing them with appropriate stress, rhythm and actions** • Identify a variety of familiar songs from learners' background. • Lead learners to sing the songs with appropriate stress, rhythm and intonation. **B4.1.1.1. 2. Identify and discuss values in songs** **Select suitable songs for listening, singing/recitation from learners' background.** e.g. • National Anthem • National Pledge • Ten Galloping Horses Came Through the Town • After they have listened to the songs and also sang them, lead them to identify and discuss the values in the songs.	Listening and Speaking Communication and Collaboration Cultural Identity and Global Citizenship Creativity and Innovation

Table 8.2.4: Scope and Sequence of the curriculum for Basic 5

	STRAND 1: ORAL LANGUAGE	
	Sub-Strand 1: Songs	
Content Standards	Indicators and Exemplars	Subject Specific Practices and Core Competences
B5.1.1.1: Demonstrate understanding of a variety of songs	**B5.1.1.1.1. Explain the central messages in songs** • Have learners sing some familiar patriotic songs. • Have learners listen to you sing a selected song. • Guide learners to sing lines of the song with appropriate stress and rhythm. • Let them sing individually and in groups. • Using questions discuss the central message of the target song: who composed this song? What is the song telling us? • Invite individuals to explain the central message(s) of the song.	Communication and Collaboration Creativity and Innovation/ Cultural Identity and Global Citizenship

STRAND 1: ORAL LANGUAGE		
Sub-Strand 1: Songs		
Content Standards	Indicators and Exemplars	Subject Specific Practices and Core Competences
B5.1.1.1: Demonstrate understanding of a variety of songs	**B5.1.1.1.2. Relate values in songs to real life experiences** • Have learners sing familiar songs as in the previous lesson. • Lead learners to discuss the song and have them bring out the meaning. • In groups, learners discuss the values in the song e.g. truthfulness, patience, etc. and relate the values to real life situations. • Have groups share their ideas with the class in the form of presentations. • Write salient responses on chalkboard.	Communication and Collaboration Creativity and Innovation/ Cultural Identity and Global Citizenship

REFLECT TOGETHER

Share with your student teachers the features of continuity and progression. Did they have the same ideas about these features as their colleagues? What new knowledge have they learnt from this exercise? Remind them to record in the SRJ why continuity and progression are important in a lesson plan.

Remind student teachers to record the knowledge gained in their SRJ.

TOPIC 8.3: OBSERVATION OF CLASSROOM AND WIDER SCHOOL LIFE

Topic 8.3 Observation of classroom teaching and learning with focus on small group and wider school life	Purpose: In this topic, you will support student teachers to become familiar with classroom teaching and learning of both whole class and small groups, and also observe and participate in the wider school life.
Activity 8.3.1 Observation of whole class and small group classroom teaching and learning *(NTS 3d: Manages behaviour and learning with small and large classes).*	
Activity 8.3.2 Observation of classroom teaching of small groups with learning needs *(NTS 2e: Understands how children develop and learn in diverse contexts and applies this in his or her teaching) (NTS 1a, 3f, 3j).*	
Activity 8.3.3 Observation and participation in wider school life (*NTS 1e: Engage positively with colleagues, learners, parents, School Management Committee, Parent-Teacher Association and wider public as part of a community of practice) (NTS 1a).*	
Learning outcomes: When you have supported student teachers to complete topic 8.3 STS activities, they will:	**Indicators**
Demonstrate skills of observing wider school life and teaching and learning of both whole and small groups, as well as identifying learners' learning needs.	• Provide checklist of approaches observed during lesson presentation. • Provide evidence of TL resources and lesson plan that help meet small group learner needs. • Show records of activities during your participation in the wider school life.

Activity 8.3.1 Tutor support for student teachers observation of classroom teaching and learning

PLAN TOGETHER

In Year One pedagogic studies, you explained how learners respond differently to teachers' approaches to teaching. Remind student teachers to plan together with the mentor the approaches to teaching and learning with focus on both whole and small group teaching interactions and on the delivery of series of lessons. Refer them to Table 8.3.1 for a sample checklist of teaching approaches. As a tutor, guide them to identify different ways of keeping record of the observation in the SRJ and to be able to describe what happens during lesson delivery.

DO

Guide student teachers on how to observe and take notes of teacher-learner and learner-learner interactions. Ask them to explore good practices in both whole class and small group teaching and learning interactions with the help of the mentor. Remind them to explore and take notes on how feedback is given on collaboratively planned activities.

Table 8.3.1 Sample checklist of teaching approaches

Learning needs	Tick (✓)
Techniques	
Information giving skills	
Motivating skills	
Supporting skills	
Listening skills	
Questioning skills	
Class managing skills	
Strategies	
Demonstration	
Discussion (recitation, guided, reflective)	
Inquiry (discovery, problem solving)	
Songs	
Games	
Debate	
Rhymes	
Role-play	
Storytelling	
Field trip	
Mind mapping	
Collaboration/cooperation	
Teacher's traits	
Language	
Voice	
Facial expression	
Interest in pupils'/students' dramatic talent	
Ask student teachers to add any approaches that were not seen or observed	

REFLECT TOGETHER

When student teachers return to College, let them discuss issues relating to whole class and small group interactions, the effectiveness of feedback during teaching and learning and the cross-cutting issues (inclusivity and diversity) that emerged during the teaching and learning interactions.

Let student teachers keep a record of their reflections in the SRJ.

Activity 8.3.2 Tutor support for Student teacher observation of classroom teaching of small groups with learning needs

PLAN TOGETHER

Discuss with student teachers the checklist on learning needs in Table 8.3.2. Discuss with them the diverse learning needs of learners. Narrow the discussion of the diverse learning needs to small group learners (4 learners).

DO

Guide student teachers to examine the activities they have observed in the teaching of small groups. Guide them to focus on cognitive, affective, social and psychomotor domains of learner needs by using the checklist in Table 8.3.2.

Table 8.3.2: Sample checklist on learning needs

Learning needs	Tick (√)
Cognitive	
Asking good questions	
Getting help from experts	
Practising problem solving	
Thinking independently	
Using learning resources	
Social	
Communicating effectively with peers	
Experiencing external motivation	
Exploring and challenging conventions	
Managing time and tasks	
Affective	
Nurturing positive attitudes	
Being open to feedback from others	
Having time for reflection and self-assessment	
Possessing well-founded self-confidence	
Having a sense of belonging	
Psychomotor	
Having access to equipment and tools	
Engaging in appropriate and timely demonstrations	
Let student teachers add any learning needs to this list	

REFLECT TOGETHER

Discuss the activities that have been observed in the teaching of small groups. Again, reflect on the cognitive, affective, social and psychomotor domains of learner needs.

Remind student teachers to record the outcome of their reflections in the SRJ.

Activity 8.3.3 Tutor support for Student teachers observation and participation in the wider school life

PLAN TOGETHER

Guide student teachers to discuss learner behaviours and activities during lunch/play/assembly times. Discuss the following: co-curricular activities, the involvement of parents and community members in school activities, and the interaction of teaching and non-teaching staff with learners and the school as a whole.

DO

Guide the student teachers to record individual and group activities that go on in the wider school community. Guide them to observe and take notes on activities such as cleaning the compound, conducting morning assemblies, social activities, safe working environment and other routine activities.

Remind them to observe and record the activities during any of the stakeholder meetings of Staff, PTA, SMC or CPD.

Let them record and make notes in their SRJ on how the above activities are organised.

Note: Stakeholder meetings take place as an when such meetings are convened.

REFLECT TOGETHER

As a tutor, lead the student teachers to discuss the incidents that occur during PTA, SMC, CPD, etc. meetings and the lessons learnt from them.

Discuss issues that arise out of the social activities, the conduct of assemblies, the clean-up exercises, etc.

Remind the student teachers to record the outcome of the reflection in SRJ.

TOPIC 8.4: SMALL SCALE CLASSROOM ENQUIRY WITH FOUR (4) LEARNERS

Topics 8.4 Carrying out Small Scale Classroom Enquiry with four (4) learners	Purpose: In this topic, you are required to support the student teacher learn how to conduct a small scale classroom enquiry on four (4) learners
Activity 8.4.1 Identification of learners' learning needs (NTS 2e: Understands how children develop and learn in diverse contexts and applies this in their teaching).	
Activity 8.4.2 Designing simple tools for data collection (NTS 3b: Carries out small scale action research to improve practice).	
Activity 8.4.3 Analysis of data collected and writing of report on the learning progress of learners (NTS 3n: Keeps meaningful records and communicates student progress regularly to learners and parents).	

Learning outcomes: When you have supported student teachers to complete Topic 8.4 of their STS activities in their school of observation, they will:	Indicators
Demonstrate knowledge and skills in carrying out a small scale classroom enquiry on a small group (four learners) and write a report on their learning progress.	1. Provide a list of learners' learning needs identified. 2. Show designed instruments used for data collection. 3. Produce data on learners' learning needs collected and analysed. 4. Provide a written report on learners' needs and progress.

Activity 8.4.1: Tutor Support for student teachers in identification of learners' learning needs.

PLAN TOGETHER

In student teachers' first year STS, they undertook a child study focused on learners' learning and progress as classroom enquiry. They also learnt about the learning difficulties learners face in the classroom. Discuss with the student teachers how to identify the problems learners face in the classroom. Plan with them to prepare questions to guide them carry out the study. Inform them to discuss the prepared questions with their mentor.

Inform student teachers to ask their mentor select four learners with diverse learning needs based on sex (as appropriate) in the class to be used for their classroom enquiry.

DO

Ask student teachers to observe the mentor teach and closely monitor the four learners identified using the questions. Remind them to note any specific learning need(s) that each of the selected learners will show during the lessons.

The following questions will help student teachers identify the needs the learners may be having during the lessons.

As student teachers observe or spend time in the classroom, they should write down their responses to each of the questions in their SRJ. A 'Yes' answer to any of the questions indicates a need and be prepared to address it with the student teachers.

1. Does the learner perform well in literacy (English) but poorly in numeracy (Mathematics) or vice versa?
2. Does the learner perform great at answering questions in class?
3. Is the learner able to get his/her point down on paper?
4. Is the learner having some difficulty following instructions?
5. Does the learner have difficulty copying from the board?
6. Is the learner able to complete task on time?
7. Does the learner take 'too long' time to complete tasks?
8. Is the learner's handwriting legible?
9. Does the learner always ask for questions to be repeated?

REFLECT TOGETHER

Back at college, guide student teachers to compare with their STS partner the learner needs each of them identified on the four learners. They should discuss whether the learner needs are the same or different. Remind them to share their findings with you.

> Remind student teachers to record in the SRJ the learner needs they identified and suggest ways of addressing them.
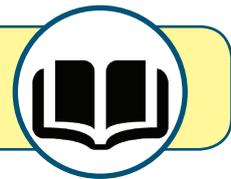
Activity 8.4.2: Tutor Support for student teachers in designing simple tools for data collection

PLAN TOGETHER

You would have discussed with student teachers the diverse needs of learners in the classroom. You also taught them how learners' background can affect their learning and progress.

In this activity, you will assist student teachers to design simple tools for data collection on learners' learning needs and progress. Discuss with student teachers the ways in which learners' progress can be monitored during lessons.

DO

Discuss with student teachers on how to collect information on learners' background (with the help of their mentor) focusing on the four (4) learners. Ask student teachers to look through the learners' class exercises, class tests, etc. to find out how they are performing. Let student teachers record the learners' background information using Table 8.4.1a and the scores of learners' class exercises, class tests, etc. using Table 8.4.1b.

Table 8.4.1a: Learners Background Information

Item	Learner			
	Learner 1	Learner 2	Learner 3	Learner 4
Background				
Age				
Sex				
Occupation of parents				
Where learner lives				
Has learning kits (books, pen/pencil)				
Language(s) spoken				
Interest(s)				

NB: Student teachers should add other relevant background information of the learners.

Table 8.4.1b: Learners' Performance Scores

Item	Learner											
	Learner 1			Learner 2			Learner 3			Learner 4		
	1	2	3	1	2	3	1	2	3	1	2	3
Class Exercises												
Assignments/ Home work												
Project Work												
Class Tests												

NB: Student teachers should add any other means of assessing learners

Ask student teachers to use the observation checklist in Table 8.4.2 to collect additional information on the learners in and outside the classroom. They should add on to the items if necessary.

Table 8.4.2: Observation Guide on Learners

Item	Names of Learners			
	Learner 1	Learner 2	Learner 3	Learner 4
Physical appearance of learners				
State of uniform				
State of foot wear				
Hairdo of learner(well-kept or unkempt)				

Item	Names of Learners			
	Learner 1	Learner 2	Learner 3	Learner 4
Learning needs of learners. The learner shows difficulty in:				
Oral expressions				
Reading from the board/books				
Writing				
Reading				
Working with numbers				
Creative work				
Solving problems				
Accessing TL resources				
Using TL resources well				
Thinking independently				
Hearing instructions from teacher				
Exhibiting self esteem				

	Learner 1	Learner 2	Learner 3	Learner 4
Learning Progress of Learners				
Ability to read (Early grade)				
Ability to calculate				
Able to meet curriculum content standard				
Raises hands to answer questions				
Participates in class discussions				
Participates in group work				

	Learner 1	Learner 2	Learner 3	Learner 4
Learners' behaviour				
Comes to class on time				
Responds to teacher's call promptly				
Disturbs in class				

REFLECT TOGETHER

Share the ideas you have on how the information gathered could affect the way learners learn in the classroom with student teachers. Let student teachers note any pattern in the information they collected on the learners. They should share the information they have collected with their mentor. They should also discuss how the information was gathered.

Remind student teachers to record in their SRJ at least two ways of collecting data on learners for a study.

Activity 8.4.3 Tutor Support for student teachers in the analysis of data collected and writing of report on the learning progress of learners

PLAN TOGETHER

Discuss with student teachers how the collected data can be organised into a meaningful form. Discuss with them some of the ways in which learners' progress can be communicated to them. These may include their strengths, areas for improvement and ways to support learning.

DO

Guide student teachers to study carefully the various types of data collected on the four learners. Assist them to use ICT tools (Microsoft excel) to present the data collected in Activity 8.4.2 using bar graphs. Discuss with student teachers how the report on the bar graph was arrived at.

An example is illustrated using Table 8.4.4 and Figure 8.4.1 on one learner who obtained   some scores in five class tests (Table 8.4.4) and was used to plot a bar graph (Figure 8.4.1).

Table 8.4.4: A learner's Performance in five Class Tests

Class Tests	Score (out of 10)
1	5
2	5
3	6
4	7
5	8

Figure 8.4.1: Bar graph of a learner's raw scores
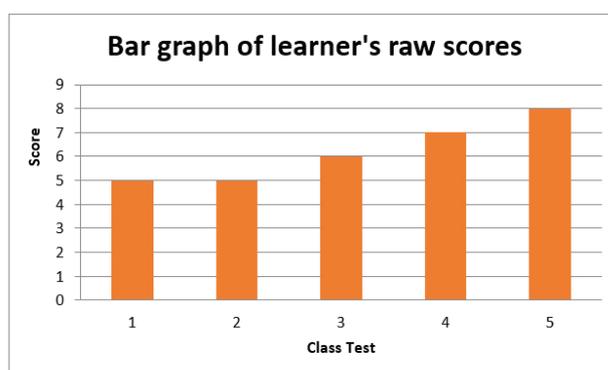
Figure 8.4.1: Bar graph of a learner's raw scores

REPORTING ON THE GRAPH

From the data in the bar graph, it can be seen that the performance of the learner improved steadily from one Class Test to the other since the first score was 5 (Class Test 1) and the last score was 8 (Class Test 5). There has been an improvement of 3 marks on the learner's score.

In addition to the graphical presentation, guide student teachers to write a report on each of the four learners' data by answering the following questions.
- Are the recorded scores increasing or decreasing?
- Which area(s) is the learner performing well?
- Are there any patterns?
- How does the current performance relate to old ones?
- Do you recognise any challenges of the learner?
- Is there any remedy for the challenges observed?

Student teachers should also include in their written report the discussions from the data they collected on the four learners when they used the observation guide.

REFLECT TOGETHER

Ask student teachers to share with you what each of them observed on the performance of the four learners based on the analysis they did. Let student teachers suggest some activities they could use to support the learners to learn better.

Remind student teachers to record in their SR J, at least, two key things they have learned in this activity. They should present their written report to college for discussion. Their report will be a summary of the activities in this topic.

8

TOPIC 8.5: TEACHER PROFESSIONALISM

Topic 8.5 Teacher Professionalism	Purpose: In this topic, you are asked to assist student teachers to demonstrate a deeper understanding of practices leading to teacher professionalism.
Activity 8.5.1 Observation, field notes taking, recording and downloading (audio/video) of some teachers' behaviours, attitudes, knowledge and practices in the classroom and wider school life. *(NTS 1d: Guided by legal and ethical teacher codes of conduct in their development as a professional teacher).*	
Activity 8.5.2 Playback of recorded and online audios/videos of expected behaviours, attitudes, knowledge and practices of a professional teacher. *(NTS 1e: Engages positively with colleagues, learners, parents, SMCs, PTAs and wider public as part of a community of practice).*	
Activity 8.5.3 Holding reflective/feedback sessions by Role playing any of the expected qualities identified in the audios/videos. Also, use discussions, debate, brainstorming, games etc. with lead mentors, mentors, STS partner and tutors to consolidate understanding of teacher professionalism. *(NTS 1a: Critically and collectively reflects to improve teaching and learning, NTS1f, NTS 2e, NTS 2f, NTS 3h).*	

Learning outcomes: When you have supported student teachers to complete Topic 8.5 STS activities on the professionalism of the teacher, they will:	Indicators
Demonstrate identifiable qualities of teacher professionalism.	• Provide own recordings/online audio/video of some teachers' behaviours, attitudes, knowledge and practices in the classroom and the wider school life. • Discuss some expected behaviours, attitudes, knowledge and practices in the recorded and online audio/video that ensure teacher professionalism. • Outline in the SRJ the discussed behaviours, attitudes, knowledge and practices on teacher professionalism.

Activity 8.5.1 Tutor assists student teachers to observe and record (audio/video) some teachers' behaviours, attitudes, knowledge and practices in the classroom and wider school life

PLAN TOGETHER

Guide student teachers to plan what to record (audio/video) on the behaviours, attitudes, knowledge and how they practise in both the classroom and the wider school life.

Discuss with student teachers ways in which they in collaboration with their mentors can ethically record some activities of teachers in the classroom and the wider school life.
Help them to identify areas for the coverage. These may include:

- The conduct of morning assembly
- A five-minute coverage of a lesson presentation
- Learners' group work
- Co-curricular activities (if any)
- Engaging learners with special needs
- Involving boys and girls in lessons
- Others

Note: Advise student teachers to obtain permission from their lead mentor through their mentors and seek the consent of teachers to be involved in the recordings before the event.

In your discussions remind them to include ways in which the teacher addresses the needs of learners, particularly those with special learning needs, as well as gender issues.

DO

Guide student teachers on how to liaise with their mentor to observe and use ICT tools (mobile phone, video camera, etc.) to record (audio/video) some teachers' behaviours, attitudes, knowledge and practices in the classroom and the wider school life as discussed during the planning stage.

Remind student teachers to save their recordings appropriately for reuse.

Note: Inform student teachers they may seek the support of their STS partner or others for the coverage.

REFLECT TOGETHER
On their return to college, guide student teachers to share with you on the following:

1. The diverse behaviours of the teachers they observed.
2. The challenges faced during the activities.

> Remind student teachers to record their reflections in the SRJ.

Activity 8.5.2 Tutor guides student teachers to playback recorded and online audios/videos of expected behaviours, attitudes, knowledge and practices of a professional teacher

PLAN TOGETHER
In Activity 8.5.1, you supported student teachers on how to record and/or download some audios/videos and/or take field notes of some teachers in the discharge of their duties in the classroom and the wider school life.

Inform student teachers what items they will need for reviewing the playback of the recordings. Examples of the items are SRJ, playback device, field notebook, pen/pencil, etc.

8

DO

Guide student teachers on how to hold a playback session of the audios, videos using the playback devices and/or read out the recorded field notes with the STS partner and the mentor.

Remind student teachers to discuss the identified qualities with their mentor and STS partner in collaboration with other officials present.

Note: Inform student teachers that this activity is preliminary to activity 8.5.3. It is important that this playback is watched by as many as may have to do the reflective meeting.

Guide student teachers to match the **indicators** in Table 8.5.2 to their appropriate **qualities** in the spaces provided in Table 8.5.3. They should use Table 8.5.1 as a guide.
Note that a stated quality may take more than one indicator.

Table 8.5.1: Sample of teacher professional qualities and their corresponding indicators

QUALITY	INDICATOR(S)
Fair	• Treats all pupils equitably
Stimulating	• Delivers interesting lesson to sustain learners' attention
Responsible	• Assumes responsibility; makes decisions as required

Table 8.5.2 Teacher quality indicators

S/N	Indicators
1	• Spends extra/quality time with learners
2	• Facilitates problem solving skills among learners
3	• Keeps open doors to students, colleagues and parents
4	• Establishes clear parameters for learners' conduct
5	• Uses TL Resources appropriately
6	• Dresses decently
7	• Relates well with other teachers
8	• Shows enthusiasm in lesson delivery
9	• Accommodates views of others
10	• Shows dedication to learners
11	• Exhibits time consciousness
12	• Exemplifies consciousness of SEN, gender and inclusivity issues
13	• Shows command over subjects taught
14	• Engages all learners in learning activities
15	• Establishes purposeful learning environment

Table 8.5.3: Teacher qualities

QUALITY	INDICATOR(S)
Good communicator	
Patient	
Committed	
Decent	
Empathetic	
Team player	
SEN, gender and inclusivity sensitive	
Resourceful	
Confident	
Approachable	
Mastery of subject matter	

NOTE: Remind student teachers this activity is for the purpose of learning qualities of a professional teacher. They should therefore take care not to unduly criticise the teachers in the video recordings during their discussions.

REFLECT TOGETHER

Ask student teachers to share their responses with you on the following questions on return to college.

- In your opinion, how would an unacceptable behaviour observed from the playback influence the teacher's work?
- State at least three acceptable teacher qualities that were not identified in activity 8.5.2 in the spaces provided on Table 8.5.3.

Ensure student teachers record their reflections in the SRJ.

Activity 8.5.3 Tutor support for professional qualities and their corresponding indicators

PLAN TOGETHER

In this activity, guide student teachers on how to plan a reflective session with mentors on the recorded audio/videos and other records they might have taken on teacher professionalism in activity 8.5.2.

Guide student teachers to liaise with their mentor and lead mentor to ensure this activity takes the form of a meeting involving the lead mentor, all mentors, all student teachers in the school and other concerned officials present. Ask them to plan the Reflective Practice Meeting such that it will not coincide with any lessons in the classroom for the day. Student teachers should be reminded that the meeting should be conveniently held during break periods or the first half-hour after classes.

Remind student teachers to arrange all logistics needed for the meeting in collaboration with the lead mentor.

Share with student teachers ideas and skills for using the underlisted approaches in conducting a feedback and reflective sessions:

• Discussions
• Debate
• Brainstorming/Shower thoughts
• Games
• Role play, etc.

Discuss with student teachers how to create activities for the approaches mentioned below and apply the ones time will allow for reflection on the qualities identified on Table 8.5.3.

DO

Inform student teachers to select any ONE or TWO of the activities below depending on time at their disposal.

Approach A: Discussion
The lead mentor or mentor acting as the chairperson for the occasion will set the meeting into motion by giving the opening remarks. Lead mentors, mentor(s), student teachers and other officials present will take turns to share their views on the teacher qualities observed.

Approach B: Debate
The lead mentor or mentor will support student teachers to set the scene for the debate to begin. Two opposing teams will be formed to debate each other on qualities observed in the videos, audios listened to or recorded field notes.

The lead mentor or mentor will ask the two opposing teams to debate in Favour or Against the theme: *"The qualities observed were worthy of a good teacher."*

Approach C: Brainstorming/Shower thoughts
The mentor or the lead mentor acting as the chairperson should open the brainstorming session on issues arising from the videos, audios or other records taken during the playback. Identify the good professional qualities of the teacher.

Approach D: Games/role play

Guide student teachers on how to plan a game or role play with their STS partner. The mentor will support them to assign roles to themselves to enact some scenes in the videos watched, audios listened to or other records taken during the playback. Ask student teachers to allow a few comments on the sketch watched to elicit views and assumptions on teacher professionalism.

REFLECT TOGETHER

Remind student teachers to write in their SRJ at the end of the reflective session the professional qualities they found interesting and will focus on in their professional practices and give reasons.

> Remind student teachers to record in the SRJ the professional traits they will be focusing on to ensure best practices in their teaching.

TOPIC 8.6: DEVELOPMENT OF PROFESSIONAL TEACHING PORTFOLIO

Topic 8.6 Development of Professional Teaching Portfolio	Purpose: In this topic, you are asked to support student teachers continue to develop and build a professional teaching portfolio.
Activity 8.6.1 Discussion and review of personal teaching philosophy with tutors, mentors and STS partner (NTS1f: Develops a positive teacher identity and acts as a good role model for learners).	
Activity 8.6.2 Development of template for a professional teaching portfolio, (Considering inclusivity and diversity) (NTS1g: Sees his or her role as potential agent of change in the school, community and country.) (NTS 1f).	
Activity 8.6.3 Collection, compilation and filing of artefacts, such as Pictures, Videos, Audio tapes, reports from small scale classroom enquiry (4 Learners), reviewed personal teaching philosophy, entries in the SRJ etc. (NTS1f).	
Learning outcomes: When you have supported student teachers to complete Topic 8.6 STS activities on the development of professional teaching portfolio, they will:	**Indicators**
1. Demonstrate a better understanding of a personal teaching philosophy. 2. Demonstrate knowledge and skills in developing a Professional Teaching Portfolio with evidence from a selection of artefacts from classroom observations, wider school life, small scale enquiry and small group learners learning needs.	1.1 State your beliefs of teaching and learning. 1.2 Review Personal Teaching Philosophy statement. 2.1 Provide reports from observation on learners' needs compiled in a developing professional teaching portfolio. 2.2 Make a presentation on differentiated approaches used on learners according to needs. 2.3 Provide records in SRJ. 2.4 Develop the Portfolio/e-Portfolio.

Activity 8.6.1 Tutor support on discussion and review of personal teaching philosophy

PLAN TOGETHER

In Year One STS activities, you guided student teachers to write a personal beginning teaching philosophy statement. In this activity, discuss with student teachers various beliefs, values and understandings regarding teaching and learning that could result in a change in a personal teaching philosophy.

DO

Remind student teachers to discuss with their STS partner and mentor, their beliefs, values and understandings with respect to teaching and learning. Encourage student teachers to use the following questions (or their variants) as a guide in their discussion to improve their teaching philosophy.

• What is my role as a teacher in the classroom?
• What qualities do I believe an effective teacher should have?
• Under what conditions do learners learn best?
• What do I owe my learners?
• What approaches should I adopt to suit the learning needs of my learners?
• How do I create a safe and inclusive learning environment?
• What is my overall goal as a teacher?

Remind student teachers to ask their mentor to explain how they developed their teaching philosophy. Task student teachers to find out from their mentor if their teaching philosophy has changed over time and the reasons for the change. Encourage student teachers to review their personal beginning teaching philosophy statement taking into account the discussions they have had with their STS partner and mentor.

REFLECT TOGETHER

Remind student teachers to discuss with their STS partner and mentor their reviewed teaching philosophy statement. Encourage student teachers to note any similarities and differences between their reviewed personal teaching philosophy statements. Give reasons for the differences. Get student teachers to write their reviewed personal teaching philosophy into the SRJ.

Activity 8.6.2 Tutor support in development of a template for building a professional teaching portfolio, (Consider inclusivity and diversity).

PLAN TOGETHER

In Year One STS activities, student teachers learnt the relevance of developing a professional teaching portfolio and built a beginning teaching portfolio. In this activity, share with student teachers the importance of developing a template for professional teaching portfolio. Plan and discuss with student teachers items they are likely to record in their SRJ.

DO

Remind student teachers to use the ideas that were generated at the planning stage to prepare a template for building a professional teaching portfolio, with the help of their mentors and STS partners (Table 8.6.1). Encourage them to add to the list and record in their SRJ.

Table 8.6.1: Professional Teaching Portfolio Template

SN	Components of Artefacts	Details
1	Profile	
2	Career Objectives	
3	Personal Data	
4	Educational Qualifications	
5	Personality Attributes	
6	Technical Competencies	
7	Wider school Artefacts e.g. • Trophies • Certificates • Pictures of events	
8	Add on …	
9		
10		

REFLECT TOGETHER

Remind student teachers to discuss their professional teaching portfolio template with that of their STS partner, identifying any similarities and differences. Encourage them to give reasons for the differences if any. Remind student teachers to record in their SRJ what they learnt from the sharing of professional teaching portfolio template.

Reflect with student teachers their experiences from the school.

Activity 8.6.3 Tutor support on the collection, compilation and filing of artefacts, such as pictures, videos, audio tapes, reports from small scale classroom enquiry (4 Learners), reviewed personal teaching philosophy, entries in the SRJ etc.

PLAN TOGETHER

Explain to student teachers what goes into developing a professional teaching portfolio. In this activity, plan and discuss with student teachers some of the artefacts required for developing a professional teaching portfolio.

DO

Remind student teachers to list and discuss with their STS partner and mentor, the artefacts they learned in your college and find out how these artefacts could be collected from the school. Advise student teachers to collect artefacts, select key ones that are representative of knowledge gained or depicting something unique and start to develop their professional teaching portfolio. Guide student teachers on how to file the artefacts that will be collected. Table 8.6.2 may serve as a guide.

Table 8.6.2 Example of contents in a Professional Teaching Portfolio

SN	Artefacts in trainees' Professional Teaching Portfolio	Remarks
1	Personal Teaching Philosophy	
2	Student Reflective Journal	
3	Scheme of Work for smaller group teaching	
4	Lesson plans for smaller group (4 Learners) teaching	
5	Lesson evaluations from smaller group teaching	
6	Samples of learners' work/exercises the student teacher has graded, showing their comments	
7	Assessment instruments created by the student teachers with marking scheme and explanation of how effective or ineffective they were.	
8	Small Scale Enquiry	
9	Directed work/task sheets set by mentors and undertaken by trainees.	
10	University supervisor's/link tutor's assessment comments	
11	Minutes of meetings e.g. with mentor/lead mentor	
12	Add on …	

REFLECTION ON ARTEFACTS

Each item put in the portfolio should be accompanied by a brief written reflection indicating, for example:

• The date;
• What the artefact is;
• Rationale for its inclusion in the portfolio;
• How it fits into your view of teaching and learning especially of small groups.
• How each artefact demonstrates teaching competency/knowledge gained about NTS.

REFLECT TOGETHER

Remind student teachers to compare the portfolio they have developed with that of their STS partner as well as Year One portfolio. Discuss the differences/similarities and give reasons for their selection of the artefacts. How do the artefacts depict their achievements? Remind student teachers to record in their SRJ all the artefacts collected from the school and their reflections on them.

> Reflect with student teachers their experiences from the school.

9. SUPPORTING TASKS FOR MENTORS

TOPIC 9.1: INDUCTION IN SCHOOL 2 - FAMILIARISATION AND ORIENTATION

TOPIC 9.1 Induction in School 2- Familiarisation and Orientation	Purpose: In this topic, you are asked to support student teachers to be familiar with the way the school is organised in terms of the school culture and key education policies.
Activity 9.1.1 Sensitisation of student teachers on school culture and key education policies using audio visual/tactile analysis/video observation e.g. archival materials *(NTS 2a: Demonstrates familiarity with the education system and key policies guiding it.)*	
Activity 9.1.2 Discussion in small groups (Mentor and Student teachers), induction schedules and content. *(NTS 1a: Critically and collectively reflects to improve teaching and learning.)*	
Activity 9.1.3 *Observing and taking field notes (braille or tactile) of wider school events such as sporting activities, cultural activities etc. during interactions (NTS3n: Keeps meaningful records and communicates student progress regularly to learners and parents.)*	

Learning outcomes: When you have supported student teachers to complete Topic 9.1 STS activities, they will:	Indicators
Demonstrate skills of observing, teaching (small group e.g. 4 learners), motivating, supporting and managing the learning of early grade/upper primary/JHS learners in all subjects under the guidance of their mentors (in School 2).	1. Provide evidence of well-prepared induction schedule and procedures. 2. Make oral presentations of knowledge gained during induction and observation by student-teachers to tutors. 3. Provide plan of observation outline for small group support and management. 4. Provide report on activities showing support, motivation and management of upper primary children's learning. 5. Provide records of specific observations from wider school environment and induction.

Activity 9.1.1 Mentor support for student teachers to be familiar with the school culture and key education policies (use audio visual/tactile analysis/video observation e.g. archival materials, if any).

PLAN TOGETHER

During the pre-observation orientation at college, student teachers would have been informed on the kind of information they should gather about the school and who to contact. Discuss with student teachers the kind of information (e.g. school culture, ethos, key education policies, health and safety issues, child protection and the unwritten rules) they want to collect from your school. Also discuss with student teachers possible sources of information about the school culture and wider school life (e.g. from audio recordings, tactile analysis, videos, reports, etc.) that could be used in the school.

9

DO

Organise induction session for student teachers based on the agenda shown in Table 9.1.1. Play video and audio recordings on past school events, if any, during the induction session.

Table 9.1.1: Sample agenda for the induction

SN	Item	Whose Responsibility	Remarks
1	Induction package, e.g. • Agenda • Reading written policy documents • Stationery (if available)	School Head/Secretary	
2	Understanding the Culture and Ethos of the school, e.g. Unwritten Rules	Lead Mentor/Head Teacher	
3	Outline of the key priorities for the school e.g. • Compulsory 45 minutes for reading (English Language) for all classes – (7:00–7:45am). • Regularity and Punctuality to classes. • Continuous Professional Development (CPD) and Staff meetings. • Mandatory Post Lesson Observation – between Student Teacher and Mentor.	Curriculum teacher/ Leader	
4	Key Education Policies e.g. • FCUBE • Inclusive Education Policy • Sexual Harassment Policy • School Partnership Policy	Circuit Supervisor	
5	Introduction to key school policies and procedures e.g. • Health and Safety • Safeguarding and promoting welfare of children i.e. child protection, anti-bullying, intimate care, internet safety, child sexual exploitation (CSE) • Relevant personnel procedures e.g. disciplinary, grievances, sexual harassment • Use of computers, internet, mobile phones	Lead Mentor	
6	• Graduation Ceremony • Speech and Prize giving days • SMC/PTA meetings	Lead Mentor	
7	• Others		

REFLECT TOGETHER

Reflect with student teachers the experiences derived from the induction session. Guide student teachers to record their experiences in the SRJ.

Activity 9.1.2 Mentor support for student teachers on small group discussion of induction schedules and content

PLAN TOGETHER

In activity 9.1.1 you organised an induction session for student teachers. You might have played videos, audio tapes and other archival materials of past school events to present information about the school culture and key education policies. Plan with student teachers how they will be grouped to hold the small group discussion on the induction schedules and content.

DO

Based on the discussions in the planning stage, put student teachers into small groups to hold discussions on the contents of the videos, audio recording, written documents and/or interactions they might have watched, listened to, and/or read during the induction session.

REFLECT TOGETHER

Reflect with student teachers on their experiences gained from the orientation and guide them to record the experiences in the SRJ.

Activity 9.1.3 Mentor support for student teachers to observe and take field notes (braille or tactile for SEN) of wider school events such as sporting activities, cultural activities etc. during interactions

PLAN TOGETHER

During the college based orientation, student teachers might have been informed on wider school events (sporting activities, cultural activities etc.) to observe. Find out from student teachers the events they will want to observe and take field notes on.

DO

Discuss with student teachers specific events in the school, for example:
• Sports and games
• Cultural activities
• Speech and prize giving days
• Graduation ceremonies
• PTA meetings, etc.

Share with student teachers some of the awards received from past sporting and cultural events, if any.

REFLECT TOGETHER

Reflect with student teachers on new ideas they have learned from the events and the relevance to their teaching profession. Guide them to record their reflections in the SRJ.

9

TOPIC 9.2: KEY FEATURES OF THE BASIC SCHOOL CURRICULUM

Topic 9.2 Key Features of the Basic School Curriculum (BSC)	Purpose: In this topic, you will support student teachers to be familiar with the key features of the BSC such as continuity and progression of content across the various levels within specialisms.
Activity 9.2.1 Identification of key features such as continuity and progression of content in the BSC *(NTS 2b: Has comprehensive knowledge of the official school curriculum, including learning outcomes) (NTS 2d Refer to activity 9.2.2).*	
Activity 9.2.2 Comparison of the Scope and Sequence of specific Strands in the BSC *(NTS 2d: At pre-primary and primary, the teacher knows the curriculum for years appropriate to multi-grade classes; has good knowledge of how to teach beginning reading and numeracy, and speaking, listening, reading and writing of at least one Ghanaian language for instruction).* *(NTS 2b: refer to Activity 9.2.1).*	
Learning outcomes: When you have supported the student teacher to complete Topic 9.2 STS activities in their school, they will:	**Indicators**
Demonstrate knowledge and understanding of the BSC on issues of continuity and progression across the various levels and within specialism.	1. A list of key features of the BSC showing continuity and progression of content across the various levels within specialisms. 2. A table showing sub strands that are stage/level-specific and those that are across the specialisms. 3. Records of key features of BSC in SRJ.

Activity 9.2.1 Mentor support student teachers in identification of key features such as continuity and progression of content in the BSC

PLAN TOGETHER

In this activity, you will support student teachers to identify the key features of the BSC with emphasis on continuity and progression.

Prepare to show student teachers examples of BSC materials for early grade, upper primary and junior high school. Plan with student teachers on how they will identify and compare the key features (continuity and progression) of the BSC.

DO

Support student teachers to identify the key features of the BSC. Show them a copy of the BSC. Select one strand for example, in English Language for upper primary, noting the sub strands. Guide student teachers to examine critically how the sub strands are sequenced progressively across the grade levels while observing the significant starting and termination class(es). For example, Table 9.2.1 shows the scope and sequence for primary 1 to 6 Oral English: Listening and speaking.

Guide student teachers to look for another strand and sub strands and examine them critically on how they are sequenced progressively across the grade levels. Guide them to observe the significant starting and terminal points. Remind them to record their findings in the SRJ.

Table 9.2.1: Scope and Sequence of the curriculum

STRANDS	SUB STRANDS	B1	B2	B3	B4	B5	B6
1. ORAL LANGUAGE: LISTENING AND SPEAKING	**Songs**	Songs					
	Rhymes	Rhymes					
	Poems				Poems		
	Story Telling						
	Dramatisation and Role Play						
	Conversation e.g. talking about oneself, Family, People, Places, Customs, Events, Cultural Values, Manners, and other themes						
	Listening Comprehension						

> Task: Student teachers to repeat the activity for other subjects within their specialism. Remind them to record their findings in the SRJ.

REFLECT TOGETHER

Reflect with student teachers by asking them questions such as:

• What have you learnt about the scope and sequences in the BSC?
• How will you apply this new knowledge in your teaching/class?
• What ideas are behind the sequencing of the sub strands across the grade levels?

> Remind them to write in their SRJ the findings from the key features (continuity and progression) of the BSC.
>
> Remind them to write in their SRJ at least two (2) BSC strands that cut across their specialism and any two (2) that do not cut across.

Activity 9.2.2 Mentor support student teachers to compare the Scope and Sequence of specific strands in the BSC

PLAN TOGETHER

In this activity, you and student teachers will discuss the key features of the BSC, particularly comparing the scope and sequence of specific strands. You and student teachers should have soft or hard copies of the curriculum. Assist them to make notes on issues of similarities and differences in the scope and sequence of specific strands that are unclear for discussion.

Remind student teachers to record issues of inclusivity and equity in the curriculum as observed in STS 1.

DO

Help student teachers to compare the scope and sequence of a specific strand of a subject in their specialism. Use Tables 9.2.2, 9.2.3 and 9.2.4 to discuss with student teachers the continuity and progression of content from one class to another and from one grade level to another respectively.

Remind student teachers to note the content that increases as continuity and progression, and the content that does not. Help student teachers to understand that strand 1: Oral Language, sub strand 1: Songs and content standard: Demonstrate understanding of a variety of songs run through B1 to B6 (continuity) and also across early grade and upper primary level (progression) but increases in content difficulty level as seen in Indicators and Exemplars as well as Subject Specific Practices and Core Competences within grade level (B1 to B2, B2 to B3) and across grade level (B3 to B4).

Guide student teachers to choose any two classes within a grade level and any two grade levels of the syllabuses of the BSC. Assist student teachers to compare the relationships between the standards in Tables 9.2.2, 9.2.3 and 9.2.4 in the curriculum. Ask student teachers to note the Strands, Sub-strand, Content Standards, Indicators, Exemplars, Subject Specific Practices and Core Competences. Remind student teachers to observe critically the trend/sequence in the strand of a subject. You should explain how these features of continuity and progression help you to plan your lessons and develop scheme of work.

Note: Task student teachers to repeat the activity for other subjects within their specialism taking note of the sequencing and scope across levels and grades.

Table 9.2.2: Scope and Sequence of the curriculum for Basic 1

STRAND 1: ORAL LANGUAGE		
Sub-Strand 1: Songs		
Content Standards	Indicators and Exemplars	Subject Specific Practices and Core Competences
B1.1.1.1: Demonstrate understanding of a variety of songs	B1.1.1.1.1. Listen to and sing familiar songs with appropriate expressions • Learners identify some familiar songs. • Learners sing familiar songs and clap, tap and or dance to the rhythm. • Learners answer a variety of questions on the songs • Discuss the moral lesson in the songs with learners.	Listening and Speaking skills Cultural Identity and Global Citizenship

Table 9.2.3: Scope and Sequence of the curriculum for Basic 4

STRAND 1: ORAL LANGUAGE		
Sub-Strand 1: Songs		
Content Standards	Indicators and Exemplars	Subject Specific Practices and Core Competences
B4.1.1.1: Demonstrate understanding of variety of songs	**B4.1.1.1.1. Listen attentively to songs and sing them with appropriate stress, rhythm and actions** • Identify a variety of familiar songs from learners' background. • Lead learners to sing the songs with appropriate stress, rhythm and intonation **B4.1.1.1. 2. Identify and discuss values in songs** • Select suitable songs for listening, singing/recitation from learners' background. e.g. • National Anthem • National Pledge • Ten Galloping Horses Came Through the Town • After they have listened to the songs and also sang them, lead them to identify and discuss the values in the songs.	Listening and Speaking Communication and Collaboration Cultural Identity and Global Citizenship Creativity and Innovation

Table 9.2.4: Scope and Sequence of the curriculum for Basic 5

STRAND 1: ORAL LANGUAGE		
Sub-Strand 1: Songs		
Content Standards	Indicators and Exemplars	Subject Specific Practices and Core Competences
B5.1.1.1: Demonstrate understanding of a variety of songs	**B5.1.1.1.1. Explain the central messages in songs** • Have learners sing some familiar patriotic songs. • Have learners listen to you sing a selected song. • Guide learners to sing lines of the song with appropriate stress and rhythm. • Let them sing individually and in groups. • Using questions discuss the central message of the target song: who composed this song? What is the song telling us? • Invite individuals to explain the central message(s) of the song.	Communication and Collaboration Creativity and Innovation/ Cultural Identity and Global Citizenship

Table 9.3.4: Scope and Sequence of the curriculum - continued

STRAND 1: ORAL LANGUAGE		
Sub-Strand 1: Songs		
Content Standards	Indicators and Exemplars	Subject Specific Practices and Core Competences
B5.1.1.1: Demonstrate understanding of a variety of songs	• **B5.1.1.1.2. Relate values in songs to real life experiences** • Have learners sing familiar songs as in the previous lesson. • Lead learners to discuss the song and have them bring out the meaning. • In groups, learners discuss the values in the song e.g. truthfulness, patience, etc. and relate the values to real life situations. • Have groups share their ideas with the class in the form of presentations. • Write salient responses on chalkboard.	Communication and Collaboration Creativity and Innovation/ Cultural Identity and Global Citizenship

Remind student teachers to record the knowledge gained in their SRJ.

REFLECT TOGETHER

Reflect with student teachers the features of continuity and progression. Did they have common or different ideas? What new knowledge have they learnt from this exercise and how are they going to apply it?

Remind them to record in the SRJ why continuity and progression are important in a lesson plan.

TOPIC 9.3: OBSERVATION OF CLASSROOM AND WIDER SCHOOL LIFE

Topic 9.3 Observation of classroom teaching and learning with focus on small group and wider school life	Purpose: In this topic, you are required to help student teachers to become familiar with classroom teaching and learning of both whole class and small groups, and also observe and participate in the wider school life.
Activity 9.3.1 Observation of whole class and small group classroom teaching and learning *(NTS 3d: Manages behaviour and learning with small and large classes).*	
Activity 9.3.2 Observation of classroom teaching of small groups with learning needs *(NTS 2e: Understands how children develop and learn in diverse contexts and applies this in his or her teaching) (NTS 1a, 3f, 3j).*	
Activity 9.3.3 Observation and participation in wider school life *(NTS 1e: Engage positively with colleagues, learners, parents, School Management Committee, Parent-Teacher Association and wider public as part of a community of practice) (NTS 1a).*	
Learning outcomes: When you have supported student teachers to complete Topic 9.3 STS activities, they will:	**Indicators**
Demonstrate skills of observing wider school life and teaching and learning of both whole and small groups, as well as identifying learners' learning needs.	1. Provide checklist of approaches observed during lesson presentation. 2. Provide evidence of TL resources and lesson plan that help meet small group learner needs. 3. Show records of activities during your participation in the wider school life.

Activity 9.3.1 Mentor support for student teachers observation of classroom teaching and learning

PLAN TOGETHER

Discuss with student teachers, the observation checklist in Table 9.3.1. Remind them to use it to observe you as you teach.

Guide them to identify different ways of keeping record of the observation in the SRJ.

DO

Introduce lessons for student teachers to observe using the checklist in Table 9.3.1. Exhibit effective teacher learner interactions during lessons for student teachers to observe. Student teachers should observe good practices in both whole class and small group as you teach using different approaches. Assist student teachers to take notes on how feedback is given on collaboratively planned activities.

Task: Remind student teachers to make a list of the different teaching approaches that could not be observed during the teaching and learning period in the SRJ

Table 9.3.1: Sample checklist of teaching approaches

TEACHING APPROACHES	Tick (√)
Techniques	
Information giving skills	
Motivating skills	
Supporting skills	
Listening skills	
Questioning skills	
Class managing skills	
Strategies	
Demonstration	
Discussion (recitation, guided, reflective)	
Inquiry (discovery, problem solving)	
Songs	
Games	
Rhymes	
Debate	
Role-play	
Storytelling	
Field trip	
Mind mapping	
Collaboration/cooperation	
Teacher's traits	
Language	
Voice	
Facial expression	
Interest in pupils'/students' dramatic talent	
Ask student teachers to add any approaches that were not seen or observed	
1.	
2.	
3.	

REFLECT TOGETHER

Reflect with student teachers on the:
- Good practices learnt from whole class and small group interactions.
- Effectiveness of feedback during teaching and learning.
- Cross-cutting issues (inclusivity and diversity) that emerged during the teaching and learning interactions.

Remind student teachers to keep record of their reflections in the SRJ.

Activity 9.3.2 Mentor support for observation of classroom teaching of small groups with learning needs

PLAN TOGETHER

Discuss with student teachers the checklist on learning needs in Table 9.3.2. Select four (4) learners with diverse learning needs for student teachers' observation and identification of their specific learning needs.

DO

Teach lessons for student teachers to observe you as they focus on the four (4) selected learners. Task student teachers to use the checklist on learning needs in Table 9.3.2 to observe you as you teach. Remind student teachers to tick (√) the learning needs observed.

Table 9.3.2: Sample checklist on learning needs

Learning needs	Tick (√)
Cognitive	
Asking good questions	
Getting help from experts	
Practising problem solving	
Thinking independently	
Using learning resources	
Social	
Communicating effectively with peers	
Experiencing external motivation	
Exploring and challenging conventions	
Managing time and tasks	
Affective	
Nurturing positive attitudes	
Being open to feedback from others	
Having time for reflection and self-assessment	
Possessing well-founded self-confidence	
Having a sense of belonging	
Psychomotor	
Having access to equipment and tools	
Engaging in appropriate and timely demonstrations	
Let student teachers add any learning needs to this list	

REFLECT TOGETHER

Lead student teachers to reflect on the following domains of learning needs of the four (4) learners:
• Cognitive
• Affective
• Psychomotor
• Social

Remind student teachers to record the outcome of their reflections in the SRJ.

Activity 9.3.3 Mentor support for observation and participation in the wider school life

PLAN TOGETHER

Discuss with student teachers learner behaviours and activities during lunch/play/assembly times. Also, discuss the following:
• The co-curricular activities.
• The involvement of parents and community members in school activities.
• The interaction of teaching and non-teaching staff with learners and the school as a whole.

DO

Task student teachers to record individual and group activities that go on in the wider school community. Observe and take notes on activities such as cleaning the compound, conducting morning assemblies, social activities, safe working environment and other routine activities.

Remind them to observe and record the activities during any of the stakeholder meetings of Staff, PTA, SMC or CPD.

Let them record in their SRJ and make notes on how the above activities are organised.

Note: Stakeholder meetings take place as an when such meetings are convened.

REFLECT TOGETHER

Reflect with student teachers on incidents that occur during PTA, SMC, CPD, etc. meetings and the lessons learnt from them.

Discuss issues that arise out of the social activities, the conduct of assemblies, the clean-up exercises, etc.

> Remind student teachers to record the outcome of their reflection in SRJ.

TOPIC 9.4: SMALL SCALE CLASSROOM ENQUIRY WITH FOUR (4) LEARNERS

Topics 9.4 Small Scale Classroom Enquiry with four (4) learners	Purpose: In this topic, you are asked to support student teachers learn how to conduct a small scale classroom enquiry on four (4) learners
Activity 9.4.1 Identification of learners' learning needs *(NTS 2e: Understands how children develop and learn in diverse contexts and applies this in their teaching).*	
Activity 9.4.2 Designing simple tools for data collection *(NTS 3b: Carries out small scale action research to improve practice).*	
Activity 9.4.3 Analysis of data collected and writing of report on the learning progress of learners *(NTS 3n: Keeps meaningful records and communicates student progress regularly to learners and parents).*	
Learning outcomes: When you have supported student teachers to complete Topic 9.4 of their STS activities in your observation school, they will:	**Indicators**
Demonstrate knowledge and skills in carrying out a small scale classroom enquiry on a small group (four learners) and write a report on their learning progress.	1. Provide a list of learners' learning needs identified 2. Show designed instruments used for data collection 3. Produce data on learners' learning needs collected and analysed 4. Provide a written report on learners' needs and progress

Activity 9.4.1: Mentor Support for student teachers in identification of learners' learning needs.

PLAN TOGETHER

In student teachers first year STS, they undertook a child study focused on learners' learning and progress as classroom enquiry. They also learnt about the learning difficulties learners face in the classroom. Discuss with the student teachers how to identify the problems learners face in the classroom. Discuss also with them the questions they prepared at college with their tutors to guide them carry out the study.

Select four (4) learners with diverse learning needs based on sex (as appropriate) in the class for student teachers to use for their classroom enquiry.

DO

The student teachers will observe you teach lessons. Remind them to closely monitor the four learners identified and note any specific learning need(s) the learners may show using the questions they have prepared.

The following questions will help student teachers identify the needs the learners may be having during the lessons. A 'Yes' answer to any of the questions indicates a need. Do assist student teachers to address that need.

1. Does the learner perform well in literacy (English Language) but poorly in numeracy (Mathematics) or vice versa?
2. Does the learner perform great at answering questions in class?
3. Is the learner able to get his/her point down on paper?
4. Is the learner having some difficulty following instructions?
5. Does the learner have difficulty copying from the board?
6. Is the learner able to complete task on time?
7. Does the learner take 'too long' time to complete tasks?
8. Is the learner's handwriting legible?
9. Does the learner always ask for questions to be repeated?

REFLECT TOGETHER

Enquire from student teachers the learner needs they have identified. Discuss with them whether the learner needs each student teacher identified are the same or different. Let them share their findings with you.

> Ensure that student teachers record in their SRJ the learner needs they identified and suggest ways of addressing them.

Activity 9.4.2: Mentor Support for student teachers in using simple tools for data collection

PLAN TOGETHER

Discuss with student teachers some of the ways in which learners' progress can be monitored during lessons. These may include: the use of questions at all stages of the lesson, asking learners to comment on one another's answers, learners engaging in think-pair-share, letting learners talk about what the lesson was about, and writing exercises based on the lesson and giving constructive feedback.

Discuss with student teachers the simple tools they prepared at college on learners' learning needs and progress with you. Show learners' report cards to student teachers and make them look for the areas they cover.

DO

While you deliver your lessons, support student teachers to collect information on learners' background focusing on the four (4) learners. Make available to student teachers the learners' class exercises, class tests, etc. to find out how the learners are performing. Let student teachers record the learners' background information using Table 9.4.1a and the scores of learners' class exercises, class tests, etc. using Table 9.4.1b.

Table 9.4.1a: Learners Background Information

Item	Learner			
	Learner 1	Learner 2	Learner 3	Learner 4
Background				
Age				
Sex				
Occupation of parents				
Where learner lives				
Has learning kits (books, pen/pencil)				
Language(s) spoken				
Interest(s)				

NB: Student teachers should add other relevant background information of the learners.

Table 9.4.1b: Learners' Performance Scores

Item	Learner											
	Learner 1			Learner 2			Learner 3			Learner 4		
	1	2	3	1	2	3	1	2	3	1	2	3
Class Exercises												
Assignments/ Home work												
Project Work												
Class Tests												

NB: Student teachers should add any other means of assessing learners

Assist student teachers to use the observation checklist in Table 9.4.2 to collect additional information on the learners in and outside the classroom. They should add on to the items if necessary.

Table 9.4.2: Observation Guide on Learners

Item	Names of Learners			
	Learner 1	Learner 2	Learner 3	Learner 4
Physical appearance of learners				
State of uniform				
State of foot wear				
Hairdo of learner(well-kept or unkempt)				

Item	Names of Learners			
	Learner 1	Learner 2	Learner 3	Learner 4
Learning needs of learners. The learner shows difficulty in:				
Oral Expressions				
Reading From The Board/Books				
Writing				
Reading				
Working With Numbers				
Creative Work				
Solving Problems				
Accessing TL Resources				
Using TL Resources Well				
Thinking Independently				
Hearing Instructions From Teacher				
Exhibiting Self Esteem				
	Learner 1	Learner 2	Learner 3	Learner 4
Learning Progress of Learners				
Ability to read (Early grade)				
Ability to calculate				
Able to meet curriculum content standard				
Raises hands to answer questions				
Participates in class discussions				
Participates in group work				
	Learner 1	Learner 2	Learner 3	Learner 4
Learners' behaviour				
Comes to class on time				
Responds to teacher's call promptly				
Disturbs in class				

REFLECT TOGETHER

Let student teachers note any pattern in the information they have collected on the learners. Ask student teachers to tell you how the information on the four learners was gathered and make time for them to share the information with you.

Remind student teachers to record in their SRJ at least two ways of collecting data on learners for a study.

Activity 9.4.3: Mentor Support for student teachers in the analysis of data collected and writing of report on the learning progress of learners

PLAN TOGETHER

Ask student teachers to tell you how the data collected can be organised into a meaningful form. They may include the use of histogram, bar or pie charts, etc. Discuss with student teachers how you communicate learners' progress to them. These may include telling learners their strengths, areas for improvement and ways to support their learning.

DO

Ask student teachers to study the data collected on the four learners. Assist them to use ICT tools (Microsoft excel) to present the data collected in Activity 9.4.2 using bar graphs. Discuss with student teachers how the report on the bar graph was arrived at.

An example is illustrated using Table 9.4.4 and Figure 9.4.1 on one learner who obtained raw scores in five class tests (Table 9.4.4) and was used to plot a bar graph (Figure 9.4.1).

Table 9.4.4: A learner's raw score in five Class Tests

Class Tests	Score (out of 10)
1	5
2	5
3	6
4	7
5	8
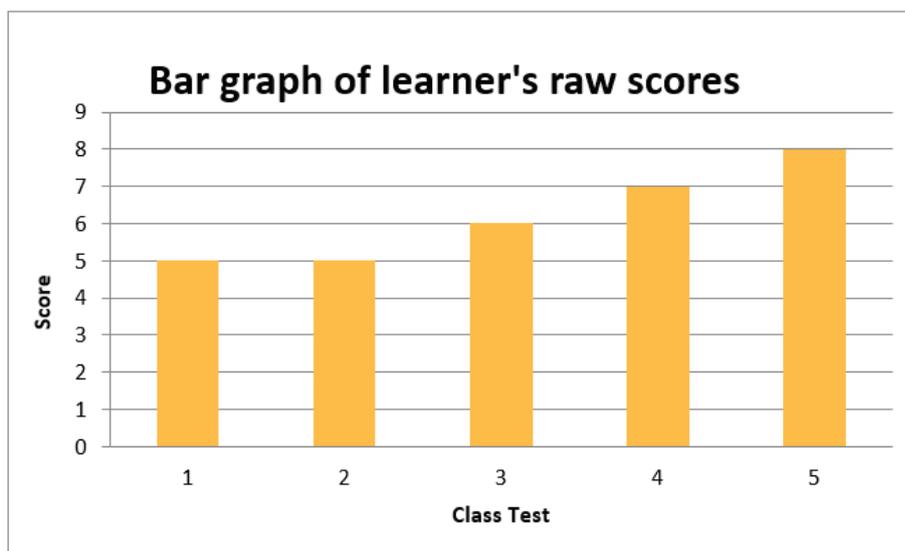
Figure 9.4.1: Bar graph of a learner's raw scores

REPORTING ON THE GRAPH

From the data in the bar graph, it can be seen that the performance of the learner improved steadily from one Class Test to the other since the first score was 5 (Class Test 1) and the last score was 8 (Class Test 5). There has been an improvement of 3 marks on the learner's score from the first test to the last test.

In addition to the graphical presentation, assist student teachers to write a report on each of the four learners' data by answering the following questions.

- Are the recorded scores increasing or decreasing?
- Which area(s) is the learner performing well?
- Are there any patterns?
- How does the current performance relate to old ones?
- Do you recognise any challenges of the learner?
- Is there any remedy for the challenges observed?

Help student teachers to also include in their written report the discussions from the data they collected on the four learners when they used the observation guide.

REFLECT TOGETHER

Ask student teachers to share with you what each of them observed on the performance of the four learners based on the analysis they did. Let student teachers suggest some activities they could use to support the learners to learn better.

> Remind student teachers to record in their SRJ, at least, two key things they have learned in this activity. They should present their written report to college for discussion. Their report will be a summary of the activities in this topic.

TOPIC 9.5: TEACHER PROFESSIONALISM

Topic 9.5 Teacher Professionalism	Purpose: In this topic, you will assist student teachers to demonstrate a deeper understanding of practices leading to teacher professionalism.
Activity 9.5.1 Observation, field notes taking, recording and downloading (audio/video) of some teachers' behaviours, attitudes, knowledge and practices in the classroom and wider school life. *(NTS 1d: Guided by legal and ethical teacher codes of conduct in their development as a professional teacher).*	
Activity 9.5.2 Playback of recorded and online audios/videos of expected behaviours, attitudes, knowledge and practices of a professional teacher. *(NTS 1e: Engages positively with colleagues, learners, parents, SMCs, PTAs and wider public as part of a community of practice).*	
Activity 9.5.3 Holding reflective/feedback sessions by Role playing any of the expected qualities identified in the audios/videos. Also, use discussions, debate, brainstorming, games etc. with lead mentors, mentors, STS partner and tutors to consolidate understanding of teacher professionalism. *(NTS 1a: Critically and collectively reflects to improve teaching and learning, NTS1f, NTS 2e: NTS 2f, NTS 3h).*	

Learning outcomes: When you have supported student teachers to complete Topic 9.5 STS activities on the professionalism of the teacher, they will:	Indicators
1. Demonstrate identifiable qualities of teacher professionalism.	1. Provide own recordings/online audio/video of some teachers' behaviours, attitudes, knowledge and practices in the classroom and the wider school life. 2. Discuss some expected behaviours, attitudes, knowledge and practices in the recorded and online audio/video that ensures teacher professionalism. 3. Outline in their SRJ the discussed behaviours, attitudes, knowledge and practices on teacher professionalism.

Activity 9.5.1 Mentor support for student teachers observation and recording (audio/video) of teachers' behaviours, attitudes, knowledge and practices in the classroom and the wider school life

PLAN TOGETHER

During the pre-observation orientation, student teachers were guided to plan what to record (audio/video) on the behaviours, attitudes, knowledge of teachers in and out of the classroom.

Support student teachers to discuss ways in which they can conveniently record some activities of teachers in the classroom and the wider school life.

Discuss and identify areas for the coverage. These may include:
• The conduct of morning assembly.
• A five-minute coverage of a lesson presentation.
• Learners' group work.
• Co-curricular activities (if any).
• Engaging learners with special needs.
• Involving boys and girls in lessons.
• Others.

Note: Assist student teachers to obtain permission from the lead mentor and seek the consent of teachers to be involved in the recordings before the event.

In your discussions include ways in which teachers address the needs of learners particularly those with special learning needs, as well as gender issues.

DO
Support student teachers to observe and use ICT tools (mobile phone, video camera etc.) to record (audio/video) some teachers' behaviours, attitudes, knowledge and practices in the classroom and the wider school life as discussed during the planning stage.

Remind student teachers to save the recordings appropriately for reuse.

Note: Student teachers may seek the support of their STS partner or others for the coverage.

REFLECT TOGETHER
Hold a meeting with student teachers to reflect on the following:

1. The diverse behaviours of teachers you observed.
2. The challenges faced during the activity.

> Ensure that student teachers record their reflections in the SRJ.

Activity 9.5.2 Mentor support for student teachers playback of recorded and online audios/videos of expected behaviours, attitudes, knowledge and practices of a professional teacher.

PLAN TOGETHER
In Activity 9.5.1, you supported student teachers to record and/or download some audios/videos and/or take field notes of some teachers in the discharge of their duties in the classroom and the wider school life.

Discuss with student teachers what items they will need for reviewing the playback of the recordings. Examples of the items are SRJ, playback device, field notebook, pen/pencil etc. Plan with student teachers how to organise a playback session.

DO

Help student teachers to organise a playback of the audios, videos using playback devices and/or read out the recorded field notes.

Moderate the viewing of the videos or listening to the audios and assist student teachers to write down the professional teacher qualities identified from the playback in relation to what you discussed with them in the planning stage.

After viewing the videos or listening to the audios, task student teachers to match the indicators in Table 9.5.2 to their appropriate qualities in the spaces provided in Table 9.5.3. Use Table 9.5.1 as a guide.

Note that a stated quality may take more than one indicator.

Note: This activity is preliminary to Activity 9.5.3. It is important that this playback is watched by as many as may have to do the reflective meeting.

Table 9.5.1: Sample of teacher professional qualities and their corresponding indicators

QUALITY	INDICATOR
Fair	• Treats all pupils equitably
Stimulating	• Delivers interesting lessons to sustain learners' attention
Responsible	• Assumes responsibility; makes decisions as required

Table 9.5.2 Teacher quality indicators

S/N	INDICATORS
1	• Spends extra/quality time with learners
2	• Facilitates problem solving skills among learners
3	• Keeps open doors to students, colleagues and parents
4	• Establishes clear parameters for learners' conduct
5	• Uses TL Resources appropriately
6	• Dresses decently
7	• Relates well with other teachers
8	• Shows enthusiasm in lesson delivery
9	• Accommodates views of others
10	• Shows dedication to learners
11	• Exhibits time consciousness
12	• Exemplifies consciousness of SEN, gender and inclusivity issues
13	• Shows command over subjects taught
14	• Engages all learners in learning activities
15	• Establishes purposeful learning environment

Table 9.5.3: Teacher professional qualities and their corresponding indicators

QUALITY	INDICATOR
Good communicator	
Patient	
Committed	
Decent	
Empathetic	
Team player	
SEN, gender and inclusivity sensitive	
Resourceful	
Confident	
Approachable	
Mastery of subject matter	

NOTE: This activity is for the purpose of learning qualities of a professional teacher.

REFLECT TOGETHER
Guide student teachers to reflect on the following.

- In your opinion, how would an unacceptable behaviour observed from the playback influence the teacher's work?
- State at least three acceptable teacher qualities that were not identified in activity 9.5.2.

Task student teachers to record their reflections in the SRJ.

Activity 9.5.3 Mentor support for holding reflective/feedback sessions to consolidate understanding of teacher professionalism

PLAN TOGETHER
In this activity, plan a reflective session with student teachers on the recorded audio/videos and other records they might have taken on teacher professionalism.

This activity should take the form of a meeting involving the lead mentor, all mentors, all student teachers in the school and other concerned officials present. With the help of the lead mentor plan a reflective practice meeting such that it will not coincide with any lessons in the classroom for the day. The meeting should be conveniently held during break periods or the first half-hour after classes. You will have to arrange all logistics needed for the meeting in collaboration with the lead mentor.

In the College, tutors would have shared with student teachers, ideas and skills for using the underlisted approaches in conducting the feedback and reflections:
- Discussions   • Brainstorming   • Role play etc.
- Debate   • Games

Assist student teachers to create activities for the approaches mentioned above and apply those time will allow for reflections on the qualities identified in Table 9.5.3.

DO

Guide student teachers to select any ONE or TWO of the approaches below for the reflection depending on time at your disposal.

Approach A: Discussion

The lead mentor or you, acting as the chairperson for the occasion will set the meeting into motion by giving the opening remarks. Lead mentors, mentors, student teachers and other officials present will take turns to share their views on teacher qualities observed.

Approach B: Debate

The lead mentor or you will support student teachers to set the scene for the debate to begin.
Two opposing teams should be formed to debate each other on qualities observed in the videos, audios listened to or recorded field notes.

Ask the two opposing teams to debate in Favour or Against the theme: "The qualities observed were worthy of a good teacher."

Approach C: Brainstorming/Shower thoughts

You or the lead mentor acting as the chairperson should open the brainstorming session on issues arising from the videos, audios or other records taken during the playback. Identify the good professional practices of the teacher.

Regulate the meeting in a way that will not throw the meeting into a frenzy, so that your objective(s) will be achieved.

Approach D: Games/role play

Plan a game or role play with student teachers. Help them assign roles to themselves to enact some scenes in the videos watched, audios listened to or other records taken during the playback.
You may follow these procedures:
- Identify a theme from the videos watched, audios listened to or other records taken during the playback
- Enlist characters
- Assign roles to the characters
- Role-play the theme

Allow a few comments on the sketch watched to elicit views and assumptions on teacher professionalism.

REFLECT TOGETHER

Ask student teachers to identify several professional qualities they found interesting and will focus on in their professional practice and give reasons.

Ask student teachers to record in the SRJ the professional qualities they will be focusing on to ensure best practices in their teaching.

TOPIC 9.6: DEVELOPMENT OF PROFESSIONAL TEACHING PORTFOLIO

Topic 9.6 Development of Professional Teaching Portfolio	Purpose: In this topic, you are asked to support student teachers continue to develop and build a professional teaching portfolio.
Activity 9.6.1 Discussion and review of personal teaching philosophy with tutors, mentors and STS partner *(NTS1f: Develops a positive teacher identity and acts as a good role model for learners).*	
Activity 9.6.2 Development of template for a professional teaching portfolio, *(Considering inclusivity and diversity) (NTS1g: Sees his or her role as potential agent of change in the school, community and country.) (NTS 1f).*	
Activity 9.6.3 Collection, compilation and filing of artefacts, such as pictures, videos, audio tapes, reports from small scale classroom enquiry (4 Learners), reviewed personal teaching philosophy, entries in the SRJ etc. *(NTS1f).*	
Learning outcomes: When you have supported student teachers to complete Topic 9.6 STS activities on the development of professional teaching portfolio, they will:	**Indicators**
1. Demonstrate a better understanding of a personal teaching philosophy. 2. Demonstrate knowledge and skills in developing a Professional Teaching Portfolio with evidence from a selection of artefacts from classroom observations, wider school life, small scale enquiry and small group learners learning needs.	1.1 State your beliefs of teaching and learning. 1.2 Review Personal Teaching Philosophy statement. 2.1 Provide reports from observation on learners' needs compiled in a developing professional teaching portfolio. 2.2 Make a presentation on differentiated approaches used on learners according to needs. 2.3 Provide records in SRJ. 2.4 Develop the Portfolio/e-Portfolio.

Activity 9.6.1 Mentor support on discussion and review of personal teaching philosophy

PLAN TOGETHER

In Year One STS activities, you guided student teachers to write a personal beginning teaching philosophy statement. In this activity, discuss with student teachers additional beliefs, values and understandings regarding teaching and learning that could result in a change in a personal teaching philosophy.

DO

Discuss with student teachers, their beliefs, values and understandings with respect to teaching and learning. Use the following questions (or their variants) as a guide in the discussion to improve their teaching philosophy.

• What is my role as a teacher in the classroom?
• What qualities do I believe an effective teacher should have?
• Under what conditions do learners learn best?
• What do I owe my learners?
• What approaches should I adopt to suit the learning needs of my learners?
• How do I create an inclusive learning environment?
• What is my overall goal as a teacher?

Discuss with student teachers how you developed your teaching philosophy. Indicate whether your philosophy has changed over time, giving reasons. Guide student teachers to review their personal beginning teaching philosophy statement if the need be.

REFLECT TOGETHER
Discuss with student teachers their reviewed teaching philosophy statements identifying any similarities and differences among their reviewed personal teaching philosophy statements. Give reasons for the differences. Encourage student teachers to write their reviewed personal teaching philosophy in the SRJ.

Activity 9.6.2 Mentor support in development of a template for building a professional teaching portfolio (consider inclusivity and diversity).

PLAN TOGETHER
In Year One STS activities, student teachers learnt the relevance of developing a professional teaching portfolio and built a beginning teaching portfolio. In this activity, share with student teachers the importance of developing a template for a professional teaching portfolio. Plan and discuss with student teachers items they are likely to record in their SRJ.

DO
Guide student teachers to prepare a template for building a professional teaching portfolio using the ideas that were generated at the planning stage. Guide them to add to the list in Table 9.6.1 and record in their SRJ

Table 9.6.1: Professional Teaching Portfolio Template

SN	COMPONENTS OF ARTEFACTS	DETAILS
1	Profile	
2	Career objectives	
3	Personal data	
4	Educational qualifications	
5	Personality attributes	
6	Technical competencies	
7	Wider school artefacts e.g. • Trophies • Certificates • Pictures of events	
8	Add on …	
9		
10		

REFLECT TOGETHER

Discuss with student teachers their professional teaching portfolio templates identifying any similarities and differences among them. Give reasons for the differences (if any). Guide student teachers to record in their SRJ what they learnt from the sharing of professional teaching portfolio templates.

Activity 9.6.3 Mentor support on the collection, compilation and filing of artefacts, such as pictures, videos, audio tapes, reports from small scale classroom enquiry (4 Learners), reviewed personal teaching philosophy, entries in the SRJ etc.

PLAN TOGETHER

At college, tutors have explained to student teachers what goes into developing a professional teaching portfolio. In this activity, plan and discuss with student teachers some of the artefacts required for developing a professional teaching portfolio. Guide student teachers to make list of the artefacts they learnt in their college and find out how these artefacts could be collected from the school.

DO

Guide student teachers to collect artefacts, select key ones that are representative of knowledge gained or depicting something unique. Encourage student teachers to start the development of their professional teaching portfolio. Guide student teachers to file the artefacts collected. Table 9.6.2 may serve as a guide.

Table 9.6.2: Example of contents in a Professional Teaching Portfolio

SN	ARTEFACTS IN TRAINEES' PROFESSIONAL TEACHING PORTFOLIO	REMARKS
1	Personal Teaching Philosophy	
2	Student Reflective Journal	
3	Scheme of Work for smaller group teaching	
4	Lesson plans for smaller group (4 Learners) teaching	
5	Lesson evaluations of smaller group teaching	
6	Samples of learners' work the student teacher has graded, showing their comments	
7	Assessment instruments created by the student teachers with marking scheme and explanation of how effective or ineffective they were	
9	Small Scale Enquiry	
10	Directed work/task sheets set by mentors and undertaken by trainees	
12	University supervisor's/link tutor's assessment comments	
13	Minutes of meetings e.g. with mentor/lead mentor	
14	Add on …	

REFLECTION ON ARTEFACTS

Each item put in the portfolio should be accompanied by a brief written reflection indicating, for example:

• The date;

• What the artefact is;

• Rationale for its inclusion in the portfolio;

• How it fits into your view of teaching and learning especially of small groups.

• How each artefact demonstrates teaching competency/knowledge gained about NTS.

REFLECT TOGETHER

Guide student teachers to compare the portfolio they have developed with that of their STS partner as well as with the one they developed in Year One. Discuss the differences/similarities (if any) and give reasons for their selection of the artefacts. Guide student teachers to record in their SRJ all the artefacts collected from the school and their reflections on them.

9

10. STUDENT REFLECTIVE JOURNAL

STUDENT REFLECTIVE JOURNAL
YEAR TWO SCHOOL OBSERVATION

SCHOOL PROFILE

Name of school _____

Name of lead mentor _____

Name of mentor _____

Number/names of other staff members _____

_____

_____

_____

_____

_____

_____

_____

Enrolment by class and sex:

Class	Boys	Girls	Total	SEN

SCHOOL PROFILE
SCHOOL FACILITIES (e.g. football field, toilet, office space, tennis court, buildings etc.)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

10

BRIEF HISTORY OF THE SCHOOL

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Stakeholders collaborating with the school

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Classroom rule	Why this rule is important	How the rule is enforced	Consequences if broken

TOPIC 10.1

Induction in School 2 - Familiarisation and Orientation

Day of visit _____

Date of visit _____

Activities 10.1.1 -10.1.3: Sensitisation on school culture and wider school life

SRJ Task: Record your reflections on the following:

School culture

_____
_____
_____
_____
_____
_____
_____

Key education policies

_____
_____
_____
_____
_____
_____
_____

The wider school life

_____
_____
_____
_____
_____
_____
_____

What new knowledge have you learned from the Induction?

_____
_____
_____
_____
_____
_____
_____

10

TOPIC 10.2

Identification of key features of the Basic School Curriculum (BSC)

Day of visit _____

Date of visit _____

Activities 10.2.1- 10.2.2

SRJ task: Identify the key features of the Basic School Curriculum (BSC)

What have I learnt about scope and sequences in the BSC?

_____
_____
_____
_____
_____
_____
_____
_____

What ideas are behind the sequencing of the sub strands across the grade levels?

_____
_____
_____
_____
_____
_____
_____
_____

How will I apply this new knowledge in my teaching/class?

_____
_____
_____
_____
_____

Why is continuity and progression important in lesson planning?

_____
_____
_____
_____
_____

TOPIC 10.3:

Observation of Classroom and Wider School Life

Day of visit _____
Date of visit _____

Activity 10.3.1

SRJ task: Observation of classroom teaching and learning

Make a list of the different teaching approaches that could not be observed during the teaching and learning period

_____
_____
_____
_____
_____
_____
_____
_____

What best practices did you observe during the lesson

_____
_____
_____
_____
_____
_____
_____
_____

List any cross-cutting issues (inclusivity and diversity) that emerged during the teaching and learning interactions and state how they were addressed?

_____
_____
_____
_____
_____
_____

Activity 10.3.2:

Observation of classroom teaching of small groups with learning needs.
What are the implications of the following domains of learning needs of the four(4) learners?

Cognitive

_____
_____
_____
_____
_____
_____

Affective

_____
_____
_____
_____
_____
_____

Psychomotor

_____
_____
_____
_____
_____
_____

Social

_____
_____
_____
_____
_____
_____

Activity 10.3.3:

Observation and participation in the wider school life.
Observation on individual and group activities that go on in the wider school life/community:

Learners' lunch or play time activities

_____
_____
_____
_____
_____
_____

Behaviour of learners

_____
_____
_____
_____
_____
_____

Activities during assembly time

_____
_____
_____
_____
_____
_____

Staff meetings

_____
_____
_____
_____
_____
_____

Lessons learnt from stakeholder meetings such as Staff, PTA, SMC or CPD

_____
_____
_____
_____
_____
_____

Co-curricular activities

_____
_____
_____
_____
_____
_____

Student teachers' participation

_____
_____
_____
_____
_____
_____

Others

_____
_____
_____
_____
_____
_____

TOPIC 10.4:

Small Scale Classroom Enquiry with four (4) Learners

Day of visit _____

Date of visit _____

Activity 10.4.1

SRJ task: Identification of learners' learning needs. Record the learners' learning needs you identified and suggest ways of addressing them in Table 10.4.1

Table 10.4.1: Learners' Learning needs and suggested solutions

S/N	Learners' Learning needs	Suggested ways of addressing them
1		
2		
3		
4		

Activity 10.4.2

Designing simple tools for data collection

State three ways of collecting data on learners for a study.

1. _____

2. _____

3. _____

Activity 10.4.3:

Analysis of data collected and writing of report on the learning progress of learners

Write at least two key things you have learned in activity 10.4.3.

_____

_____

_____

_____

_____

TOPIC 10.5:

Teacher Professionalism

Day of visit _____

Date of visit _____

Activity 10.5.1

SRJ Task: Observation and recording (audio/video) of some teachers' behaviours, attitudes, knowledge and practices in the classroom and the wider school life

Comments on diverse behaviours of teachers you observed.

_____
_____
_____
_____
_____

What were your challenges during activity 10.5.1?

_____
_____
_____
_____
_____

Activity 10.5.2

Playback of recorded and online audios/videos of expected behaviours, attitudes, knowledge and practices of a professional teacher

State at least three (3) acceptable teacher qualities that were not identified in Activity 7.5.2

_____
_____
_____
_____

In your opinion, how would an unacceptable behaviour observed from the playback influence the teacher's work?

_____
_____
_____
_____
_____

Activity 10.5.3:

Hold reflective/feedback sessions to consolidate understanding of teacher professionalism

Identify several professional traits you found interesting which you will focus on in your professional practices and give reasons.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

TOPIC 10.6:

Development of Professional Teaching Portfolio

Day of visit _____

Date of visit _____

Activity 10.6.1

SRJ Task: Discussion and review of personal teaching philosophy with tutors, mentors and STS partner.

Record your reviewed personal teaching philosophy statement taking a clue from the discussions you have had with your STS partner and mentor on beliefs and values in teaching and learning.

_____
_____
_____
_____
_____

Identify the similarities and differences between your Year One and reviewed personal teaching philosophy statements and give reasons for the differences.

_____
_____
_____
_____
_____

Activity 10.6.2

Development of a template for professional teaching portfolio (consider inclusivity and diversity)

Record what you shared with your STS partner and mentor regarding the importance of developing a template for professional teaching portfolio.

_____
_____
_____
_____
_____

Activity 10.6.3

Collection, compilation and filing of artefacts, such as pictures, videos, audio tapes, reports from small scale classroom enquiry (4 Learners), reviewed personal teaching philosophy, entries in the SRJ etc.

Record all the artefacts collected from the school for the compilation of your Professional Teaching Portfolio

_____
_____
_____
_____
_____

10

11. STS IN SEMESTER BREAK

	Activity	Responsible person
1	**a. Familiarisation with school organization:** • Assist the student teacher to become familiar with the School organisation: For example – the timetable for the school day; map of the school; school routines that pupils do each day such as cleaning the compound and attending school assembly; classroom arrangements and school rules, dress code for teachers and pupils, school discipline, etc. • Encourage the student teacher to record relevant issues and activities in their SRJ. **b. Classroom observation:** Assist the student teacher to gain access to the following to enable them to consolidate their knowledge of relevant classroom documents and practices • Sample scheme of work • Sample lesson plan • Sample TLMs • Assessment tools • Furniture and seating arrangement • Illumination/ventilation • Hand washing basins **c. Observe class teaching:** Provide opportunities for student teachers to observe the following in lessons: • Teaching strategies (group work, role play, pair work, brainstorming, gender responsive, inclusivity etc.) • Lesson introduction • Classroom management • Lesson development • Assessment • Use of TLM/ICT tools • Lesson closure **d. Observing Professional Traits:** Provide opportunities for student teacher to observe teacher professional traits (punctuality, regularity, punctuality, dress code, tolerance, friendliness, passion for work, etc.) **e. Working collaboratively:** With class teacher to support learners. Assist student teachers to identify learners they can support in class. Encourage the student teacher to record relevant issues and activities in their SRJ.	**Headteacher/Class teacher** **Class teacher and student teacher**

	Activity	Responsible person
2	a. Co-planning/preparation for support teaching small groups of learners based on the class teacher's lesson plan b. Collecting artefacts for building portfolio c. Observing professional traits/qualities of teachers d. Collect data on the four learners' progress e. Encourage the student teacher to record relevant activities in the SRJ	Class teacher and student teacher Student teacher Student teacher Student teacher Student teacher
3	a. Co-planning/preparation for support teaching small groups of learners based on the class teacher's lesson plan b. Collecting artefacts for building portfolio c. Observing professional traits of teachers d. Collect data on the four learners' progress e. Encourage the student teacher to record relevant issues and activities in their SRJ	Class teacher and student teacher Student teacher Student teacher Class teacher and student teacher
4	a. Co-planning/preparation for support teaching small groups of learners based on the class teacher's lesson plan b. Collecting artefacts for building portfolio c. Observing professional traits of teachers d. Collect data on the four (4) learners' progress e. Complete write up of enquiry on the four learners f. Complete professional portfolio g. Encourage the student teacher to record relevant issues and activities in their SRJ	Class teacher and student teacher Student teacher Student teacher Student teacher Student teacher Student teacher Class teacher and student teacher

12. GUIDELINES FOR CIRCUIT SUPERVISORS

PRELUDE

These guidelines for Circuit Supervisors (CS) will help you in your role of supporting student teachers during their Supported Teaching in School (STS). The guidelines align with the student teacher handbook, tutor handbook and mentor handbook which you should become familiar with.

Your role as a Circuit Supervisor requires you to work closely with other colleagues to share responsibilities and where necessary to support lead mentors, mentors and student teachers to improve STS (NTS 1c, 1e). As a professional educator you will also have certain key attributes which will help you in your roles and responsibilities (NTS 1f, 1g). These include the following exemplars:

- Empathy
- Showing respect for colleagues and learners (NTS 1f)
- Negotiating and developing team building skills-(NTS 3h)
- Listening to learners and subordinates and gives constructive feedback (NTS 3l)
- Able to understand the needs of student teachers in particular
- Affable
- Knowledgeable and understanding of adult learning (NTS 2c)
- Good communication skills and a role model (NTS1f)
- Very tolerant
- Facilitator and mediator of learning
- Able to make fair judgments

12.1 PURPOSE OF THE GUIDELINES

The purpose of the guidelines is to clarify the circuit supervisor's roles and responsibilities in supporting student teachers before, during and after their STS, and helping them improve their STS at partner schools in line with NTS.

12.2   GENERAL ROLES/ACTIONS

Below are the general actions/roles to be undertaken by circuit supervisors with support from RDEs and DDEs (See Annexe 1).

Attend an orientation meeting organised by the College (TPCs/SPAs) on new approaches to STS.
The STS programme is a transformational one. There is, therefore, the need for all key stakeholders to go through orientation in order to be acquainted with the set goals that are to be achieved. As a circuit supervisor your orientation will include your responsibilities towards implementation of the programme.

Before School Visits: Prepare an itinerary for monitoring and supporting STS schools & seek DDE approval.
Ideally every official visit you make to partner Schools must be discussed with your DDE/MDE. Therefore, it will be necessary to prepare an itinerary, which you will discuss for approval and support before you implement your school support visits.

Visit each school at least twice during the STS.
The circuit supervisors' routine is visiting schools in a circuit and supporting Teaching/Learning. The STS approach is transformative and will link you better with the college of education tutors who work with mentors whom you will support through monitoring.

During School Visits

One of the key functions of a circuit supervisor is to help improve classroom teaching by encouraging learner-centred approaches in teaching, using a variety of teaching and learning strategies and appropriate technology. While in the school, show keen interest in what student teachers are doing and how the school is supporting them. For example, where appropriate observe lessons with the mentor, participate in post-lesson discussions and reflections, give feedback, and share your findings with the lead mentor. In order for the District Director to give feedback on your visit to the college of education, you are required to report your findings to them after every visit.

As a guide, some of the strategies the CS is required to look for in a lesson are provided below: (Refer to table).

Arrange for the replacement of relevant resource materials such as syllabuses, textbooks or TLMs if possible, where there might be shortages

Sometimes relevant resource materials go scarce in certain schools. As a circuit supervisor, one of your responsibilities will be to ensure that learners are given the right content for learning. The district stores, invariably, keep some books as buffer stock. You as a circuit supervisor can recommend, through the District Director, to get replacements to learners wherever available.

Ensure cooperation among the Lead Mentor, Mentor and Student Teachers
In order for a student teacher's observation/ practice experience to be a positive one, it is necessary for those who support them to work in a collaborative and cooperative manner. As a circuit supervisor one of the key responsibilities will be to ensure that the collaboration and cooperation occur and have a positive impact on the observation/practice experience.

Ensure punctuality and regular attendance of mentors in STS partner schools
Absenteeism and lateness have been reported as one of the key issues for the ineffectiveness of the STS experience. As circuit supervisor, another responsibility will be to ensure that those who support student teachers understand their roles and responsibilities and that they attend regularly, are punctual and supportive.

TABLE 12.1: Sample checklist for observing lesson sequence, classroom management strategies and learners' assessment

SN	Item	NTS	Exceeded expectation 4	Met expectation 3	Partially met expectation 2	Not met 1
	Lesson planning					
1	Learning outcomes					
2	Pedagogical content knowledge					
3	Teaching and Learning strategies					
4	Resources including ICT					
5	Assessment strategies in plan					
	Lesson introduction					
6	Reviews learners' RPK	3a				

7	Links RPK to new topic	3a				
8	Shares learning objective with learners	3a				
9	Makes Introduction captivating	3a				
Lesson development						
10	Ensures TLAs are sequential and logical	3a				
11	Uses varied methods or pedagogical skills, e.g. at least one of these: whole class dialogue, small group discussion, games.	3e				
12	Pays attention to learners (boys, girls, learners with special needs)	2f, 3f				
13	Explains concepts clearly	3i				
14	Uses varied TLMs including ICT in lesson	3j				
Classroom management						
15	Establishes a good learning environment	3c				
16	Manages seating arrangements	3f				
17	Considers individual learner's social and learning needs/abilities	2f				
18	Handles learners' behaviour appropriately	2d				
Assessment						
19	Uses variety of assessment modes	3k				
20	Allows wait time for learners to respond to questions	3l				
21	Gives constructive feedback to learners	3l				
22	Distributes questions evenly and fairly in class	3k, 3p				
23	Uses techniques of assessment that are formative, summative	3k				

		Lesson closure				
24	Summarises key points of lesson along instructional outcomes	3a				
25	Uses question and answer strategies to end the lesson.	3a				

13. ASSESSMENT OF YEAR TWO STS

PRELUDE

All assessments in the B.Ed. are designed to provide evidence of a student teacher's progress against the NTS and to contribute to their development as a teacher. Essential to this is the production of a professional teaching portfolio, which began in Year One.

Guidance for assessing student teachers

- Student teachers must be assessed against the National Teachers' Standards in a way that has a positive impact on their progress towards being good teachers.
- Student teachers must be realistically and fairly assessed against the standards in accordance with what can be reasonably expected of teachers still learning to teach.
- Student teachers' skills will need to be assessed as appropriate to the specific context and circumstances they are in and for the level of learners they are to teach, for example, for very young children in pre-school, or for young people needing specialist knowledge at Senior High School.
- Those assessing student teachers must know the NTS and use them to exemplify what a 'good teacher' is.
- Those assessing student teachers, college principals, tutors, head teachers and mentors in schools, as well as student teachers and teachers themselves, must use the NTS as the key reference point in their assessment.
- Feedback from assessments must provide information to student teachers on how they can improve and identify targets for improvement.
- *All assessments must be informed by an awareness of equity and inclusivity of opportunity, both in relation to student teachers' own learning experience and to the experience of their learners.*

The assessment components in Year Two Semester One and Two are designed to enable the student teachers to achieve the outcomes associated with developing teaching and to prepare them for Year Three and Embedding Teaching through their specialisms.

Assessment Components Year Two Semester One
Component 1: Professional learning portfolio (NTS, 1a, e, & f) **Summary of assessment method:** Well organised, structured, reflective, representative, selective and showing creativity in presentation. [Rubrics for assessment include: Personal teaching philosophy, Photographs/other artefacts & reflections from observations and induction, SRJ, List of identified key features of BSC etc.) This is assessment of learning and assessment as learning **Weighting: 70%** **Assesses learning outcomes:** Develop a professional teaching portfolio with evidence from student-teacher's observations in classroom (CLO, 1, 2, 3).
Component 2: Mentors/Lead mentors and Tutors evaluation of student-teacher behaviour (values & attitudes) in School (NTS, 1d, e, f, & g) **Summary of assessment method:** Reports from mentors indicating student-teachers' punctuality, regularity, discipline, respect for authority, human relation skills (e.g. interaction with pupils & other teachers), participation in co-curricular activities, etc.; Tutors' feedback reports on student-teacher This is assessment of learning and assessment for learning. **Weighting: 30%** **Assesses learning outcomes:** Identify traits of professionalism (professional values & attitudes) in school (CLO, 1,2,3, & 5)

Assessment Components of Year Two Semester Two
Component 1: PROFESSIONAL TEACHING PORTFOLIO (NTS, 1a, e, & f) **Summary of assessment method:** Well organised and structured, reflective, representative, selective and showing creativity and well presented. Contents should include the following: Lesson planning for 4 children, lesson evaluations, 4 children's marked exercises with comments, photographs from wider school life observation, List of key features of BSC, TL resources, Personal teaching philosophy statement, Notes from staff meetings, SMC/PTA/CPD meetings etc. **Weighting: 40% - This is assessment of learning and assessment as learning** **Assesses learning outcomes:** Develop a professional teaching portfolio with evidence from observations and other achievements [CLOs 1, 2 & 3].
Component 2: Mentors/Lead mentors and Tutors evaluation of student-teacher behaviour (values & attitudes) in School (NTS, 1d, e, f & g) **Summary of assessment method:** Reports from mentors indicating student-teachers' punctuality, regularity, discipline, respect for authority, human relation skills (e.g. interaction with pupils & other teachers), participation in co-curricular activities, etc., Tutors and mentors' evaluation feedback on student-teachers. **Weighting: 30% - This is assessment of learning and assessment for learning** **Assesses learning outcomes:** Demonstrate an understanding of NTS and professionalism (professional values & attitudes) in school, including CLOs, 1, 2 3 & 5.
Component 3: Small scale Classroom enquiry with 4 children (NTS, 3b) **Summary of assessment method:** Rubrics for assessment [Problem identification, Statement of problem/issue, Research questions, data collection instruments, analysis and discussion of findings, conclusion and recommendations etc.] **Weighting: 30 % This is assessment for learning and assessment as learning** **Assesses learning outcome:** Conduct small scale classroom enquiry focused on 4 children's learning and progress [CLO 4].

14. USING THE NATIONAL TEACHERS' STANDARDS-BASED ASSESSMENT GRID - AN EXAMPLE

Student teachers' level of achievement against nts: professional practice domain

STANDARD	LEVEL OF Achievement			
	Expectation exceeded Much of the quality of student teachers' teaching over time is very good and never less than consistently good.	**Expectation met** Much of the quality of student teachers' teaching over time is good; some is very good.	**Below expectation** The quality of student teachers' teaching over time requires improvement as it is not yet good.	**Inadequate** Student teachers fail to meet the Minimum level of practice.
Pays attention to all learners, especially girls and learners with Special Educational Needs, ensuring their progress	Consistently and effectively evaluates and adapts teaching to meet the needs of all pupils, including those with special educational needs, high ability (included Gifted and Talented).	Much of the time evaluates and adapts teaching to support all pupils, including those with special educational needs, high ability (including Gifted and Talented)	Has a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; and is not able to use and evaluate distinctive teaching approaches to engage and support them.	Does not have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; and is not able to use and evaluate distinctive teaching approaches to engage and support them.
Develops a positive teacher identity and acts as a good role model for learners	Consistently and effectively demonstrates and models the positive attitudes, values and behaviour which are expected of pupils.	Consistently demonstrates and models the positive attitudes, values and behaviour which are expected of pupils.	Is able to demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	Is unable to demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Integrates a variety of assessment modes into teaching to support learning	Consistently and effectively uses formative, continuous assessment and summative tests to great effect to secure progress for all pupils, through a sequence of lessons over time.	Much of the time uses formative, continuous assessment and summative tests to secure progress through a sequence of lessons over time.	Is able to make use of formative and summative assessment to secure pupils' progress.	Is unable to make use of formative and summative assessment to secure pupils' progress.
At pre-primary and primary the teacher knows the curriculum for the years appropriate to multigrade classes; has good knowledge of how to teach beginning reading and numeracy, and speaking, listening, reading and writing of at least one Ghanaian language for instruction.	Student teacher can teach primary mathematics and reading confidently and competently so that pupils make good or better than expected progress.	Student teacher can teach primary mathematics and reading with increasing confidence and competence so that pupils make at least the expected progress.	Is able to, if teaching early mathematics and reading, demonstrate a clear understanding of appropriate teaching strategies.	Is unable to, if teaching primary Mathematics and reading, demonstrate a clear understanding of appropriate teaching strategies.

15. ASSESSMENT GRID

SN	Item	NTS	Exceeded expectation 4	Met expectation 3	Partially met expectation 2	Not met 1
Scheme of work						
1	Appropriate scheme of work	2b, 2d	Scheme of work is linked to syllabus, up-to-date and appropriate for the class, clearly sets out the criteria to be covered and achieved in each lesson and provides inclusive learning opportunities for all learners.	Scheme of work is linked to syllabus, appropriate for the class and clearly sets out the criteria to be covered and achieved in each lesson but no explicit provision made for inclusive learning.	Scheme of work is appropriate for the class but does not set out clearly the criteria to be covered and achieved in each lesson.	Scheme of work is not appropriate for the class.
2	Lesson linked to scheme of work	2b, 2d	Lesson plan is up-to-date, linked to scheme of work and states specific, relevant, measurable, achievable and time bound learning outcomes.	Lesson is linked to the scheme of work and is based on appropriate topic in the scheme of work.	Lesson is linked to the scheme of work but it is not the right topic to be taught at that present time.	Lesson is not linked to the scheme of work or based on any appropriate relevant previous lesson(s) in the scheme of work.
Lesson Planning						
3	Learning outcomes	2b	States specific, relevant, measurable, achievable and time bound for significant learning outcomes.	States specific, relevant, measurable and achievable learning outcomes.	States specific, relevant and measurable but not achievable learning outcomes.	Does not state specific or relevant or measurable learning outcomes.
4	Pedagogical content knowledge	2c	Demonstrates excellent subject knowledge that is integated with excellent pedagogical knowledge in a seamless, logical manner and linked to learning outcomes.	Demonstrates good integrated subject knowledge and pedagogical knowledge linked to learning outcomes.	Demonstrates good subject knowledge and pedagogical knowledge but fails to integrate these in a logical manner.	Does not demonstrate good subject knowledge or good pedagogical knowledge.

SN	Item	NTS	Exceeded expectation 4	Met expectation 3	Partially met expectation 2	Not met 1
5	Resources including ICT	3j	States appropriate and varied TLMs and indicates when and how they will be used in the lesson	States appropriate TLMs and indicate when and how they will be used in the lesson	States appropriate TLMs but fails to indicate when or how they will be used in the lesson	Does not state any appropriate TLMs in the lesson plan
6	Assessment strategies in plan	3k, 3m, 2e	Plans for the use of a variety of appropriate and timely assessment techniques to determine misconceptions as well as understanding of concepts/contents	Plans for the use of a variety of assessment techniques to determine misconceptions as well as check understanding of concepts/ contents	Plans for the use of only one assessment method or tool to check understanding of concepts/ contents	Does not plan for the use of any assess-ment method or tool to check under-standing of concepts/con-tents
	Lesson Introduction					
7	Reviews learners' relevant previous knowledge (RPK) And links it to new topic	3a	Reviews learners' RPK, stimulates learners' interest, and links these to the new lesson	Reviews learners' RPK and links these to the new lesson	Reviews learners' RPK but does not link this to the new lesson	Does not review learners' RPK
8	Shares learning outcomes with learners	3a	Writes topic for learners to see, explains topic and explicitly shares learning outcomes with learners	Writes topic for learners to see, explains topic and implicitly share lesson outcomes with learners.	Writes topic for learners to see but does not share lesson outcomes with learners	Does not write lesson topic and its outcomes for learners to see
9	Makes introduction captivating	3a	Uses story, game or song in a novel way to stimulate learners' interest	Uses appropriate strategies to stimulate learners' interest	Introduces lesson without any strategies to stimulate interest	Begins lesson without introduction
	Lesson development					
10	Ensures varied teaching/ learning activities embeds subject knowledge and pedagogy logically	3e	Organises appropriate, varied teaching and learning activities logically, integrating subject knowledge and pedagogy seamlessly	Organises varied teaching and learning activities logically, integrating subject and pedagogical knowledge reasonably coherently	Organises teaching and learning activities logically but fails to integrate subject and pedagogical knowledge coherently	Teaching and learning activities are organized but not sequential and no integration of subject and pedagogical knowledge done

SN	Item	NTS	Exceeded expectation 4	Met expectation 3	Partially met expectation 2	Not met 1
11	Explains concepts clearly	3i, 3e	Uses diverse strategies - e.g. drawing, diagrams, demonstration, appropriate resources and examples reflecting learners' background to explain concepts	Uses diverse strategies - e.g. drawing, diagrams, demonstration and appropriate and resources to explain concepts	Uses a strategy that does not reflect learner's previous knowledge to explain concepts	Does not use any appropriate strategy or resources to explain concepts
12	Makes connections between different areas of the curriculum that are relevant to the topic	2b, 2c, 3a	Makes challenging connections between different subject areas of the curriculum that are related to the topic and encourages learners to justify or challenge the connections	Makes connections between different areas of the subject that are related to the topic and encourages learners to justify or challenge the connections	Makes connections between different areas of the subject that are related to the topic but does not encourage learners to justify or challenge the connections	Does not make any connections between different areas of the subject or different areas of the curriculum that are related to the topic
13	Uses varied teaching/ learning materials (TLMs) including information and communications technology (ICT) in lesson	3j	Integrates the use of appropriate and varied TLMs including ICT tools in lesson	Uses appropriate and varied TLMs including ICT tools in the lesson	Uses appropriate TLMs but does not use ICT effectively in the lesson	Does not use TLMs or any ICT tool in the lesson
14	Applies concepts in real life situations	2e, 3i	Moves between theory and practice throughout the lesson and encourages learners to provide and evaluate real life examples of concepts	Moves between theory and practice occasionally and encourages learners to provide real life examples of concepts	Provides examples of real-life situations related to the topic but does not encourage learners to provide real life examples of concepts	Does not link theory to practice in the lesson and does not encourage learners to provided examples of real-life situations related to the topic

SN	Item	NTS	Exceeded expectation 4	Met expectation 3	Partially met expectation 2	Not met 1
			Classroom management			
15	Establishes a good learning environment	3c	Teacher is warm, friendly and firm. Uses strategies to engage and motivate both boys and girls in the lesson. Creates conducive environment for learners to ask questions	Teacher is warm, friendly and firm. Uses strategies to motivate and engage both boys and girls in the lesson consistently	Teacher is warm and friendly but not firm. Does not use strategies to engage both boys and girls in the lesson consistently	Teacher is not warm or friendly or firm and but fails to use any appropriate strategies to engage both boys and girls in the lesson consistently
16	Handles learner contributions in a professional manner	3m	Accepts and exposes learner's misconceptions and mistakes in a non-offending manner; provides opportunities for learners to address their own mistakes and misconceptions; acknowledges learner contributions; and encourages learners to volunteer contributions/ refers learner with difficulties to specialist for further support	Accepts and exposes learner's misconceptions and mistakes in a non-offending manner; provides opportunities for learners to address their own mistakes and misconceptions; acknowledges learner contributions; does not refer learner with difficulties for further support	Exposes learner misconceptions and mistakes in a nonoffending manner but does not provide opportunities for learners to address their own mistakes and misconceptions; acknowledges learner contributions, does not refer learner with difficulties for further support from a specialist	Exposes learner mis-conceptions and mistakes in an offend-ing manner and does not provide opportunities for learners to address their own mistakes and miscon-ceptions; acknowl-edges learner contribu-tions/does not refer learner with difficulties for further support from a specialist
17	Encourages learner-learner interaction	3e, 3h	Lets learners work in pairs and groups as appropriate on purposeful tasks, share work with other pairs or groups appropriately and receive feedback from other groups	Lets learners work in pairs and groups as appropriate on purposeful tasks and share work with other pairs or groups appropriately	Letx learners work in pairs and groups as appropriate on purposeful tasks but do not share work with other pairs or groups appropriately	Lets learners work inde-pendently all the time.

SN	Item	NTS	Exceeded expectation 4	Met expectation 3	Partially met expectation 2	Not met 1
18	Manages seating arrange-ments	3f	Arranges classroom seating to cater for learner's diverse needs, mixes girls and boys throughout the lesson and alters seating to cater for varied learning activities	Arranges classroom seating to cater for learner's diverse needs and alters seating to cater for varied learning activities	Arranges classroom seating to cater for learner's diverse needs but does not alter seating to cater for learning activities	Arranges classroom without taking into consideration learners' diverse needs.
19	Considers individual learner's social and learning needs	2f, 3f	Shows evidence of understanding learner's background, identifies gaps in their RPK and guides learners to address these gaps	Shows evidence of understanding learner's background, identifies and addresses gaps in their RPK	Shows evidence of understanding learner's background but does not identify or addresses gaps in their RPK	Does not show evi-dence of un-derstanding learner's back-ground, does not identify or addresses gaps in their RPK
20	Handles learners' behaviour appropri-ately	2d, 3d	Establishes clear parameters for learners' conduct, encourages good behaviour, develops appropriate strategies for preventing problems and deals with learners' misbehaviour promptly in a fair and firm manner.	Establishes clear parameters for learners' conduct, develops appropriate strategies for preventing problems and deals with learners' misbehaviour promptly.	Establishes clear parameters for learners' conduct, develops appropriate strategies for preventing problems but does not deals with learners' misbehaviour promptly.	Does not establish clear parameters for learners' conduct, does not develop appropriate strategies for preventing problems, does not deal with misbehaviour promptly.
Assessment						
21	Uses vari-ety of as-sessment modes and gives appropri-ate feed-back	3k	Uses questions to check learners' understanding and provide feedback; uses self-assessment and peer-assessment techniques as well as assignments/ home work to assess learners' understanding of lesson; and encourages learners to pose and answer relevant questions.	Uses questions to check learners' understanding and provide feedback; uses self-assessment and peer-assessment techniques as well as assignments/ home work to assess learners' understanding	Uses questions to check learners' understanding and provide feedback but does not use self-assessment or peer-assessment techniques or assignments/ home work to assess learners' understanding	Does not use questions to check learn-ers' under-standing nor uses self-assessment or peer-assessment techniques or assignments/ home work to assess learn-ers' under-standing

SN	Item	NTS	Exceeded expectation 4	Met expectation 3	Partially met expectation 2	Not met 1
22	Allows wait time for learners to respond to questions	3l	Directs questions to all learners in the class, gives them time equitably to organize their thoughts before responding to questions	Directs questions to all learners in the class, gives them roughly the same amount of time to organize their thoughts before responding to questions	Directs questions to all learners in the class but does not give them enough time to organize their thoughts before responding to questions	Directs questions to individual learners, calling out their names before the question is asked and gives them no wait time to organise their thoughts before responding to questions
23	Demonstrates awareness of national and school levels of attainment by learners	3o	Compares learners' performance with appropriate local and national assessment outcomes (e,g, Early Grade Mathematics/ Reading tests, Basic Education Certificate Examination)	Compares learners' performance with appropriate local assessment outcomes (previous performance of learners in same class or performance of other local cohorts) and not national expected outcomes	Compares learners' performance with inappropriate/ other assessment outcomes and not local or national expected learning outcomes	Does not compare learners' performance with any local or national assessment outcomes
24	Demonstrates awareness of national and school levels of attainment by learners	3o	Compares learners' performance with appropriate local and national assessment outcomes (e,g, Early Grade Mathematics/ Reading tests, Basic Education Certificate Examination)	Compares learners' performance with appropriate local assessment outcomes (previous performance of learners in same class or performance of other local cohorts) and not national expected outcomes	Compares learners' performance with inappropriate/ other assessment outcomes and not local or national expected learning outcomes	Does not compare learners' performance with any local or national assessment outcomes

SN	Item	NTS	Exceeded expectation 4	Met expectation 3	Partially met expectation 2	Not met 1
			Lesson closure			
25	Summarises key points and evaluate lesson	3a	Clarifies core points of lessons focusing on learning outcomes; guides learners to summarise and evaluate the lesson.	Clarifies core points of lessons focusing on learning outcomes; summarises and evaluates the lesson.	Clarifies core points of lessons focusing on learning outcomes; summarises but does not evaluate the lesson	Does not clarify core points, does not summarise or evaluate lesson

SUPPORTED TEACHING ASSESSMENT GRID

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16. INSTRUCTIONAL RESOURCES, READINGS AND MATERIALS FOR STS

Instructional Resources	• Videos/audio visual/tactile analysis of mentoring and coaching • Videos/audio visual/tactile of classroom teaching & learning • Samples of classroom observation checklists (braille and written) • Samples of professional teaching portfolios • Samples of reflective log • Teaching Practice Handbooks from Universities and Colleges of Education • T-TEL materials from www.t-tel.org • TESSA materials from www.tessafrica.org • Teaching practice handbook
Core texts	Cohen, L.; Manion, L. Morrison, K., & Wyse, D. (2010). *A Guide to Teaching Practice* (5th ed.). New York: Routledge. Westbrook, J., Durrani, N., Brown, R., Orr, D., Pryor, J., Boddy, J., & Salvi, F. (2013). *Pedagogy, curriculum, teaching practices and teacher education in developing countries. Education rigorous literature review.* Department for International Development.
Additional Reading List	Vavrus, F., & Bartlett, L. (2013). 'Testing and teaching.' In F. Vavrus & L. Bartlett (Eds.), *Teaching in tension: International pedagogies, policies, and teachers' practices in Tanzania* (93-114). Rotterdam: Sense. Cook, M. Tankersley, & T. J. Landrum (Ed.) Classroom Behavior, Contexts, and Interventions. *Advances in Learning and Behavioral Disabilities,* 25. pp. 95-129. Conn, K. (2014). *Identifying Effective Education Interventions in Sub-Saharan Africa: A meta-analysis of rigorous impact* evaluations (Unpublished doctoral dissertation, Columbia) Ormrod, J.E. (2014). *Educational psychology – Developing learners.Pearson: Boston.University).*

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17. ANNEXES

ANNEXE 1: ROLES OF OTHER STAKEHOLDERS

Regional Director of Education (RDE)

RDEs ensure the efficient delivery of educational services to meet the needs within their regions in accordance with Ghana's education policy.

The RDE shall:

1. Prepare District Directors of Education (DDEs), District Officers (DO) and Circuit Supervisors (CS) to undertake their roles regarding monitoring and evaluating the work of mentors and student teachers.
2. Collaborate with DDEs to ensure that schools have the relevant human and material resources necessary for supported teaching.
3. Collaborate with teacher education institutions (TEIs) to train CS to support student teachers to improve their practice.
4. Collaborate with MMDEs to monitor, evaluate and review the work of CS, mentors, tutors and link tutors (LT) and identify training needs.

Metropolitan, Municipal and District Directors of Education (MMDEs)

MMDEs ensure the efficient delivery of educational services to meet the needs within their area of authority in accordance with Ghana's education policy.

The MMDEs shall:

1. Ensure that CS are familiar with the NTS and the National School Partnerships policy,
2. Ensure regular collaboration amongst all stakeholders with respect to supported teaching in schools,
3. Ensure the provision of infrastructure for the Partner Schools (PS),
4. Ensure that the CS reports to the DDE on developments in the STS programme to enable the DDE provide feedback to the TEI.
5. Support the CS with required logistics to facilitate the supervision of the partnership program.
6. Ensure dissemination of information amongst all stakeholders through the organisation of durbars/town hall meetings, review meetings either quarterly or yearly.
7. Organize yearly school partnership summits.
8. Provide relevant curriculum material to the Partner School (PS).
9. Assist in providing accommodation for student teachers.
10. Ensure good relationship between the community and the PS.

ANNEXE 2: ABBREVIATIONS

CoE	Colleges of Education
CPD	Continuous Professional Development
CS	Circuit Supervisor
DD	District Director
DDE	District Director of Education
DEO	District Education Office
DO	District Office
GEO	Girls Education Officer
GES	Ghana Education Service
ICT	Information and Communications Technology
ITE:	Initial Teacher Education
JHS	Junior High School
KG	Kindergarten
EG	Early Grade
LT	Link Tutor
MDE	Metropolitan/Municipal Director of Education
MMDA	Metropolitan, Municipal and District Assembly
MMDEO	Metropolitan, Municipal and District Education Office
MOE	Ministry of Education
NSP	National School Partnerships
NTECF	National Teacher Education Curriculum Framework
NTS	National Teachers' Standards
PS	Partner Schools
PCK	Pedagogical Content Knowledge
PDR	Plan-Do-Reflect
PDS	Professional Development Session
PTA	Parent Teacher Association
RDE	Regional Director of Education
RPK	Relevant Previous Knowledge
SEN	Special Education Needs and Disability
SMC	School Management Committee
SP	School Partnership
SPA	School Partnership Adviser
SRJ	Student Reflective Journal
STS	Supported Teaching in School
STC	Supported Teaching Coordinator
TLM	Teaching Learning Materials
TP	Teaching Practice
TPC	Teaching Practice Coordinator
T-TEL	Transforming Teacher Education and Learning

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West African Wisdom: Adinkra Symbols & Meanings

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