

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

HANDBOOK FOR TUTORS





TUTOR PROFESSIONAL DEVELOPMENT HANDBOOK: B.ED. IN INITIAL TEACHER EDUCATION - YEAR 1 SEMESTER 1



The Government of Ghana



T-TEL Professional Development Programme. Tutor Professional Development Handbook: B.Ed. in Initial Teacher Education - Year 1 Semester 1. Published by the Ministry of Education; Ghana, under Creative Commons Attribution-ShareAlike 4.0 International License. Version 1, September 2019.

TABLE OF CONTENTS

THE NEW APPROACH TO THE WEEKLY PROFESSIONAL DEVELOPMENT (PD) SESSIONS FOR TUTORS	1
MATHEMATICS	3
FRENCH	27
FOUNDATION OF EDUCATION IN GHANA	43
INTRODUCTION TO LANGUAGE AND LITERACY	55
INCLUSIVE SCHOOL BASED INQUIRY	71
INTRODUCTION TO INTEGRATED SCIENCE 1	87
FOUNDATIONS OF SOCIAL STUDIES AND TVET	95
ANNEXES.....	123



THE NEW APPROACH TO THE WEEKLY PROFESSIONAL DEVELOPMENT (PD) SESSIONS FOR TUTORS

GUIDANCE NOTES FOR THE COE PROFESSIONAL DEVELOPMENT COORDINATORS (PDC)

Overview

1. Background to the new approach to PD sessions
2. Features of the B.Ed. PD sessions
3. The Role of the PDC
4. The Role of the PDC in coordinating the introductory session for tutors

1. Background to the new approach to PD

- For four years the CoE have been supported in leading weekly Tutor PD sessions. The PD sessions have focused on key themes, such as: the NTS, Action research and classroom enquiry among others. The ten theme-based PD modules have been vital in paving the way for the Reform of Teacher Education in Ghana. They have equipped tutors with important skills and knowledge to support the smooth transition to the New B.Ed.
- The New Four-Year B.Ed. will be implemented in CoEs, now affiliated to the Public Universities, and a new approach to the tutors' weekly PD is required. This new approach involves the Universities supporting their affiliated CoE in implementing the subject specific PD sessions.
- The weekly PD sessions are designed to prepare subject tutors to use the B.Ed. Course Manuals to teach the 12 lessons in the Course Manuals to student teachers. This means the PD sessions will now be subject specific. This means there will be subject specific PD groups running each week in the CoEs and universities.
- The PD sessions are designed to help operationalize the reform of teacher education at tutor and student teacher level and to support:
 - o Professionalising teaching by supporting teachers in developing communities of practice and raising the status of the teaching profession
 - o Improving the quality of new teachers by ensuring that they undergo a rigorous and practically focused, high-quality degree level programme
 - o Improving the learning outcomes and life chances for all children.

2. Features of the B.Ed. PD sessions

- The universities will prepare the Subject Leads or HoDs from their affiliated CoE to lead the weekly subject tutor sessions,
- The subject-tutor-groups can work at separate tables in one room. However, in exceptional cases a subject may need to work in another space in order to use specific materials or resources, e.g. video or science equipment,
- The main resources for the weekly tutor sessions are the Subject Specific Course Manuals and the PD Guidance Notes on each Course Manual,
- Each PD Guidance Note is subject specific and contains two sections. The first section provides guidance for the Introductory Session for tutors. The second section is written to provide information to guide the eight (8) weekly PD sessions that are linked directly to the twelve lessons in the Course Manual,
- The three-hour Introductory Session is to;



- o Introduce the new approach to PD and organisation of the weekly sessions
- o Introduce the course manuals
- o Provide guidance and activities to familiarise tutors with the important information contained in the introductory section of each course manual
- The weekly PD sessions are to prepare tutors for teaching and assessing each of the twelve lessons in the Course Manual. They need to take place BEFORE the lessons they are preparing tutors to teach. The first weekly PD session must happen in advance of lesson one.
- The weekly PD sessions are an hour and a half.
- There are two versions of the of the PD Manual: one for the facilitators (SL/HoD) with prompts for leading the PD session and the activities for tutors and one for the tutors containing only the activities and guidance for what they will do during the session.
- The Introductory Session and the PD Sessions were written using the same template and timings for each subject.

3. The Role of the PDC

- To coordinate the PD sessions and ensure that:
 - o The subject tutor groups are organised appropriately;
 - o The sessions run on time according to the format of each session – using the blank format.
 - o Each subject group follows the appropriate guidance and has the required resources.
 - o The subject lead/hod completes and submits the review of each session.
 - o Take up any issues arising from the sessions with the mentoring university.
- To remind tutors that they need to familiarise themselves with the relevant materials for each PD session prior to the session. This means studying the plan for the lesson/s in the manual, going through the resources and readings and noting down any issues they want addressed during the PD session.
- To introduce and close each session.

4. The role of the PDC in the Introductory Session

- The role of the PDC during the introductory session include;
 - o Briefly outline the purpose of the pd sessions (see section 1 above: background to the new approach to PD
 - o Introduce the new approach and main features of the pd sessions (see section 2 above: features of the B.Ed. Pd sessions)
 - o Explain the PDC role and the SL/hod roles
 - o Remind tutors that it is essential that they read and know
 - The National Teachers' Standards.
 - The National Teacher Education Curriculum Framework.
 - The introduction to the B.Ed. Curriculum.

The Course Manual for their subject for Year one semester one.

MATHEMATICS

Year 1 - Semester 1

TUTOR PD SESSION 1 FOR LESSON 1 IN THE COURSE MANUAL - NUMBERS AND NUMERATION SYSTEMS: LEARNING, TEACHING AND APPLYING

<p>Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/ HoD needs and each one must be addressed</p>	<p>Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i></p>	<p>Time in session</p>
<p>Introduction / lesson overview</p>	<p>Introduction</p> <ul style="list-style-type: none"> • Engage in an investigational activity (e.g. exploring sums in the calendar) • Work in pairs/groups to reflect on previous PD Session outlining the key features of the course manual <p>Explain how useful the previous PD session influenced their teaching over the week.</p> <ul style="list-style-type: none"> • Work in pairs/groups to (i) discuss and explain the purpose of the lesson in the course manual and (ii) state your expectations of the PD session • Work in pairs/groups to identify the important features of the course manual with respect to this lesson • Work in pairs/groups to outline the important features of the course manual with respect to this lesson 	<p>15 mins</p>

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
Activity 1: Concept development (New learning likely to arise in this lesson).	<ul style="list-style-type: none"> • Participate in the identification and discussion of familiar and unfamiliar concepts in the lesson • Outline possible challenging areas in the teaching of the identified concepts. • Identify resources that can be used in teaching and learning of the concepts mentioned above • In pairs select a concept through balloting and design resources that can be used in the teaching and learning of the concept selected <p><i>Knowledge and understanding of number concepts including counting and identification of number bases in Ghanaian number words may be challenging and needs to be addressed'</i></p> <ul style="list-style-type: none"> • <i>Analyse number words in different Ghanaian languages to establish knowledge of number bases and operations that are embedded in these languages</i> • <i>In pairs or groups tutors discuss the need for using local low or no cost materials to design and use resources for teaching number concepts</i> 	25 mins
Activity 2: Teaching and Learning activities for the lesson.	<ul style="list-style-type: none"> • Suggest teaching and learning activities that can be used in teaching the lesson. Read the activities in the course manual, and identify those that require clarification • Participate in the discussion of the strategies to clear potential uncertainties • Ask questions and/or give comments and to model alternative strategies for the activities 	40 mins

<p>Evaluation and overview.</p>	<p>Reflection Activity</p> <ul style="list-style-type: none"> • Show by fingers of 5 or 3 or 1 as to those who “really got it”, “got some of it” or “didn’t get it” respectively. Explain if you really got the lesson. • Reflect on the activities in the session and outline outstanding issues relating to the lesson <p>Deal with unresolved issues through WhatsApp platform for discussion and/or research</p> <p>Advance Preparation Read Lesson 2 of the Course Manual (i.e. Operations and properties on integers - number sense) and CPD Needs Guide for Lesson 2. Identify issues of concern for clarification.</p>	<p>5 mins</p>
--	---	---------------

TUTOR PD SESSION 2 FOR LESSON 2 IN THE COURSE MANUAL

OPERATIONS AND PROPERTIES OF INTEGERS: LEARNING, TEACHING AND APPLYING

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session</i>	Time in session
Introduction / lesson overview <ul style="list-style-type: none"> • Reflection on previous PD Session (Introduction to the manual) • Introduction and overview of the main purpose of the lesson in the course manual • Identification of important or distinctive aspects of the lesson • Reading and discussion of the introductory sections up to learning outcomes 	Introduction <ul style="list-style-type: none"> • Engage in an investigational activity (e.g. explaining how to find the products of two negative integers) • Work in pairs/groups to reflect on previous PD Session outlining the key features of the course manual • Explain how useful the previous PD session influenced their teaching over the week. • Work in pairs/groups to (i) discuss and explain the purpose of the lesson in the course manual and (ii) state your expectations of the PD session; • Work in pairs/groups to discuss the important or distinctive aspects of the lesson (i.e. WEEK 2, Operations and properties of integers: Learning, Teaching and Applying) • Work in pairs/groups to outline the important features of the course manual with respect to this lesson. 	15 mins
Activity 1: Concept development (New learning likely to arise in this lesson).	<ul style="list-style-type: none"> • Participate in the identification and discussion of familiar and unfamiliar concepts in the lesson • Solve the given equation and inequality as if they can be solved. • Outline possible challenging areas in the teaching of concepts based on integers • Identify and design resources that can be used in teaching and learning of the concepts mentioned above (e.g. grid sheets for exploring the multiplication of integers, as well as, number games for exploring the properties of integers and operations on integers) • <i>Identify aspects of the lesson that might be challenging to them or their student teachers. bases and operations that are embedded in these languages</i> • <i>Discuss how they have been solving equations and inequalities without analyzing the appropriateness of the solution with respect to the domain</i> • <i>In pairs or groups tutors discuss the need for using local low or no cost materials to design and use resources for teaching number concepts</i> 	25 mins

<p>Activity 2: Teaching and Learning activities for the lesson.</p>	<ul style="list-style-type: none"> • Suggest teaching and learning activities that can be used in teaching the lesson. Read the activities in the course manual, and identify those that require clarification • Participate in the discussion of the strategies to clear potential uncertainties • Ask questions and/or give comments and to model alternative strategies for the activities 	<p>40 mins</p>
<p>Evaluation and overview.</p>	<p>Reflection Activity</p> <ul style="list-style-type: none"> • Show by fingers of 5 or 3 or 1 as to those who “really got it”, “got some of it” or “didn’t get it” respectively. Explain if you really got the lesson. • Reflect on the activities in the session and outline outstanding issues relating to the lesson • Deal with unresolved issues through WhatsApp platform for discussion and/or research 	<p>5 mins</p>

TUTOR PD SESSION 3 FOR LESSON 3 & 4 IN THE COURSE MANUAL - OPERATIONS AND PROPERTIES OF RATIONAL AND IRRATIONAL NUMBERS

<p>Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs and each one must be addressed</p>	<p>Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i></p>	<p>Time in session</p>
<p>Introduction / lesson overview</p>	<p>Introduction</p> <ul style="list-style-type: none"> • Engage in an investigational activity (e.g. the naming of common fractions and decimal fractions) • Work in pairs/groups to reflect on previous PD Session outlining the key features of the course manual • Explain how useful the previous PD session influenced your teaching over the week. • Work in pairs/groups to (i) discuss and explain the purpose of the lesson in the course manual and (ii) state your expectations of the PD session • Work in pairs/groups to outline the important features of the course manual with respect to this lesson • Participate in the discussion of the lesson description in the course manual 	<p>15 mins</p>
<p>Activity 1: Concept Development (New learning likely to arise in this lesson) :</p>	<ul style="list-style-type: none"> • Participate in mental activities to prepare yourself for smooth transitioning into the session • Identify and discuss concepts in the lesson. Develop alternative strategies that seem more conceptually appropriate and make room for the development of number sense with respect to rational and irrational • Participate in the discussion of practical and creative approaches in the development of concepts based on fractions and related concepts as is found in the manual but with a focus on how student teachers are likely to teach to their future pupils • Outline possible challenging areas in the teaching of concepts based on integers • Identify and design resources that can be used in teaching and learning of the concepts mentioned above. • <i>Identify aspects of the lesson that might be challenging to you or your student teachers. bases and operations that are embedded in these languages</i> • <i>Discuss how they have been solving equations and inequalities without analyzing the appropriateness of the solution with respect to the domain</i> • <i>In pairs or groups tutors discuss the need for using local low or no cost materials to design and use resources for teaching number concepts.</i> 	<p>25 mins</p>

<p>Activity 2: Teaching and learning activities for the lesson</p>	<ul style="list-style-type: none"> • Suggest teaching and learning activities, read the activities in the course manual, and identify those that require clarification • Participate in the discussion of the strategies to clear potential uncertainties • Ask questions and/or give comments and to model alternative strategies for the activities • <i>Try your hands on how to use the multi-purpose multiplication chart and models of the draught board to develop fraction concepts</i> • <i>Ask about the relevance of the activities in the real classroom situation</i> • <i>Outline the core and transferable skills that are likely to be addressed in this lesson</i> • <i>Use Power Point, latex and other relevant software to develop and present mini-lessons</i> 	<p>40 mins</p>
<p>Evaluation and review of session</p>	<ul style="list-style-type: none"> • <i>Suggest and prepare alternative resources for the development of concepts based on rational and irrational numbers</i> • <i>Show by your fingers of 5 or 3 or 1 as to those who “really got it”, “got some of it” or “didn't get it” respectively. Engage tutors who really got it to explain.</i> • <i>Reflect on the activities in the session and outline outstanding issues relating to the lesson</i> • <i>Deal with unresolved issues through WhatsApp platform for discussion and/or research</i> 	<p>5 mins</p>

TUTOR PD SESSION 4 FOR LESSON 5 IN THE COURSE MANUAL - CONCEPT OF SET: LEARNING TEACHING AND APPLYING

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
Introduction / lesson overview	<ul style="list-style-type: none"> • Engage in an investigational activity (e.g. exploring and identifying sets of rational and irrational) • Work in pairs/groups to reflect on previous PD Session outlining the key features of the course manual • Work in pairs/groups to (i) discuss and explain the purpose of the lesson in the course manual and (ii) state their expectations of the PD session • Work in pairs/groups to identify the important / distinct aspect of this lesson • Work in pairs/groups to outline and discuss the important features of course manual with respect to this lesson 	15 mins
Activity 1: Concept Development (New learning likely to arise in this lesson):	<ul style="list-style-type: none"> • <i>Participate in the identification and discussion of unfamiliar concepts in the lesson</i> • <i>Outline possible challenging areas in the teaching of the identified concepts</i> • <i>Identify and design resources that can be used in teaching and learning of the concepts mentioned above (e.g. transition from set of numbers to real life groupings).</i> 	25 mins
Activity 2: Teaching and learning activities for the lesson	<ul style="list-style-type: none"> • Suggest teaching and learning activities, read the activities in the course manual, and identify those that require clarification • Participate in the discussion of the strategies to clear potential uncertainties • Ask questions and/or give comments and to model alternative strategies for the activities 	40 mins

<p>Evaluation and review of session:</p> <ul style="list-style-type: none"> • Self and peer evaluation of the PD session • Identification of any outstanding issues relating to this lesson for clarification • In the case of unresolved issues • Advance preparation 	<p>Ask tutors to show by their fingers of 5 or 3 or 1 as to those who “really got it”, “got some of it” or “didn’t get it” respectively. Engage tutors who really got it to explain. Reflect on the activities in the session and outline outstanding issues relating to the lesson.</p> <p>Deal with unresolved issues through WhatsApp platform for discussion and/or research.</p> <p>Advance preparation</p> <p>Read Lesson 2 of the Course Manual (i.e. Operations and properties on integers - number sense) and CPD Needs Guide for Lesson 2 ahead of time to identify issues of concern for clarification.</p> <ul style="list-style-type: none"> • <i>Read the course manual, CPD Needs document, the PD session guide ahead of time to identify any outstanding issues relating to this lesson for clarification.</i> • <i>Collect all resources you need ahead of time, prepare samples of TLMs you may need and rehearse how these may be used to support the achievement of your goals</i> 	<p>5 mins</p>
---	--	---------------

TUTOR PD SESSION 5 FOR LESSON 6 IN THE COURSE MANUAL ALGEBRAIC EXPRESSIONS, EQUATIONS AND INEQUALITIES: LEARNING, TEACHING AND APPLYING

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
Introduction / lesson overview	<ul style="list-style-type: none"> • Engage in an investigational activity (e.g. exploring sums of numbers in diagonals of 3 x 3 or 4 x 4 array in the calendar to identify the array of numbers) • Work in pairs/groups to reflect on previous PD Session outlining the key features of the course manual • Explain how useful the previous PD session influenced your teaching over the week. • Work in pairs/groups to (i) discuss and explain the purpose of the lesson in the course manual and (ii) state their expectations of the lesson; • Work in pairs/groups to identify areas within or without the lesson that interact or relate, • Work in pairs/groups to outline and discuss the important or distinctive aspects of the lesson 	15 mins
ACTIVITY 1: Concept Development (New learning likely to arise in this lesson)	<ul style="list-style-type: none"> • <i>Participate in the identification and discussion of concepts in the lesson by exploring the meaning of variables, and formation of algebraic expressions using games and drills.</i> • <i>Use algebra tiles to overcome the misconceptions and barriers of algebra expressions.</i> • <i>(a) Identify resources for teaching and learning concepts in algebra</i> • <i>(b) Design the identified resources. (eg word problems from everyday activities- buying and selling, determining the ages of three persons with their age differences etc.</i> 	25 mins
Activity 2: Teaching and learning activities for the lesson	<ul style="list-style-type: none"> • (a) Read and discuss the teaching and learning activities outlined in the course manual for the lesson, identifying areas that need clarification and • (b) In groups suggest other most appropriate activities for teaching and learning algebraic expressions. • Discuss activities to clarify strategies suggested • Work through one or two of the suggested activities to see how feasible it will be. 	40 mins
Evaluation and review of session	<ul style="list-style-type: none"> • Ask tutors to show by their fingers of 5 or 3 or 1 as to those who "really got it", "got some of it" or "didn't get it" respectively. Engage tutors who really got it to explain. • Reflect on the activities in the session and outline outstanding issues relating to the lesson • Deal with unresolved issues through WhatsApp platform for discussion and/or research • Read Lesson 7 & 8 of the Course Manual (i.e. ratio, rates, proportion, scales and percentage and its applications - profit and loss, taxation, discount, commissions, VAT, tariffs, etc), and CPD Needs Guide for Lesson 7 ahead of time to identify issues of concern for clarification. 	5 mins

TUTOR PD SESSION 6 FOR LESSON 7 & 8 IN THE COURSE MANUAL EVERYDAY AND COMMERCIAL ARITHMETIC: LEARNING, TEACHING AND APPLYING 1 & 2

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
Introduction / lesson overview	<ul style="list-style-type: none"> • Work in pairs/groups to reflect on previous PD Session outlining the key features of the course manual • Work in pairs/groups to (i) discuss and explain the purpose of the lesson in the course manual and (ii) state your expectations of the PD session; • Work in pairs/groups to outline the important or distinctive aspects of the lesson of the course manual with respect to this lesson • Work in pairs/groups to outline the important features of the course manual with respect to this lesson 	15 mins
Activity 1: Concept Development (New learning likely to arise in this lesson):	<ul style="list-style-type: none"> • Participate in the identification and discussion of unfamiliar concepts in the lesson • Outline possible challenging areas in the teaching of the identified concepts • Identify and design resources (including worksheets) that can be used in teaching and learning of the concepts mentioned above (e.g. See Appendix for some worksheets on Lesson 7 & 8 (i.e. 'Everyday and Commercial Arithmetic') 	25 mins
Activity 2: Teaching and learning activities for the lesson	<ul style="list-style-type: none"> • Suggest teaching and learning activities, read the activities in the course manual, and identify those that require clarification • Participate in the discussion of the strategies to clear potential uncertainties • Ask questions and/or give comments and to model alternative strategies for the activities. <ul style="list-style-type: none"> √ See Appendix for worksheets on Lesson 7 & 8 (i.e. 'Everyday and Commercial Arithmetic') 	40 mins

<p>Evaluation and review of session:</p>	<ul style="list-style-type: none"> • Ask tutors to demonstrate by their thumbs-up, thumbs-side and thumbs-down, to show if they “really got it”, “got some of it” or “didn’t get it” respectively. Engage tutors who really got it to explain. • Reflect on the activities in the session and outline outstanding issues relating to the lesson • Deal with unresolved issues through WhatsApp platform for discussion and/or research <p>Advance Preparation</p> <p>Read Lessons ⁹ and ¹⁰ of the Course Manual (i.e. Number bases and Modular arithmetic) and CPD Needs Guide for Lessons ⁹ and ¹⁰ ahead of time to identify issues of concern for clarification.</p> <ul style="list-style-type: none"> ✓ <i>Read the course manual, CPD Needs document, the PD session guide ahead of time to identify any outstanding issues relating to this lesson for clarification.</i> ✓ <i>Collect all resources you need ahead of time, prepare samples of TLMs you may need</i> 	<p>5 mins</p>
---	---	---------------

TUTOR PD SESSION 7 FOR LESSON 9 &10 IN THE COURSE MANUAL NUMBER BASES AND MODULAR ARITHMETIC: LEARNING, TEACHING AND APPLYING 1 & 2

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
Introduction / lesson overview	<ul style="list-style-type: none"> • Engage in an investigational activity (e.g. counting in selected Ghanaian languages from 1 to 20) • Work in pairs/groups to reflect on previous PD Session outlining the key features of the course manual • Let tutors discuss the impact of the previous session on their lesson presentation. • Work in pairs/groups to (i) discuss and explain the purpose of the lesson in the course manual and (ii) state you expectations of the PD session • Work in pairs/groups to discuss the important or distinctive aspects of the lesson (i.e. WEEKS 9 & 10) Number Bases and Modular Arithmetic: Learning, Teaching and Applying) • Work in pairs/groups to outline the important features of the course manual with respect to this lesson • Participate in the discussion of the lesson description in the course manual 	15 mins
Activity 1: Concept Development (New learning likely to arise in this lesson) :	<ul style="list-style-type: none"> • Engage in mental activities to prepare them for smooth transitioning into the session • Participate in the discussion and ask for alternative strategies that seem more conceptually appropriate and make room for the development of number sense with respect to rational and irrational • Participate in the discussion and ask for alternative strategies that seem more conceptually appropriate and make room for the development of number sense with respect to rational and irrational • Outline possible challenging areas in the teaching of concepts based on number bases and modular arithmetic • Identify and design resources that can be used in teaching and learning of the concepts number bases and modular arithmetic • <i>Identify aspects of the lesson that might be challenging to them or their student teachers. bases and operations that are embedded in these languages</i> 	25 mins

	<ul style="list-style-type: none"> ✓ <i>Discuss how they have been solving problems based on number bases and modular arithmetic</i> ✓ <i>In pairs or groups, discuss the need for using local low or no cost materials to design and use resources for teaching number bases and modular arithmetic</i> 	
Activity 2: Concept Development (New learning likely to arise in this lesson):	<ul style="list-style-type: none"> • Suggest teaching and learning activities, read the activities in the course manual, and identify those that require clarification • Participate in the discussion of the strategies to clear potential uncertainties • Ask questions and/or give comments and to model alternative strategies for the activities • <i>Try their hands on how to use the multi-purpose multiplication chart and models of the draught board to develop number bases and modular arithmetic concepts</i> • <i>Ask about the relevance of the activities in the real classroom situation</i> • <i>Outline the core and transferable skills that are likely to be addressed in this lesson</i> • <i>Use Power Point, latex and other relevant software to develop and present mini-lessons</i> • <i>Suggest and prepare alternative resources for the development of concepts based on rational and irrational numbers</i> 	40 mins
Evaluation and review of session:	<ul style="list-style-type: none"> • Ask tutors to show by their fingers of 5 or 3 or 1 as to those who “really got it”, “got some of it” or “didn’t get it” respectively. Engage tutors who really got it to explain. • Reflect on the activities in the session and outline outstanding issues relating to the lesson • Deal with unresolved issues through WhatsApp platform for discussion and/or research <p>Advance Preparation Read Lesson 11&12 of the Course Manual (i.e. Operations and properties on sets and CPD Needs Guide for Lesson 11&12)</p>	5 mins



TUTOR PD SESSION 8 FOR LESSONS 11 & 12 IN THE COURSE MANUAL RELATIONS AND FUNCTIONS: LEARNING, TEACHING AND APPLYING 1 & 2

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
Introduction / lesson overview	<ul style="list-style-type: none"> • Engage in an investigational activity (e.g. how the number of eyes of dogs is related to the number of dogs) • Work in pairs/groups to reflect on previous PD Session outlining the key features of the course manual • Explain how useful the previous PD session influenced their teaching over the week. • Work in pairs/groups to (i) discuss and explain the purpose of the lesson in the course manual and (ii) state their expectations of the PD session; • Work in pairs/groups to discuss the important or distinctive aspects of the lesson (i.e. Lessons 11 & 12 Relations and Functions: Learning, Teaching and Applying) • Work in pairs/groups to outline the important features of the course manual with respect to this lesson • Participate in the discussion of the lesson description in the course manual 	15 mins
Activity 1: Concept Development (New learning likely to arise in this lesson):	<ul style="list-style-type: none"> • Participate in the identification and discussion of familiar and unfamiliar concepts in the lesson • Use the multi-purpose multiplication chart to explore the concept of mapping as found in the basic school curriculum • Outline possible challenging areas in teaching of concepts based on relations and functions • Identify and design resources that can be used in teaching and learning of the concepts mentioned above (e.g. grid sheets and multi-purpose chart for exploring concepts on relations and functions • In pairs or groups discuss the need for using local low or no cost materials to design and use resources for teaching relations and functions concepts 	25 mins

Activity 2: Teaching and learning activities for the lesson	<ul style="list-style-type: none">• Suggest teaching and learning activities, read the activities in the course manual, and identify those that require clarification• Participate in the discussion of the strategies to clear potential uncertainties• Ask questions and/or give comments and to model alternative strategies for the activities	40 mins
Evaluation and review of session:	<ul style="list-style-type: none">• Ask tutors to show by their fingers of ⁵ or ³ or ¹ as to those who “really got it”, “got some of it” or “didn’t get it” respectively. Engage tutors who really got it to explain.• Reflect on the activities in the session and outline outstanding issues relating to the lesson• Deal with unresolved issues through WhatsApp platform for discussion and/or research	5 mins

APPENDIX - WORKSHEETS LESSON 7 & 8: EVERYDAY AND COMMERCIAL ARITHMETIC 1 & 2

WORKSHEETS 7.1: HOW PEOPLE EARN MONEY

<p>Mrs Bediako is a data input clerk.</p>  <p>I'm paid by the hour. If the company is very busy and I have to work on Sundays, they pay me double time. But, if I don't work, I don't get paid.</p>	<p>Ms. Mereku is a teacher</p>  <p>I'm paid a yearly salary. This salary is divided into 12 monthly payments so that I get the same amount of money every month.</p>
---	---

The wage rates for the two people above are all different. Mrs. Bediako is paid a time rate. The amount she receives depends upon the amount of time she works.

Ms. Mereku is paid a flat rate because her salary is the same, regardless of how much extra time or effort she puts into her work.

Many people's wages depend on how much business or work they manage to do. The more business or work they do, the bigger the commission or wage they earn. Others are paid at piece rate. The amount they are paid depends upon the amount of work they have done.

Find out how the following people in Ghana are paid for their work. Are they on time rate, piece-work or salaries?

1. hairdresser	2. taxi driver	3. car mechanic
4. ice-cream seller	5. typist	6. office cleaner
7. doctor	8. newspaper seller	9. farm labourer
10. block moulder	11. mason	12. bus driver
13. nurse	14. caretaker	15. baker
16. professional footballer		17. corn mill assistant

Worksheet 7.2 - Calculating Wages

Ms Senami works at GES Fast Foods Limited. She starts work at 7:30 a.m., takes an hour break for lunch and goes home at 4:30 p.m.

If she is late for work she loses money. If she is up to 15 minutes late, she loses $\frac{1}{4}$ hour's pay; up to 30 minutes late, she loses $\frac{1}{2}$ hour's pay.

Note that she is only allowed to claim overtime when she works extra hours. So, for example, she couldn't be $\frac{1}{2}$ hour late and then claim the overtime rate for staying after 4:30. If she had been $\frac{1}{2}$ hour late, she could only claim the overtime rate if she worked after 5 pm.

The overtime rates are: weekdays overtime $1\frac{1}{4} \times$ basic rate
 Saturday overtime $1\frac{1}{2} \times$ basic rate
 Sunday overtime $2 \times$ basic rate

This is Ms Senami's time sheet for last week.

Week ending 6 March							Ms E Senami	
Day	Morning		Afternoon		Evening		Total hours	
	in	out	in	out	in	out	basic	overtime
Monday	7:25	12:00	13:00	16:30				
Tuesday	7:25	12:02	13:00	16:30	17:00	20:00		
Wednesday	7:30	12:00	12:58	16:31				
Thursday	7:40	12:04	12:59	16:30	17:00	19:30	8	$2\frac{1}{4}$
Friday	8:00	12:00	13:00	16:34				
Saturday	8:28	12:30	13:00	16:30				
Sunday	7:29	11:30						

- Explain why her overtime hours for Thursday are only $2\frac{1}{4}$, not $2\frac{1}{2}$.
- Copy and complete the time sheet.
- Calculate the total number of basic hours worked and calculate her total overtime hours.
- If Ms. Senani's basic wage rate is GH¢12.00, calculate her wages for the week.

Worksheet 7.3 - Calculating Salaries

- 1 (a) Mr Ofori has a basic monthly salary of ₵2,400.
Calculate his annual salary.
- (b) After the end of his first year in this job, Mr Ofori's salary is increased to ₵29,400 per year. Calculate his new monthly salary.

- 2 Mrs Owusu was employed in 2018 on an annual salary of ₵14,400.
 - (a) What was her monthly salary in 2015?
 - (b) Mrs Owusu receives an annual increment of ₵1,080 at the end of each year. Calculate her salary at the beginning of 2018.

- 3 Mr Juma is a salesman for Akuse Rice Farms Ltd. He gets a basic annual salary of ₵900. He also gets 5% commission on every bag of rice that he sells so, the harder he works, the more he earns.
 - (a) Calculate Mr Juma's basic monthly salary.
 - (b) During last month, Mr Juma sold ₵6400 worth of rice. How much was his total salary for that month?
 - (c) At the end of the year, Mr Juma is promoted to a senior salesman for Akuse Rice Farms Ltd. His new annual salary is ₵138,000. Calculate his new monthly salary.

Worksheet 7.4 - Calculating Wages

1. Mensah works for 40 hours, then for 4 hours at time and a half rate. If the basic rate is ₵8.00 per hour find his total wage.
2. Amina is paid ₵5.00 per hour for a 38 hour week, with overtime at double time. How much does she get in a week which includes 6 hours overtime?
3. Theresa is paid at ₵10.00 per hour. Her week consists of 36 hours at the basic rate, 6 hours at time and a half and 7 hours at double time. What is her total wage?
4. A car salesman is paid a basic ₵5,000 and ₵3000 for each car sold. How much does he receive for a year in which he sold 50 cars?
5. A factory worker is paid ₵50 per week, and 40p for each component made. How much is paid in a week when 200 components were completed?
6. A brick factory manager is paid a ₵150 per week and a piece work rate of ₵15.00 per bag of cement used in moulding blocks. If 200 bags of cement are used in moulding blocks in a week, what is the manager's total wage?

Worksheet 8.1 - Spending Money

There are many ways of paying for things we want to buy. Some of these are:

Hire purchase	An expensive item can be bought by hire purchase. This consists of a single large payment followed by several small payments each month based on given rates.
Mortgage	When a house is bought using a mortgage, money is borrowed and repaid over several years based on given rates. Often the repayments are much larger than the amount originally borrowed.
Discount	Shops will often offer a discount on some goods, by reducing their price by certain rates.
Settling Utility Bills	At the end of every month utility companies which supply water, electricity and telephone bill households. Such bills are based on certain approved rates.

Mortgages and high purchase

- Mr Owusu wants to buy a new car which costs ₵70,000. The car is available:
 - for cash with a 10% discount for immediate payment,
 - on hire purchase for 24 monthly payments of ₵300, or
 - on hire purchase for 36 monthly payments of ₵210.
 - What are the differences in cost between buying the car over two years and over three years?
 - How much extra does the company receive by allowing the hire purchase agreement?
- Mrs Amuzu wants to buy a complete fitted kitchen with electric cooker, fridge and freezer for her new house. An Accra furniture company will supply everything, with hard wood cupboards, in two weeks for ₵20,000. The company will charge her nothing until the job has been completed. She then has to pay ₵1000 every month for two years. What is the total cost to Mrs Amuzu?

Worksheet 8.2 - Income tax on salary with tax relief

Mrs. Afua Mensah is 45 years old. She is employed by a construction company and earns ₵72,000 per annum. Mrs. Mensah contributes to the Social Security Fund. She is married with five dependent children, all of whom attend school in Ghana.

Use the IRS 2002 tax information below to calculate Mrs. Mensah's tax liability for the year.

Rates of income tax (IRS, 2018)

Chargeable income Tax rate (%) per annum

1	First GHS3,132	Nil
2	Next GHS840	5%
3	Next GHS1,200	10%
4	Next GHS33,720	17.5%
5	Next GHS81,108	25%
6	Exceeding GHS120,000	35%

Available at

[https://www.ey.com/Publication/vwLUAssets/Ghana_amends_personal_income_tax_rates/\\$FILE/2018G_010641-18Gbl_Ghana%20amends%20personal%20income%20tax%20rates.pdf](https://www.ey.com/Publication/vwLUAssets/Ghana_amends_personal_income_tax_rates/$FILE/2018G_010641-18Gbl_Ghana%20amends%20personal%20income%20tax%20rates.pdf)

Chargeable/taxable income	Rate of tax	Chargeable/taxable income per month	Rate of tax
First GHS3,132	Nil		
Next GHS840	5%		
Next GHS1,200	10%		
Next GHS33,720	17.5%		
Next GHS81,108	25%		
Exceeding GHS120,000	35%		

Types of tax relief (based on annual income)

- Social Security - 5% of workers' basic salary
- Marriage - ₵300
- Children's education - ₵240 per child up to a maximum of three children or wards
- Disabled - 25% of income from employment or business
- Old age - ₵2000 for person aged 60 years or more (from business a employer)
- Aged dependent relative - ₵200 per aged dependent aged 60 years or more up to a maximum of two.
- SSF and life assurance policy - 10% of sum assured

Worksheet 8.3 - Income Tax on salary with tax relief

Mr Ali's annual salary is ₵36,000. He contributes 5% of his salary to the Social Security Fund. He is married, with three children, two of whom are dependent and are still in school in Ghana.

Use the IRS 2002 tax information below to calculate Mr. Ali's annual tax liability.

Worksheet 8.4 - Reading Distance Charts and Maps

1. From the distance chart in Appendix 11, find the distances between the following towns:
 - a) Accra and Kumasi
 - b) Kumasi and Tamale
 - c) Accra and Tamale
 - d) Do the distances from Accra to Koforidua, and from Koforidua to Kumasi satisfy the *transitive* property, that is:

$$A + K = x$$

$$K + T = y$$

$$\square A + T = x + y?$$

Do you think this result is always true for distance?

2. From the distance chart in Appendix 10, find the distances between the following towns:
 - a) Accra and Kumasi
 - b) Tamale and Kumasi
 - c) Bolgatanga and Takoradi
3. Sketch the route you will use to travel from Bolgatanga to Takoradi and use the distance chart (attached) to calculate the distance. How different is it from your answer in (2c).
4. Using a ruler and referring to the scale in the upper left corner of the map on the next page (approximately, 1cm to 50 miles), find the direct distance between Accra and Tamale.
5. Find the length of the river from the dam to the sea? (Use thread to measure the length of the river)



FRENCH

YEAR 1 - SEMESTER 1

TUTOR PD SESSION 1 FOR LESSON 1 IN THE COURSE MANUAL - TEACHING AND LEARNING FRENCH IN GHANA

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/ HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
Introduction/lesson overview - Reflection	<ul style="list-style-type: none"> • In pairs share what you learnt in the previous PD session(s) • What is the main purpose of the lesson in the French Course Manual? • Ref. to course manual pg. 3 • In pairs, share the unique aspects of the lesson. • Mention any important and salient points identified in the introduction. • In pairs, explain what is expected to be achieved in the LOs and Lis and share with the whole group. • Ref. to course manual pg. 3 	10 mins
Activity 1: Concept Development (New learning likely to arise in this lesson) :	<p>Concept Development</p> <p>a) In groups, read the lesson, identify the main concept in the lesson and discuss it. Ref. to the course manual pg. 1</p> <p>b) In groups, what are the possible challenging areas in teaching the concept?</p> <p>c) In your groups, identify and discuss the appropriate teaching and learning resources needed to teach the concept? Ref. to course manual pages 10 & 15</p> <p>d) In your individual groups, share the appropriate resources needed to teach and learn the concept with larger group.</p>	25 mins

<p>Activity 2: Concept Development (New learning likely to arise in this lesson):</p>	<p>Teaching and learning activities for the lesson In your groups read the teaching and learning activities and identify areas that require clarification.</p> <p>A tutor in the group presents the areas identified in the teaching and learning activities for whole group discussion.</p> <p>In small groups, discuss and subsequently share with the whole group, ways to integrate the core transferable skills into the teaching and learning activities.</p> <p>In groups, discuss and prepare teaching and learning activities on using YouTube videos to teach the topic “Teaching and Learning of French in Ghana” In groups and on a flip chart, write the teaching and learning.</p> <ul style="list-style-type: none"> • Two tutors from each group come forward and peer teach the lesson prepared. <p>A two-member panel use lesson observation guide to assess the lesson delivery and share observation with the whole class.</p> <p>Reflection</p> <p>a) In your groups, identify the core and transferable skills used in the lesson delivery and explain how it is executed.</p> <p>b) What other resources could be used in the delivery of the lesson prepared?</p>	<p>40 mins</p>
<p>Evaluation and review of session:</p>	<p>a) Write down your observations and share the issues you have about the lesson delivered for clarification.</p> <p>b) Share the advance preparation you have done that facilitated the preparation and delivery of the lesson.</p> <p>c) What unresolved issues are there to be attended to?</p>	<p>15 mins</p>

TUTOR PD SESSION 2 FOR LESSON 2 & 3 IN THE COURSE MANUAL PHONETICS AND PHONOLOGY, I & II

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
Introduction / lesson overview	Reflection Reflect individually on previous lesson 1 and share what you learnt. What is the main purpose of the lesson in the course manual? What are the unique aspects of French Phonetics and phonology? Share the important points you found in the introduction of the lesson. In pairs, discuss the LOs in the course manual and share your findings. Refer to course manual pp. 16-17 and pp. 19-20	10 mins
Activity 1: Concept Development (New learning likely to arise in this lesson) :	Concept Development a) In groups let tutors read the lesson, identify key concepts in the lesson and discuss them. Ref. to the course manual pp. 15 & 20 b) In groups, reflect on the possible challenging areas in teaching the concepts? c) In your groups, identify and discuss appropriate teaching and learning resources needed to teach the concepts as indicated in the course manual? d) In your individual groups, share with the larger group, your findings on the appropriate resources needed to teach and learn the concepts	25 mins

<p>Activity 2: Concept Development (New learning likely to arise in this lesson) :</p>	<p>Teaching and learning activities for the lesson</p> <p>a) In your groups, read the teaching and learning activities on pp. 18-19 and pp. 23-24, and identify areas that require clarification.</p> <p>b) A tutor in the group presents areas identified in the teaching and learning activities for whole group discussion.</p> <p>c) In small groups, discuss and share with the whole group how to integrate the core transferable skills into the teaching and learning activities</p> <p>d) In groups, discuss and prepare teaching and learning activities for using YouTube videos in teaching the topic “French phonetics and phonology”.</p> <p>e) One tutor from each group comes forward to peer teach the lesson prepared.</p> <p>Reflection</p> <p>a) In your groups, identify the core and transferable skills used in the lesson delivery and explain how they were executed.</p> <p>b) What other resources could be used in the delivery of the lesson note.</p>	<p>40 mins</p>
<p>Evaluation and review of session:</p>	<p>Evaluation and review of session</p> <p>a) Share the issues you have about the lesson delivered for clarification?</p> <p>b) Share the advance preparation you have done that facilitated the preparation and delivery of the lesson?</p> <p>c) What unresolved issues are there to be attended to?</p>	<p>15 mins</p>

TUTOR PD SESSION 3 FOR LESSON (4 & 5) IN THE COURSE MANUAL SPEECH ACTS DEPICTING DAILY ROUTINE, I & II

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
Introduction / lesson overview	<p>Reflection</p> <p>Reflect individually on the previous lessons and share what you learnt.</p> <p>What is the main purpose of the lessons in the course manual?</p> <p>What are the unique aspects of French Phonetics and phonology?</p> <p>Read and share the important points you found in the introduction.</p> <p>In pairs, discuss the LOs and the Lis in the course manual and share your findings.</p> <p>Refer to course manual pp. 26 & 32</p>	10 mins
Activity 1: Concept Development (New learning likely to arise in this lesson)	<p>Concept Development</p> <p>a) In groups tutors read the lessons, identify the key concepts in the lesson and discuss them. Ref. to the course manual pp. 25 & 31</p> <p>b) In groups, what are the possible challenging areas in teaching the concepts?</p> <p>c) In your groups, identify and discuss the appropriate teaching and learning resources needed to teach the concepts.</p> <p>d) Individual groups share with the larger group the appropriate resources needed to teach and learn the concepts</p>	25 mins

<p>Activity 2: Teaching and Learning activities for the lesson</p>	<p>Teaching and learning activities for the lesson</p> <p>a) In your groups, read the teaching and learning activities and identify areas that require clarification.</p> <p>b) A tutor in each group presents the areas identified in the teaching and learning activities for whole group discussion.</p> <p>c) In small groups, discuss and share with the whole group how to integrate the core and transferable skills into the teaching and learning activities</p> <p>d) In groups, write on a flip chart teaching and learning activities for teaching the topic “Speech acts depicting daily routine” using YouTube videos on dramatization and role-play.</p> <p>e) In groups, write on a flip chart teaching and learning activities for teaching the topic “Teaching and Learning of French in Ghana” using YouTube videos.</p> <p>f) Two tutors from each group come forward and peer teach the lesson prepared.</p> <p>g) critique and share the observations from the lesson with the whole group.</p> <p>Reflection</p> <p>a) In your groups, identify the core and transferable skills used in the lesson delivery and explain how they were executed.</p> <p>b) What other resources could be used in the delivery of the lesson note</p>	<p>40 mins</p>
<p>Evaluation and review of session</p>	<p>Evaluation and review of session</p> <p>a) Share the issues you have about the lesson delivered for clarification</p> <p>b) Share the advance preparation you have done that facilitated the preparation and delivery of the lesson</p> <p>c) What unresolved issues are there to be attended to?</p>	<p>15 mins</p>

TUTOR PD SESSION 4 FOR LESSONS 6 AND 7 IN THE COURSE MANUAL STRUCTURE AND USAGE OF FRENCH LANGUAGE (SPOKEN), I & II

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
Introduction / lesson overview	<p>Reflection Reflect individually on the previous week's session and record your ideas in your journals.</p> <p>In pairs, share your ideas and present them to the whole group.</p> <p>In groups read and explain the main purpose of the lesson in the French Course Manual to the whole group. Refer to course manual pp. 36 and 42</p> <p>In pairs, identify and share the unique aspects of the lesson with the whole group.</p> <p>Mention any important and salient points identified in the introduction.</p> <p>In pairs, explain what is expected to be achieved in the Los and the LIs.</p>	10 mins
Activity1: Concept Development (New learning likely to arise in this lesson)	<p>Concept Development</p> <p>a) Read and take note of key concepts from the lesson description for Lessons 6 and 7. (Ref. to the course manual pp. 36 and 42...)</p> <p>b) In groups, tutors discuss concepts identified in course description.</p> <p>c) In groups, identify possible challenges that may affect the delivery of the concepts.</p> <p>d) In a whole group discussion, share possible challenges and solutions with the larger group.</p> <p>e) In pairs, think and write down the appropriate resource materials needed for the delivery of the lesson. Ref. to course manual pages 10, 41 & 46</p> <p>f) Pairs share findings with the larger group for discussion.</p>	25 mins

<p>Activity 2: Teaching and Learning activities for the lesson</p>	<p>a) Read the teaching and learning activities and identify issues for clarification.</p> <p>b) Present challenges identified in the activities for whole group discussion.</p> <p>c) Discuss and present views on how best PowerPoint presentations, extracts and Think-pair-share can be used to teach the topics in the lessons: "Structure and Usage of French Language (Spoken) I and II"</p> <p>d) In groups, design sample lesson for teaching using the activities in the course manual.</p> <p>e) Present the sample lessons for whole group discussion.</p> <p>Reflection Tutors to reflect on the following questions:</p> <ol style="list-style-type: none"> i. What core and transferable skills did you observe in the lesson delivery? ii. Which other resource(s) could have been used in the lesson delivery? 	<p>40 mins</p>
<p>Evaluation and review of session</p>	<p>a) Put down on Sticker Notes, issues or remarks on the session which need to be addressed. Post them on the board.</p> <p>b) One tutor reads all the remarks to the larger group for discussion.</p> <p>c) Point out key and outstanding issues that may need holistic attention.</p>	<p>15 mins</p>

TUTOR PD SESSION 5 FOR LESSON 8 IN THE COURSE MANUAL PICTURE READING AND DESCRIPTION

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
Introduction / lesson overview	<p>Reflection</p> <p>Reflect individually on the previous week's session and record your experiences in your journals.</p> <p>In pairs, share your experiences/ideas on the previous week's session.</p> <p>Present your ideas to the entire group for further discussion.</p> <p>A tutor reads the CLOs and CLIs for the Lesson 8 to the hearing of the group and explain what is expected to be achieved.</p> <p>Refer to course manual pg. 48</p> <p>Read silently on the barriers that may affect the learning of the Lesson 8 in the course manual.</p> <p>In a large group, discuss how to address the identified barriers in the course of the teaching and learning process</p>	10 mins
Activity 1: Concept Development (New learning likely to arise in this lesson)	<p>Concept Development</p> <p>a) Listen to the reading of the course description and take note of the key concepts. (Refer to the course manual page 47)</p> <p>b) In groups, discuss the key concepts of lesson 8 as identified in the course description.</p> <p>c) In groups, identify possible challenges that may affect the delivery of the concepts.</p>	25 mins

<p>Activity 2: Teaching and learning activities for the lesson</p>	<p>a) Read the teaching and learning activities and identify areas that need clarification. (refer to pages 48 to 50)</p> <p>b) Present the challenges identified in the activities for discussion.</p> <p>c) Discuss and present views on how best to use pictures, documents authentiques/ cards/ online resources, etc. in teaching communication in French.</p> <p>e) Think-pair and share how pictures can be used to teach the topic "Picture reading and Description".</p> <p>f) In groups, design sample lesson for teaching using the activities in the course manual</p> <p>g) In pair, present the sample lesson for whole group discussion.</p> <p>Questions and answers Tutors reflect on the following questions:</p> <ol style="list-style-type: none"> a. What core and transferable skills did you observe in the lesson delivery? b. Which other resource(s) could have been used in the lesson delivery? 	<p>40 mins</p>
<p>Evaluation and review of session</p>	<p>Evaluation and review of session:</p> <p>a) Put down concerns or remarks on the session which need to be addressed.</p> <p>b) Share your concerns/ remarks with the larger group for further discussion.</p> <p>c) Point out key and outstanding issues that may need holistic attention.</p>	<p>15 mins</p>

TUTOR PD SESSION 6 FOR LESSON 9 IN THE COURSE MANUAL THE JHS FRENCH CURRICULUM: ORAL EXPRESSION AND VOCABULARY TEACHING

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/ HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
Introduction / lesson overview	<p>Reflection</p> <p>What challenges did you encounter in delivering the previous lesson?</p> <p>Share your responses with the larger group for discussion.</p> <p>A tutor reads out the CLOs and CLIs for Lesson 9 to the group. Refer to course manual pg. 53</p> <p>Read silently the barriers to the delivery of the Lesson as indicated in the course manual.</p> <p>Discuss the barriers identified and propose ways to overcome them in the delivery.</p>	10 mins
Activity 1: Concept Development (New learning likely to arise in this lesson)	<p>Concept Development</p> <p>a) Listen and take note of key concepts from the Lesson description. (Ref. to the course manual page 52)</p> <p>b) In groups, discuss the concepts identified in the course description.</p> <p>c) In groups, identify possible challenges that may affect the teaching and learning of the concepts identified.</p> <p>d) In a whole group discussion, share possible challenges and solutions with the larger group.</p> <p>e) In pairs, identify, reflect and write down the appropriate resources/ materials needed for the delivery of the Lesson.</p> <p>f) Pairs share their findings with the larger group for further discussion.</p>	25 mins

<p>Activity 2: Teaching and Learning activities for the lesson</p>	<p>a) Read the teaching and learning activities and identify challenges.</p> <p>b) Present the challenges identified in the activities for discussion.</p> <p>c) Discuss/present views on how best audio-visual resources, dramatization and role play can be used to teach the topic "The JHS French Curriculum: Oral Expression & Vocabulary"</p> <p>d) In pairs, design a sample lesson for teaching using the activities in the course manual</p> <p>e) Present the sample Lesson for whole group discussion.</p> <p>Brainstorming</p> <p>Tutors brainstorm on the following questions:</p> <p>a) What core and transferable skills did you observe in the lesson delivery?</p> <p>b) Which other resource(s) could have been used in the lesson delivery</p>	<p>40 mins</p>
<p>Evaluation and review of session</p>	<p>a) Put down issues or remarks on the session which need to be addressed.</p> <p>b) Share your concerns/ remarks with the larger group for discussion.</p> <p>c) Point out key and outstanding issues that may need holistic attention.</p>	<p>15 mins</p>

TUTOR PD SESSION 7 FOR LESSON 10 IN THE COURSE MANUAL

CLASS OBSERVATION SKILLS IN ORAL EXPRESSION

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/ HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
Introduction / lesson overview	<p>Reflection</p> <p>Reflect individually on the previous week's session and how you applied the concepts discussed.</p> <p>In pairs, share your ideas and experiences on the previous week's session as to how you applied the concepts discussed.</p> <p>Present your ideas to the entire group for discussion.</p> <p>Read out the CLOs and CLIs for the Lesson and explain them.</p> <p><i>Refer to course manual pg. 57</i></p>	10 mins
Activity 1: Concept Development (New learning likely to arise in this lesson):	<p>Concept Development</p> <p>a. Listen and take note of key concepts from the Lesson description. (Ref. to the course manual pages 57)</p> <p>b. In groups, discuss concepts identified in Lesson description.</p> <p>c. In groups, identify possible challenges that may affect the delivery of the concepts.</p> <p>d. In a whole group discussion, share possible challenges and solutions to the larger group.</p> <p>e. In pairs, think and write down the appropriate resource materials needed for the delivery of the Lesson.</p> <p>f. Pairs share their findings to the larger group for discussion.</p>	25 mins

<p>Activity 2: Teaching and learning activities for the lesson</p>	<ul style="list-style-type: none"> a. Read the teaching and learning activities and identify the challenges b. Present the challenges identified in the activities for discussion. c. Discuss/present views on how best visual resources, videos, dramatization and role play can be used to teach the topic “Class Observation skills in Oral expression” d. In pairs, design a sample lesson for teaching using the activities in the course manual. e. Present the sample lesson for whole group discussion. <p>Brainstorming</p> <p>Tutors to brainstorm on the following questions:</p> <ul style="list-style-type: none"> a. What core and transferable skills did you observe in the Lesson delivery? a. Which other resource(s) could have been used in the Lesson delivery? 	<p>40 mins</p>
<p>Evaluation and review of session</p>	<ul style="list-style-type: none"> a. Put down issues or remarks on the session which need to be addressed. b. Share your remarks with the larger group for discussion. c. Point out key and outstanding issues that may need holistic attention. 	<p>15 mins</p>

TUTOR PD SESSION 8 FOR LESSONS 11 & 12 IN THE COURSE MANUAL ORAL COMPREHENSION AND SUMMARY I & II

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
Introduction / lesson overview	Reflection <ol style="list-style-type: none"> Reflect individually on the previous week's session and how you applied the new concepts. In pairs share your experiences/ideas on the previous week's session and how you applied the new concepts. Present your points/ ideas to the entire group for discussion. A tutor reads the CLOs and CLIs for the Lesson to the group for comments. <i>Refer to course manual 11 & 12 pp. 62 & 68</i> Read silently the barriers that may affect the teaching and learning of Lessons 11 & 12 in the course manual. (Refer to pages 61 & 66) In a large group, discuss how to address the barriers in the course of the teaching. 	10 mins
Activity 1: Concept Development (New learning likely to arise in this lesson) :	Concept Development <ol style="list-style-type: none"> Listen and take note of the key concepts from the two course descriptions. (Refer to the course manual pages 62 & 67) In groups, tutors discuss the key concepts of Lessons 11 & 12 as identified in the course description. In groups, identify possible challenges that may affect the delivery of the concepts. In a whole group discussion, share the possible challenges and the proposed solutions with the larger group In pairs, identify, reflect and write down the appropriate resources/ materials needed for the delivery of Lessons 11 & 12. Pairs and share your findings with the larger group for discussion. 	25 mins

<p>Activity 2: Teaching and learning activities for the lesson</p>	<ul style="list-style-type: none"> a. Read the teaching and learning activities and identify the challenges. (Refer to pages 64 to 65 & 69 to 71 of the course manual) b. Present the challenges identified in the activities for discussion. c. Discuss/present views on how best to use audio-visual materials, extracts and group work in teaching communication in French. d. Think-pair and share how these resources can be used to teach the topic "Oral comprehension and summary" e. In pairs, design a sample lesson for teaching using the activities in the course manual. f. Present the sample lessons for whole group discussion. <p>Brainstorming</p> <ul style="list-style-type: none"> a. Tutors to brainstorm on the following questions: b. What core and transferable skills did you observe in the lesson delivery? c. Which other resource(s) could have been used in the lesson delivery? 	<p>40 mins</p>
<p>Evaluation and review of session:</p>	<p>Evaluation and review of session:</p> <ul style="list-style-type: none"> a. Put down issues or remarks on the session which need to be addressed. b. Share your remarks with the larger group for discussion. c. Point out key and outstanding issues that may need holistic attention. 	<p>15 mins</p>

FOUNDATION OF EDUCATION IN GHANA

Year 1 - Semester 1

TUTOR PD SESSION 1 FOR LESSON 1&2 IN THE COURSE MANUAL TEACHING AS A PROFESSION

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
Introduction / lesson overview	<ul style="list-style-type: none"> • Revision: Reflect and answer questions about how the previous PD sessions aided you in the delivery of your lessons • Share with your colleagues your views on the purpose of the lesson 1 • Share your perspectives on the important or distinctive features of lesson 1 	15 mins
Activity 1: Concept development (New learning likely to arise in this lesson)	<ul style="list-style-type: none"> • Scan through lesson 1 to identify concepts to be developed • Assist tutors to identify and discuss “misconceptions” that students transiting from Senior High School to CoE might have. Also discuss with them “barriers to learning” that affects might affect learners based on gender stereotyping, disability or socio-economic background etc • Identify possible challenging areas in teaching of the concept. Example, students-teachers might have chosen the programme to become a teacher based on parental advice, lack of resources, or unavailability of the preferred programme. • Find innovative approaches to use appropriate resources like experienced resource persons (in person or from the internet who faced similar situation but overcame those barriers and became successful teachers/educationists. 	25 mins

Activity 2: Teaching and Learning activities for the lesson	<ul style="list-style-type: none"> • Reflect on talk for learning approaches and how it can be used to teach “teaching as an art or science” • Discuss how to invite a resource person especially briefing him/her about his/her role (s) and what is expected of him/her. • Discuss the essential points/distinctive features of the B.Ed curriculum using the NTECF and NTS. • Identify where, and which, core and transferable skills are being developed or applied in this lesson 	40 mins
Evaluation and overview:	<ul style="list-style-type: none"> • Identify any outstanding issues relating to this lesson for clarification especially after their group presentation on misconception. • Read on lessons 3 and 4 before the next PD session 	15 mins

TUTOR PD SESSION 2 FOR LESSON 3, 4 AND 5 IN THE COURSE MANUAL PHILOSOPHICAL AND SOCIOLOGICAL TRENDS OF EDUCATION IN GHANA

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
Introduction / lesson overview	<ul style="list-style-type: none"> • Revision: In pairs share the relevance of the previous PD session in the delivery of your lessons • Brainstorm on the main purposes of the lesson (Refer to the course manual page 16, NTS 1f, 2c, to check your answers). • In groups identify and share the distinctive features of the lesson • Ask relevant questions that evolved from the introduction of the lesson. 	15 mins
Activity 1: Concept development (New learning likely to arise in this lesson)	<ul style="list-style-type: none"> • In groups, discuss the meanings of the various concepts and their relationships (refer to the PDP Theme 4, Course Manual page 16, NTS 1a, 1b, 1f, 2c, and NTECF page 45 • In your groups search online for the meaning, relevance of educational philosophy and aims of education • In pairs identify possible challenging areas in teaching of the concept • In groups identify appropriate resources to help address the challenges identified (e.g. individual experts, YouTube, electronic media, journals, NTS 3e, 3j etc). 	25 mins

<p>Activity 2: Teaching and Learning activities for the lesson</p>	<ul style="list-style-type: none"> • Individually, reflect on talk for learning approaches and identify how it can be used to teach the meaning and relationship among education, curriculum and culture (Refer to NTS 1a, 1c, 2a, 2b, Theme 3 page 11-17) • Discuss in pairs what kind of resource person to use, and identify specific areas he/she needs to address. • In groups discuss the distinctive features of the lesson making reference to the PDP Theme 4, NTECF and NTS 1a, 1c, 1f. • Individually identify where, and which, core and transferable skills are being developed or applied in the lesson (<i>e.g. critical thinking, problem solving skills, communication skills, information and communications technology. Refer to Theme 7 page 42-45, the NTECF page 45 to confirm your answer</i>). 	<p>40 mins</p>
<p>Evaluation and review of session:</p>	<ul style="list-style-type: none"> • In pairs recap the key issues discussed and identify any outstanding issues relating to this lesson for clarification. • Read on lesson 5 before the next PD session. 	<p>15 mins</p>

TUTOR PD SESSION 3 FOR LESSON 6 IN THE COURSE MANUAL TRENDS IN TEACHER EDUCATION

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
Introduction / lesson overview	<ul style="list-style-type: none"> • Revision: Reflect on the usefulness of the previous PD sessions to the delivery of your lessons. • Refer to page 27 of the course manual and read the lesson overview section to familiarise yourself with the purpose of the lesson. • Note the distinctive features of the BSC in a selected subject and write them in your jotter • Compare and discuss the distinctive features (in a selected subject) you identified with your colleagues 	15 mins
Activity 1: Concept development (New learning likely to arise in this lesson).	<ul style="list-style-type: none"> • Refer to page 4 of the NTS to read about the Philosophy and aims of the basic education in Ghana. Write two possible challenges of teaching this lesson. • Turn to pages 28-29 of the course manual and study the TL resources proposed to be used to teach specific contents and concepts • In groups, explain what each of the proposed TL resources entails • Make a note of any of the TL resources you are not conversant with and may require assistance in order to effectively apply it/them 	25 mins

<p>Activity 2: Teaching and Learning activities for the lesson.</p>	<ul style="list-style-type: none"> • Turn to page 28-29 of the course manual and study the TL activities proposed to be used to teach specific contents and concepts (refer to the PD themes for more information on the specific TL activities suggested) • In groups, explain what each of the proposed TL activities entails • List other effective and creative TL activities that could be used to teach the content but not captured in the suggested activities • Make a note of any of the TL activities you are not conversant with and may require assistance in order to effectively apply it/them 	<p>40 mins</p>
<p>Evaluation and overview.</p>	<ul style="list-style-type: none"> • List TL activities they are not conversant as well as TL resource(s) they are likely to have a challenge applying it/them. • List the appropriate ways to address the unresolved issues. • Read on lessons 7, 8 and 9 before the next PD session 	<p>15 mins</p>

TUTOR PD SESSION 4 FOR LESSON 7, 8 AND 9 IN THE COURSE MANUAL POLICIES / STRUCTURE OF TEACHER EDUCATION IN GHANA

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/ HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
Introduction / lesson overview	<ul style="list-style-type: none"> • Revisions: Share your views on the usefulness of the previous PD sessions in your lesson delivery. • Reflect and share your views on the main purpose of the lesson. • In pairs, discuss the important or distinctive aspects of the lessons. (Avoid unnecessary politicization in your discussion). 	15 mins
Activity 1: Concept development (New learning likely to arise in this lesson).	<ul style="list-style-type: none"> • In groups, discuss how to guide student teachers to create their philosophy of teaching. • Identify possible challenging areas in teaching the concepts in the lessons. • Identify possible challenging areas in teaching of the concept. Example, the distinctive features of the report of each Educational Review Committees. All efforts must be made to avoid unnecessary politicization of the review • Find innovative approaches to use appropriate resources like educational review reports and discuss the rationale in each educational policy before and after independence. 	25 mins
Activity 2: Teaching and Learning activities for the lesson.	<ul style="list-style-type: none"> • Reflect on talk for learning approaches and how it can be used to teach history and rationale of education in Ghana • In groups, discuss the evolution of the various phases of teacher education • Discuss how each reform/policy contributed to national development. • Ask appropriate questions for clarifications. • Identify where, and which, core and transferable skills are being developed or applied in this lesson 	40 mins
Evaluation and overview.	<ul style="list-style-type: none"> • Identify any outstanding issues relating to this lesson for clarification especially after their group presentation. • Read on Lesson 10 before the next PD session 	15 mins

TUTOR PD SESSION 5 FOR LESSON 10 IN THE COURSE MANUAL SCHOOL COMMUNITY PARTNERSHIP

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/ HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
Introduction / lesson overview	<ul style="list-style-type: none"> • Revision: Reflect and share your views on the usefulness of the previous PD session to your lesson delivery. • Read the main purpose of the lesson as shown on page 41 of the course manual and reflect on it. • Identify the important or distinctive aspects of the lesson. • Read and discuss the introductory sections up to the learning outcomes shown on pages 41-42 of the course manual. 	15 mins
Activity 1: Concept development (New learning likely to arise in this lesson).	<ul style="list-style-type: none"> • Discuss the meaning of, possible misconceptions of, and the need for a healthy school-community partnership. • In groups, identify the possible challenging areas in teaching the concept(s). • Identify the needed resources to help in teaching the concept, 'healthy school-community partnership'. 	25 mins
Activity 2: Teaching and Learning activities for the lesson.	<ul style="list-style-type: none"> • Read and reflect on the proposed teaching and learning activities that may need further clarification. Write the teaching and learning activities that you may need clarifications on. • In groups, discuss the TL activities proposed for the lesson delivery. • Demonstrate the use of one or two of the TL activities for the lesson. • Identify any outstanding issues relating to this lesson for clarification. 	40 mins
Evaluation and overview.	<ul style="list-style-type: none"> • Review and summarize the key issues discussed. • Write and submit all unresolved issues during the PD session. • Read on lesson 11 before the next PD session 	15 mins

TUTOR PD SESSION 6 FOR LESSON 11 IN THE COURSE MANUAL TECHNOLOGY AND SOCIETY

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
Introduction / lesson overview	<ul style="list-style-type: none"> • Revision: Reflect on the previous PD session and talk about any challenge(s) you faced. • Read unit 6 on page 5 of the course manual. What do you think is the main purpose of the lesson? • In pairs, identify and discuss the distinctive features of the lesson • In your groups, read the introductory sections of the manual and discuss the issues. • Do you have any questions or concerns with the lesson introduction? 	15 mins
Activity 1: Concept development (New learning likely to arise in this lesson).	<ul style="list-style-type: none"> • Individually, read page 5 of the course manual. What are the concepts of the lesson? • What challenges do you presume might pose some challenges for you in terms of new learning? • In your groups, identify and list the various resources (e.g. resources that can be obtained from literature, web and local sources) that are needed to teach this lesson. Are the resources you listed available locally? • In pairs, identify the professional development needs that can be built on in this section. 	25 mins
Activity 2: Teaching and Learning activities for the lesson.	<ul style="list-style-type: none"> • In your groups, identify the activities that are likely to be different from your previous experiences. Read the teaching and learning activities column on page 5 of the course manual and compare the activities there with those you identified in your groups. • In your groups, discuss the effect of the use of technology on teaching/learning and our societal values and ethics as Ghanaians. 	40 mins

	<ul style="list-style-type: none"> • In your pairs, read page 1 of the course manual and list the core and transferable skills to be developed in the lesson. • In your subject groupings, identify existing PD themes that can support the teaching of the lesson. • Prepare a power point presentation to teach this lesson. 	
Evaluation and overview.	<ul style="list-style-type: none"> • Write down the main points of this lesson on the stick-on papers you were given. • Are there any outstanding issues you want us to clarify? • For our next meeting, each of you should bring a You Tube video that can be used to teach a selected topic in the new basic school curriculum. • Read on lesson 12 before the next PD Session. 	5 mins

TUTOR PD SESSION 7 FOR LESSON 12 IN THE COURSE MANUAL CAREER-PATHS AND LIFELONG LEARNING IN EDUCATION

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
Introduction / lesson overview	<ul style="list-style-type: none"> • Revision: Do you have any unresolved issues from the previous section? • Read unit 7 on page 5 of the course manual. What do you think is the main purpose of the lesson? • In pairs, identify and discuss the distinctive features of the lesson • In your groups, read the introductory sections of the manual (pages 1 to 3) and discuss the issues. 	15 mins
Activity 1: Concept development (New learning likely to arise in this lesson).	<ul style="list-style-type: none"> • In your groups, read unit 7 of the course manual (page 5) and write down the key concepts of the lesson. • Individually, identify and discuss aspect(s) of the lesson you presume might pose some challenges for you in terms of new learning. • In your groups, identify and list the various resources (e.g. resources that can be obtained from literature, web and local sources) that are needed to teach this lesson. • In pairs, identify the professional development needs that can be built on in this section. 	25 mins
Activity 2: Teaching and Learning activities for the lesson.	<ul style="list-style-type: none"> • In your groups, identify the activities that are likely to be different from your previous experiences. • Read the teaching and learning activities column on page 5 of the course manual and compare the activities there with those you identified in your groups. • In your groups, discuss the teaching and learning activities and how to use them. • In pairs, list the core and transferable skills to be developed in the lesson. • Identify existing PD themes that can support the teaching of the lesson. • Prepare a power point presentation to teach this lesson. 	40 mins

Evaluation and overview.	<ul style="list-style-type: none">• Individually write down two key ideas you are taking away from this lesson.• Do you have any issues you want us to resolve before we leave?• Review the PD sessions for the semester with your colleague tutors	5 mins
---------------------------------	---	--------

INTRODUCTION TO LANGUAGE AND LITERACY

Year 1 - Semester 1

TUTOR PD SESSION 1 FOR LESSON 1 IN THE COURSE MANUAL - LESSON TITLE: MISCONCEPTIONS AND BIASES ABOUT LANGUAGE AND LITERACY

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
Introduction / lesson overview	<ul style="list-style-type: none"> • Discuss the main issues raise in the previous PD session on Introduction to Language and Literacy Manual. • In pairs, discuss the main purpose of the current PD Session and that of the current lesson of the course manual and ask them to share. • Discuss the main Learning Outcomes (LOs) and the Learning Indicators (LIs)raised in the lesson. Ask questions for clarification. (Refer to the learning outcomes and indicators section of the lesson e.g. The indicators will help with achievement of the learning outcomes) 	15 mins
Activity 1: Concept development (New learning likely to arise in this lesson).	<ul style="list-style-type: none"> • Answer questions and ask questions for clarification to identify key elements of the lesson description in the lesson manual and address issues that may arise. (Refer to the lesson description in the lesson manual) • Brainstorm on the main content to be covered in the lesson and clarify issues that may arise from the discussion. (Refer to the section on topics and subtopics in the current lesson manual. E.g., Children can learn to read the same way that they learn to talk, by immersion. • Discuss any challenges you may anticipate in presenting the topic. 	25 mins

<p>Activity 2: Teaching and Learning activities for the lesson.</p>	<ul style="list-style-type: none"> • Discuss through questions and answers the various teacher’s and student teacher’s activities used in the lesson delivery and how they will promote the content delivery. (refer to the teaching and learning activities section of the lesson manual) • Discuss the effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills in the lesson. • Demonstrate with a selected activity use it in real classroom teaching situation. 	<p>35 mins</p>
<p>Evaluation and review of session:</p>	<ul style="list-style-type: none"> • Discuss any outstanding issues that relate to the current lesson for clarification. • Discuss the assessment instruments and procedures used in this lesson for assessing student teachers. • Discuss the topics to be treated in advance to enable them to prepare adequately for those topics 	<p>10 mins</p>

TUTOR PD SESSION 2 FOR LESSON 3 IN THE COURSE MANUAL

LESSON TITLE: DEFINITION AND CHARACTERISTICS OF LANGUAGE

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
Introduction / lesson overview	<ul style="list-style-type: none"> • Write down the main ideas raised in the previous PD Session on misconceptions and biases in literacy • In pairs, discuss the main purpose of the current PD Session and that of the current lesson (Definition and characteristics of language) of the course manual and ask them to share. • Discuss the main learning outcomes and the learning indicators raised in the lesson. Ask questions for clarification. <i>(Refer to the learning outcomes and indicators section of the lesson e.g. The indicators will help with achievement of the learning outcomes)</i> 	15 mins
Activity 1: Concept Development (New learning likely to arise in this lesson -content): (The New Content)	<ul style="list-style-type: none"> • Answer and ask questions for clarification to identify key elements of the lesson description in the lesson manual and address issues that may arise. (Refer to the lesson description in the lesson manual) • Through the think-pair-share, state the main content to be covered in the lesson and clarify issues that may arise from the discussion. (Refer to the section on topics and subtopics in the current lesson manual. E.g., Children can learn to read the same way that they learn to talk, by immersion. • In groups, discuss any challenges you may anticipate in presenting the topic. • Make a presentation for whole group discussion. 	25 mins
Activity 2: Teaching and learning activities for the lesson	<ul style="list-style-type: none"> • Discuss the various teacher's and student teacher's activities used in the lesson delivery and how they will promote the content delivery. (refer to the teaching and learning activities section of the lesson manual) • Examine the effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills in the lesson • Demonstrate the selected activities in real classroom teaching situation 	35 mins

Evaluation and overview.	<ul style="list-style-type: none">• In pairs recap the key issues discussed and identify any outstanding issues relating to this lesson for clarification.• Read on lesson 5 before the next PD session	10 mins
---------------------------------	--	---------

TUTOR PD SESSION 3 FOR LESSONS 4 AND 5 IN THE COURSE MANUAL

LESSON 4 TOPIC: STAGES OF LITERACY DEVELOPMENT/ACQUISITION LESSON 5 TOPIC: CHALLENGES TO DEVELOPING LITERACY AMONG LEARNERS

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/ HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
Introduction / lesson overview	<ul style="list-style-type: none"> In pairs, do a semantic map as recap of the previous PD Session on Definition and characteristics of language and share with others. In pairs, discuss the main purpose of the current PD Session and that of current lessons (Stages of Literacy Development/acquisition and the challenges to developing literacy among learners) and share with the larger group. Discuss the main learning outcomes and the learning indicators raised in lessons 4 and Ask questions for clarification. <i>(Refer to the learning outcomes and indicators section of the lessons e.g. Are the LIs properly aligned to the Los?)</i> 	15 mins
Activity 1: Concept development (New learning likely to arise in this lesson).	<ul style="list-style-type: none"> Answer questions and asking questions for clarification, examine key elements of the two lessons (4 and 5) descriptions in the manual and address issues that may arise. (Refer to the lesson descriptions in the lesson 4 and 5 of the manual) Brainstorm on the main content to be covered in the lesson and clarify issues that may arise from the discussion. (Refer to the section on topics and subtopics in the current lesson manuals. Brainstorm on any challenges you may anticipate in presenting the topics in the two lessons. 	30 mins

<p>Activity 2: Teaching and learning activities for the lesson</p>	<ul style="list-style-type: none"> • Discuss through the use of questions and answers the various teacher's and student teacher's activities used in the two lessons delivery and how they will promote the delivery of the content/topics. (refer to the teaching and learning activities section of the two lesson manuals) • Discuss in pairs, the effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills in the two lessons. • Describe to the group how you will use a selected activity in real classroom situation. 	35 mins
<p>Evaluation and review of session:</p>	<ul style="list-style-type: none"> • Identify any outstanding issues that relate to the current lesson for clarification. • Discuss the assessment instruments and procedures used in this lesson for assessing student teachers • Read lessons 6 and 7 for the next PD session. 	10 mins

TUTOR PD SESSION 4 FOR LESSONS 6 AND 7 IN THE COURSE MANUAL
LESSON 6 TOPIC: THEORIES OF LANGUAGE ACQUISITION/LEARNING.
LESSON 7 TOPIC: STAGES OF LI ACQUISITION

<p>Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs and each one must be addressed</p>	<p>Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i></p>	<p>Time in session</p>
<p>Introduction / lesson overview</p>	<ul style="list-style-type: none"> • Discuss the main issues raised in the previous PD session on Stages of literacy development and challenges to developing literacy among learner as recap. • In pairs, discuss the main purposes of the current PD Session and that of current lessons on stage of Language acquisition and Stages of L1 acquisition and share with the group. • In two pairs/groups examine the main learning outcomes and the learning indicators in the task/ topic assigned and report to group. • Ask question about issues that may arise from the discussion of the tasks assigned them and discuss how they may be addressed. 	<p>15 mins</p>
<p>Activity 1: Concept development (New learning likely to arise in this lesson).</p>	<ul style="list-style-type: none"> • Answer questions and ask questions for clarification to identify key elements of the lesson descriptions in the lesson manuals and address issues that may arise. (Refer to the lesson descriptions in the manuals of the two lessons for the PD Session) • Brainstorm on the main content to be covered in the lesson and clarify issues that may arise from the discussion. (Refer to the section on topics and subtopics in the current lesson manual. E.g., Children can learn to read the same way that they learn to talk, by immersion. • Discuss any challenges you may anticipate in presenting the topic and suggest ways of addressing such challenges. 	<p>30 mins</p>

Activity 2: Teaching and learning activities for the lesson	<ul style="list-style-type: none">• Discuss through questions and answers the various teacher's and student teacher's activities used in the two lesson deliveries and how they will promote the delivering of the content in the two lessons. (refer to the teaching and learning activities section of the lessons discussed in manuals in the PD session)• Discuss the effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills in the lesson• Demonstrate the selected activities in real situation or close to reality.	35 mins
Evaluation and overview:	<ul style="list-style-type: none">• Identify any outstanding issues relating to this lesson for clarification especially after their group presentation.• Read on Lesson 10 before the next PD session	10 mins

TUTOR PD SESSION 5 FOR LESSON 8 TOPIC: DEFINITION AND TYPES OF BILINGUAL EDUCATION

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
Introduction / lesson overview	<ul style="list-style-type: none"> • Respond to the questions to help you recap the main issues raised in the theories of and stages in Language and L1 acquisition. • In pairs, discuss the main purpose of the current PD Session and that of the current lesson on the Definition and Types of Bilingual Education in the course manual. • Discuss the main learning outcomes and the learning indicators raised in the lesson. Ask questions for clarification. (Refer to the learning outcomes and indicators section of the lesson e.g. The indicators will help with achievement of the learning outcomes) 	15 mins
Activity 1: Concept development (New learning likely to arise in this lesson).	<ul style="list-style-type: none"> • Answer and ask questions for clarification and identify key elements of the lesson on the Definition and Types of Bilingual Education as outlined in the manual and address issues that may arise. (Refer to the lesson description in the lesson manual). • Discuss the main content to be covered in the Definition and Types of Bilingual Education lesson and clarify issues that may arise from the discussion. (Refer to the section on topics and subtopics in the current lesson manual). • Discuss any challenges you may anticipate in presenting the topic. 	30 mins

<p>Activity 2: Teaching and learning activities for the lesson</p>	<ul style="list-style-type: none"> • Discuss through questions and answers the various teacher's and student teacher's activities used in the lesson delivery and how they will promote the content delivery. (Refer to the teaching and learning activities section of the lesson manual) • Discuss the effectiveness of the activities and strategies in the achievement of the objectives of the lesson and how they will be used to enhance the core and transferable skills in the lesson. • Use the concepts you have acquired from the lesson in context or in real life situation. (E.g. Using the concepts, in pairs, to converse between themselves). 	<p>35 mins</p>
<p>Evaluation and review of session:</p>	<ul style="list-style-type: none"> • Discuss any outstanding issues that relate to the current lesson for clarification. • Discuss the assessment instruments and procedures used in this lesson for assessing student teachers. • Discuss the topics to be treated in the next PD session. 	<p>10 mins</p>

TUTOR PD SESSION 6 FOR LESSON 9 IN THE COURSE MANUAL

TITLE: THE LANGUAGE SITUATION IN GHANA

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/ HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
Introduction / lesson overview	<ul style="list-style-type: none"> • Be in a circle. Allow one person to be in the middle of the circle with a ball. The one in the middle will ask any question on PD Session on the Definition and Types of Bilingual Education and throw the ball to any of you in the circle. That individual answers the question and exits. If she/he fails to get it right, she/he comes to the middle and throws the ball to another for the cycle to continue until everybody gets to ask or answer a question. • Brain write on the language situation in Ghana and discuss with your elbow partners. Share your findings with the larger group. • Discuss the main learning outcomes and the learning indicators raised in the lesson. Ask questions for clarification. (Refer to the learning outcomes and indicators section of the lesson e.g. The indicators will help with achievement of the learning outcomes) 	15 mins
Activity 1: Concept development (New learning likely to arise in this lesson).	<ul style="list-style-type: none"> • Answer and ask questions for clarification to identify key elements of the lesson description in the lesson manual and discuss issues that may arise. (Refer to the lesson description in the lesson manual) • Stand up and move to a friend. Ask him/ her to provide you with answers to the following: • What two main advantages can you identify about multilingualism? • How many languages do we have in Ghana? • How many are spoken in the national radio and television? • Can any of the indigenous languages be used as a national language? If no why? If yes how? • Each tutor should contact more than one friend for answers to these questions. • In groups, discuss any challenges you may anticipate in presenting the topic. • Make a presentation for whole group discussion. Make a presentation for whole group discussion. 	25 mins

<p>Activity 2: Teaching and learning activities for the lesson</p>	<ul style="list-style-type: none"> • Discuss any outstanding issues that relate to the current lesson for clarification. • Discuss the assessment instruments and procedures used in this lesson for assessing student teachers. • Discuss the topics to be treated in the next PD session. 	35 mins
<p>Evaluation and review of session:</p>	<ul style="list-style-type: none"> • Write two things they have learnt and one thing they may need further assistance in order to grasp. • Discuss the following with your elbow partner: <ul style="list-style-type: none"> • What are the assessment instruments you will like to use in this lesson and why? • What would you procedures used in assessing your student teachers? • Read on Language Policy of Education in Ghana for the next PD session. 	15 mins

TUTOR PD SESSION 7 FOR LESSONS 10 AND 11 IN THE COURSE MANUAL
LESSON 10 TOPIC: LANGUAGE POLICY OF EDUCATION IN GHANA
LESSON 11 TOPIC: CHALLENGES WITH IMPLEMENTATION OF THE
LANGUAGE POLICY IN GHANA

<p>Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs and each one must be addressed</p>	<p>Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session</i></p>	<p>Time in session</p>
<p>Introduction / lesson overview</p>	<ul style="list-style-type: none"> • Discuss the main issues raise in the previous PD session on Theories of language acquisition and stages in L1 acquisition • In pairs, discuss the main purposes of the current PD Session on Theories of language acquisition and stages in L1 acquisition in the current lessons of the course manual and share with the group. • Discuss the main learning outcomes and the learning indicators outlined in the two lessons for the PD session. Ask questions for clarification to address the issues that may arise. 	<p>15 mins</p>
<p>Activity 1: Concept development (New learning likely to arise in this lesson).</p>	<ul style="list-style-type: none"> • Answer questions and ask questions for clarification to examine the key elements of the current two lesson descriptions in the manual and address issues that may arise • Brainstorm on the main content of the two lessons and help clarify issues that may arise from the discussion. • Discuss any challenges you may anticipate in presenting the topic and brainstorm oh how to address the challenges. 	<p>30 mins</p>
<p>Activity 2: Teaching and learning activities for the lesson</p>	<ul style="list-style-type: none"> • Discuss the various teacher’s and student teacher’s activities used in the delivery of the two lessons and how they will promote the content delivery of those two lessons. • Discuss the effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills embedded in the two lesson. • Demonstrate a selected activity in real classroom situation. 	<p>35 mins</p>

Evaluation and review of session:	<ul style="list-style-type: none">• Discuss any outstanding issues that relate to the current two lessons for clarification.• Discuss the assessment instruments and procedures used in these two lessons for assessing student teachers.• Read on the lesson The Language / Literacy Teacher for the next PD session.	10 mins
--	--	---------

TUTOR PD SESSION 8 FOR LESSON 12 IN THE COURSE MANUAL

LESSON TOPIC 12: THE LANGUAGE/LITERACY TEACHER

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
Introduction / lesson overview	<ul style="list-style-type: none"> • Participate actively in the discussion to help you recap the main issues raised in the Language/ Literacy Teacher lesson in the course manual • In pairs, discuss the main purpose of the current PD Session and that of the current lesson on the Language/ Literacy Teacher lesson in the course manual • Discuss the main learning outcomes and the learning indicators raised in the lesson. Ask questions for clarification. <i>(Refer to the learning outcomes and indicators section of the lesson e.g. The indicators will help with achievement of the learning outcomes)</i> 	15 mins
Activity 1: Concept development (New learning likely to arise in this lesson).	<ul style="list-style-type: none"> • Answer and ask questions for clarification and identify key elements of the lesson on the Language/Literacy Teacher lesson as outlined in the manual and address issues that may arise. <i>(Refer to the lesson description in the lesson manual).</i> • Discuss the main content to be covered in the Language/Literacy Teacher lesson and clarify issues that may arise from the discussion. <i>(Refer to the section on topics and subtopics in the current lesson manual).</i> • Discuss any challenges you may anticipate in presenting the topic on the Language/Literacy Teacher. 	30 mins

<p>Activity 2: Teaching and learning activities for the lesson</p>	<ul style="list-style-type: none"> • Discuss the various teacher’s and student teacher’s activities used in the lesson delivery and how they will promote the content delivery. (refer to the teaching and learning activities section of the lesson manual). • Discuss the effectiveness of the activities and strategies in the achievement of the objectives of the lesson and how they will be used to enhance the core and transferable skills in the lesson. • Determine how you can function effectively and efficiently, as a language teacher, in real life situation. 	<p>35 mins</p>
<p>Evaluation and review of session:</p>	<ul style="list-style-type: none"> • Discuss any outstanding issues that relate to the current lesson for clarification. • Discuss the assessment instruments and procedures used in this lesson for assessing student teachers. 	<p>10 mins</p>

INCLUSIVE SCHOOL BASED INQUIRY

Year 1 - Semester 1

TUTOR PD SESSION 2 FOR LESSON 1 IN THE COURSE MANUAL THE ROLE OF SCHOOL BASED ENQUIRY IN STS

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
Focus:	Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each stage of the session)	Time in session
Introduction / lesson overview	<ul style="list-style-type: none"> • Write one thing you learnt from the previous PD session on a sticker note. • A few of you should share your reflection(s) with the group. • A volunteer tutor should read the overview, learning outcomes (LOs) and learning indicators (LIs) of this session. • In pairs, identify what is unique about this lesson (Topic). • Discuss whether the learning outcomes (LOs) and learning indicators (LIs) of this lesson are achievable 	10 mins
Activity 1: Concept development (New learning likely to arise in this lesson).	<ul style="list-style-type: none"> • Individually identify on the ticker note aspects of lesson 1 you may need further clarification/support on (if any). • Share your identifications with the group. • Chose a partner. • With your partner identify basic concepts in the lesson. • One tutor from each pair should come and pick one of the papers. • Still working with your pair, discuss and present your picked concept(s) on a flip chat. • Post your flip chat on the walls for a gallery walk. • Individually, write down possible challenges that may be encountered in teaching the basic concepts. 	25 mins

	<ul style="list-style-type: none"> • Pick an elbow-partner • Review the resources suggested in the teacher activity and learner activity columns at pages 8-10 of the manual. • Identify the resources that are available and those required to teach the concepts and sub-topics effectively. • Present your work on a flip chart to the whole group. 	
<p>Activity 2: Teaching and Learning activities for the lesson.</p>	<ul style="list-style-type: none"> • Sit in pairs/groups. • Ask tutors to open to the teaching and learning activities on pages 4, 8 and 9 to discuss and identify areas that need clarifications • In your groups, model the activities suggested in the manual to see how appropriate they will be in facilitating learning. • Suggest by writing down other teaching and learning activities that may also be useful considering contextual factors. • Be in three pairs/groups • Choose and provide answers to any of the following questions and present to the whole group: <ul style="list-style-type: none"> i. Are the teaching and learning activities adequate to help address all the core and transferable skills? If yes, how? If no, why ii. Will the teaching and learning activities help to achieve the LOs and LIs? If yes, how? If no, why iii. Are the teaching and learning resources appropriate to make teaching and learning activities more interactive? If yes, how? If no, why? 	40 mins

Evaluation and overview.	<ul style="list-style-type: none">• Reflect on the following questions and indicate where there are unresolved issues;<ul style="list-style-type: none">i. What are the basic concepts covered in this topic?ii. What possible challenges can be encountered in teaching these concepts?iii. Are the teaching and learning activities relevant to achieve the LOs and LIs?iv. Are the teaching and learning activities appropriate in addressing the core and transferrable skills? <p>Ensure to read through pages 11 to 21 of the course manual before we meet for the next PD session.</p>	5 mins
---------------------------------	--	--------

TUTOR PD SESSION 3 FOR LESSONS 2, 3 AND 4 IN THE COURSE MANUAL LEARNER CHARACTERISTIC, OBSERVATION METHODS AND PROCESSES OF INQUIRY

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
<p>Introduction / lesson overview</p>	<p>Briefly reflect and share with the group one thing you learnt from the previous PD session and classroom experience of lesson 1 by indicating areas with issues that needed to be attended to and how you addressed them touching on the following areas;</p> <ol style="list-style-type: none"> i. Teaching of the basic concepts covered in the topic? ii. Possible challenges encountered in teaching these concepts iii. Teaching and learning activities used to achieve the LOs and LIs? iv. Teaching and learning activities used to address the core and transferrable skills? <p>Read through the topic and the lesson on pages 11 to 16 of the course manual.</p> <p>Share your thoughts on the following;</p> <ul style="list-style-type: none"> • Expectations for the topic • The relevance of the overall purpose of the course. • Any challenges they may foresee or will encounter in teaching the topics and how to address them. 	20 mins
<p>Activity 1: Concept development (New learning likely to arise in this lesson).</p>	<p>For the next 10 minutes read thoroughly through the lesson on pages 11-21 of the manual.</p> <p>In pairs/groups, use your phones to surf the internet for meaning of concepts and discuss the following with each group selecting 1 or 2 themes:</p> <ol style="list-style-type: none"> i. Identify concepts to be taught ii. Discuss the meaning of concepts: <ul style="list-style-type: none"> • Learner characteristics • Physical and movement problems • Cognitive challenges • Communication problems etc <p>Pairs/groups present to whole group and for discussions.</p>	25 mins

	<p>In your same group discuss the following questions and share on the flipchart</p> <ol style="list-style-type: none"> i. Do you think it will be challenging to teach these concepts? If yes, how? If no, why? ii. Are the resources suggested for teaching this topic/ concepts available and adequate? iii. Suggest other resources you think may be useful for teaching this topic 	
<p>Activity 2: Teaching and Learning activities for the lesson.</p>	<ul style="list-style-type: none"> • Working in pairs/groups read through the teaching and learning activity component of the course manual on pages 11 to 21 of the manual, discuss to identify areas that need clarifications and share with whole group. As a group model the activities suggested to see how appropriate they will be for facilitating learning. • Suggest by writing down other teaching and learning activities that may also be useful considering contextual factors. • Demonstrate how the additional teaching and learning activities can be used in teaching specific contexts. • Working in pairs/groups choose and work on any of these questions and present your answers to the whole group: <ol style="list-style-type: none"> iv. Are the teaching and learning activities adequate to help address all the core and transferable skills? If yes, how? If no, why v. Will the teaching and learning activities help to achieve the LOs and LIs? If yes, how? If no, why vi. Are the teaching and learning resources appropriate to make teaching and learning activities more interactive? If yes, how? If no, why 	40 mins

Evaluation and review of session:	<ul style="list-style-type: none">• Reflect on the following questions and indicate where there are unresolved issues;<ul style="list-style-type: none">i. What are basic concepts covered in the topic?ii. What possible challenges will you encounter in teaching these concepts?iii. Are the teaching and learning activities relevant to achieve the LOs and LIs?iv. Are the teaching and learning activities appropriate in addressing the core and transferrable skills?v. Ask tutors to prepare for the next PD session by reading through pages 22 to 25 of the course manual.	5 mins
--	--	--------

TUTOR PD SESSION 4 FOR LESSON 5 AND 6 IN THE COURSE MANUAL CONTEMPORARY DATA COLLECTION APPROACHES AND COLLECTION, MANAGING AND INTERPRETING DATA

<p>Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs and each one must be addressed</p>	<p>Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i></p>	<p>Time in session</p>
<p>Introduction / lesson overview</p>	<p>Briefly reflect and share with the group one thing you learnt from the previous PD session and classroom experience of lesson 2 and outline areas with issues that needed to be attended to and how you addressed them touching on the following areas;</p> <ul style="list-style-type: none"> i. Teaching of the basic concepts covered in the topic? ii. Possible challenges encountered in teaching these concepts iii. Teaching and learning activities used to achieve the LOs and LIs? iv. Teaching and learning activities used to address the core and transferrable skills? <ul style="list-style-type: none"> • Read the lesson description on pages 22 and 26 and note down the important or distinctive aspects of the lesson. • Explore the different strategies and processes that are used for observation and classrooms data collection. • Read and discuss the manual from the introductory sections up to learning outcomes and indicate the new concepts demanded of you in this lesson. • Share with the group how you are going to address these demands. • Read pages 22 and 26 identify the following: • Varying learner characteristics • The use of appropriate processes of enquiry, methods and tools to gather data. 	<p>20 mins</p>

<p>Activity 1: Concept development (New learning likely to arise in this lesson).</p>	<ul style="list-style-type: none"> • Read pages read in the manual to identify the key concepts for discussion. • In your pairs/groups discuss the concepts and share with the larger group on flip chat. • Identify possible challenging areas in teaching of the concepts. • Take turns to share views on aspects of the lesson that might be challenging to others in terms of new learning, clarifying concepts that were not well understood by others. • Identify the needed resource for teaching and learning of the concepts. • Examine the resources suggested for these lessons to find out if they are enough and appropriate. • Are there other resources that can be useful in teaching this lesson? • List and explain how to use them. 	25 mins
<p>Activity 2: Teaching and Learning activities for the lesson.</p>	<ul style="list-style-type: none"> • Carefully read through the teaching and learning activities and identify areas that require clarification. • In your groups, discuss and clarify the following questions: • How can the activities achieve the LOs and LIs • Which of the transferable skills do these activities address? • Are the activities gender sensitive? • Are the activities interactive enough? 	40 mins
<p>Evaluation and review of session:</p>	<ul style="list-style-type: none"> • Respond to the following issues on a flip chat and post it for a gallery walk: • The different strategies and processes that are used for observation • Data collection in classrooms • Common tools for data collection • Transferable skills that can be achieved through collaborative work. • Identification of resources that be locally acquired. • How to use stories approach for data collection. • Remember to read unit five before the next session. 	5 mins

TUTOR PD SESSION 5 FOR LESSON 7&8 IN THE COURSE MANUAL CREATIVE APPROACHES AND USING ASSISTIVE TECHNOLOGIES

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/ HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
Introduction / lesson overview	<ul style="list-style-type: none"> • Mention the concepts discussed in the previous PD Session. • In small mixed groups quickly read through the lesson descriptions and outline possible barriers for lessons 7 and 8 of the Course Manual; refer to [p.29] and [p. 32] of the Course Manual. • Each group should select a reporter to summarize group’s findings using ‘Radio Reporter’ approach. • Read and identify the important/ distinctive aspects of the lesson, contextual issues etc. for lessons 7. [p. 29] and 8 [p. 32] of the Course Manual). <p>In small groups, reflect and identify strategies to:</p> <ol style="list-style-type: none"> i. Identify the categories of learners with SEN ii. Identify strategies to address their needs iii. Identify suitable assistive technology that could be used to address the needs. <ul style="list-style-type: none"> • Discuss findings in a plenary session • Discuss and indicate the following: <ol style="list-style-type: none"> i. Whether the modes of delivery were appropriate? ii. Will they help in achieving the learning outcomes? iii. Are the learning outcomes and indicators in aligned? iv. Are the LOs and LIs achievable? 	20 mins

<p>Activity 1: Concept development (New learning likely to arise in this lesson).</p>	<ul style="list-style-type: none"> • Working in pairs, identify and discuss basic concepts in the lesson. • Through discussions and internet searches, identify tools for identification, ways of identifying learners with SEN and how to intervene using assistive technology • How can we access equipment/ devices to support learning of learners with SEN • In areas where internet is not available how could you observe how learners with SEN are supported to learn? 	<p>25 mins</p>
<p>Activity 2: Teaching and Learning activities for the lesson.</p>	<p>Carefully read through the teaching and learning activities and identify areas that require clarification.</p> <p>In your groups, discuss and clarify the following questions:</p> <ul style="list-style-type: none"> • How can the activities achieve the LOs and LIs? • Which of the transferable skills do these activities address? • Are the activities gender sensitive? • Are the activities interactive enough? 	<p>40 mins</p>
<p>Evaluation and overview.</p>	<p>Reflect and list any outstanding issues in this lesson that in your view require clarification</p> <p>Do further reading on the subject matter in preparation for next week</p>	<p>5 mins</p>

TUTOR PD 6 SESSION FOR LESSON 9 IN THE COURSE MANUAL CLASSROOM BASED INTERVENTIONS

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
Introduction / lesson overview	<ul style="list-style-type: none"> • Mention one thing you learnt during the last session. • Identify the barriers to learning. • Write activities that can make student teachers curious to adopt appropriate interventional strategies to address needs of learners • Outline the distinctive features of this lesson. • In groups, take turns to discuss the various distinctive features of the lesson. • Discuss in pairs and write down areas/aspects that may require further clarification. 	20 mins
Activity 1: Concept development (New learning likely to arise in this lesson).	<ul style="list-style-type: none"> • Work in pairs to identify and discuss the special concept in this lesson. • Brainstorm the possible challenging areas in teaching of the concept. • Identify the needed resources for the teaching and learning of the concepts. 	25 mins
Activity 2: Teaching and Learning activities for the lesson.	<p>Read the teaching and learning activities and identify areas that require clarification.</p> <p>Pick any of the activities and model them in group.</p>	40 mins
Evaluation and overview.	<p>Reflect and list any outstanding issues in this lesson that in your view require clarification</p> <p>Do further reading on the subject matter in preparation for our next meeting.</p>	5 mins

TUTOR PD SESSION 7 FOR LESSON 10 IN THE COURSE MANUAL EVALUATION AND REFLECTION IN INCLUSIVE SCHOOL-BASED INQUIRY

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
Introduction / lesson overview	<ul style="list-style-type: none"> • Mention one thing you learnt during the last session. • Identify the barriers to learning. • Write activities that can make student teachers curious to adopt appropriate interventional strategies to address needs of learners • Outline the distinctive features of this lesson. • In groups, take turns to discuss the various distinctive features of the lesson. • Discuss in pairs and write down areas/aspects that may require further clarification. 	20 mins
Activity 1: Concept development (New learning likely to arise in this lesson).	<ul style="list-style-type: none"> • Work in pairs in discussing basic concepts in this lesson • Work in pairs to discuss and write down possible challenges to the teaching of the concepts • Share across groups/pairs to compare points and identify overlaps and differences • Working in pairs/ groups identify resources available and those required to teach the concepts effectively and present these on a flip chart to the whole group 	25 mins
Activity 2: Teaching and Learning activities for the lesson.	<ul style="list-style-type: none"> • work in pairs/groups to discuss and answer the following questions and present their findings on a flip chart:: <ol style="list-style-type: none"> i. Are the teaching and learning activities appropriate to achieve the LOs and LIs? If no, why? Any suggestions to make them appropriate ii. What core and transferable skills can be developed and applied through the teaching and learning activities? iii. Which of the teaching and learning activities are more challenging to implement? Why your answer? • In your pairs, identify areas of concern that require further clarification. • Tutors work in pairs/ groups to identify resources required for any TLMs and provide guidance on how to develop and use them. 	40 mins

<p>Evaluation and review of session:</p>	<ul style="list-style-type: none"> • Tutors reflect on the following question: <ol style="list-style-type: none"> i. What are the basic concepts that were covered in this session? ii. What possible challenges will you encounter in the teaching these concepts? iii. Are the teaching and learning activities appropriate to achieve the LOs and LIs? iv. What are the purposes and relevance of evaluation and reflection in classroom-based intervention? v. What are some approaches to effective writing of reflection notes? • Prepare for the next session by reading through lessons 11 and 12 in the course manual (pages 41-47) 	<p>5 mins</p>
---	--	---------------

TUTOR PD SESSION 8 FOR LESSONS 11 AND 12 IN THE COURSE MANUAL DEVELOPING PORTFOLIOS AND ANECDOTAL RECORDS

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
Introduction / lesson overview	<ul style="list-style-type: none"> • Reflect on the following question from previous PD session on classroom-based intervention: <ol style="list-style-type: none"> i. What are the purposes and relevance of evaluation and reflection in classroom-based intervention? ii. What are some approaches to effective writing of reflection notes? • Individual tutors read through the developing portfolios and anecdotal records in lessons 11 and 12; • Discuss in pairs and write down aspects that may require further clarification. 	20 mins
Activity 1: Concept development (New learning likely to arise in this lesson).	<ul style="list-style-type: none"> • Working together, identify and discuss the basic concepts in this lesson. • Work in pairs to discuss and write down possible challenges to be encountered in teaching the concepts above • Share your response across groups/pairs to compare points, identify overlaps and differences. • Work in pairs/ groups identify resources required to teach the concepts effectively. • Present your responses on a flip chart to the whole group. 	25 mins
Activity 2: Teaching and Learning activities for the lesson.	<ul style="list-style-type: none"> • Read the teaching and learning activities session of lesson from the course manual (pages 41 -47 • Discuss the following with your partner: <ol style="list-style-type: none"> i. Are the teaching and learning activities appropriate to achieve the LOs and LIs? If no, why? Any suggestions to make them appropriate? ii. What core and transferable skills can be developed and applied through the teaching and learning activities? iii. Which of the teaching and learning activities are more challenging to implement? Why your answer? 	40 mins

	<ul style="list-style-type: none"> i. Will the resources suggested help make the teaching and learning activities interactive? If not, why? What strategies can be employed to make the activities interactive? ii. Are the teaching and learning activities appropriate considering learner diversity/equity/inclusivity? If not, why? What strategies can be employed to ensure that the activities meet the diversity among learners? <ul style="list-style-type: none"> • In your pairs identify areas of concern that require further clarification. • Identify resources required for teaching the concepts and provide guidance on how to develop and use them. 	40 mins
Evaluation and overview.	<ul style="list-style-type: none"> • Reflect on the following questions: <ul style="list-style-type: none"> i. How important and relevant are portfolios in classroom-based inquiry? ii. What are some of the artifacts that can be used in building portfolios? iii. What skills do student teachers need to build their portfolios? iv. Why is it important to keep accurate data and profile of learners? 	5 mins



INTRODUCTION TO INTEGRATED SCIENCE 1

Year 1 - Semester 1

TUTOR PD SESSION 1 FOR LESSON 1 IN THE COURSE MANUAL PREPARATION FOR USE OF COURSE MANUAL AND PRE-LEARNING INTERACTIONS

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
Introduction / lesson overview	<ul style="list-style-type: none"> • Revision: How useful was the knowledge gained from the previous session in your lessons delivery? • Read through lesson 1 individually • Brainstorm on the purpose of the lesson 1 in the CM • Identify the distinctive features of lesson 1 	20 mins
Activity 1: Concept development (New learning likely to arise in this lesson).	<ul style="list-style-type: none"> • In groups, read through the course manual and identify the new concepts in lesson 1 • Identify challenges in the lesson 1 and their possible resolutions • Identify the needed resources for the lesson 1 and discuss how they could be used in the lesson 	25 mins
Activity 2: Teaching and Learning activities for the lesson.	<ul style="list-style-type: none"> • One tutor reads through the teaching and learning activities of the lesson 1 • Identify areas that need further clarification • In a whole group, discuss areas that need clarification. • Work through one/two of the activities for the lesson in pairs and develop concept maps. 	40 mins
Evaluation and overview.	<ul style="list-style-type: none"> • Bring out any issues that require clarification for discussion. • Mention one concept in the lesson 1 and state one resource that will be needed to develop the concept. • Ask tutors to read through lesson 2 before the next PD session 	5 mins

TUTOR PD SESSION 2 FOR LESSONS 2 AND 3 IN THE COURSE MANUAL HISTORY OF SCIENCE IN GHANA

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
Introduction / lesson overview	<ul style="list-style-type: none"> • Revision: Share any challenges you faced in your classroom after the last PD session • Scan through the CM (lesson 2 and 3; 18-25), write them down in pairs • Cross share with other groups your findings. 	20 mins
Activity 1: Concept development (New learning likely to arise in this lesson).	<ul style="list-style-type: none"> • In a whole group, identify and discuss concepts to be developed in lessons 2 and 3 (refer to CM, pages 18-25). • On A4 sheets, write down the possible challenging areas in teaching the concepts (identifying indigenous historical trends in science and indigenous scientists) • In pairs, identify the needed resources for teaching and learning the concepts in lessons 2 and 3 	25 mins
Activity 2: Teaching and Learning activities for the lesson.	<ul style="list-style-type: none"> • In pairs, read through the teaching and learning activities in lesson 2 and 3 (refer to CM, pages 18-25) and list areas that require clarification and discuss them with the whole group • Discuss the teaching and learning strategies (concentrate on the second activity in both lessons 2 and 3 (Refer to CM, pages 18-25). • Discuss how to write scientific reports with the appropriate format (Theme 8, Unit 6 page 54) 	40 mins
Evaluation and overview.	Summarize the discussions in power point to reinforce use of e-learning styles for teaching. Make short notes for use.	

TUTOR PD SESSION 3 FOR LESSON 4 IN THE COURSE MANUAL CONCEPTS OF MATTER

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
Introduction / lesson overview	<ul style="list-style-type: none"> Review and reflect on the previous PD session (History of Science in Ghana) Brainstorm on the purpose of teaching the topic concept of matter to student teachers Think, pair and share any important and distinctive aspects of lesson 4 	20 mins
Activity 1: Concept development (New learning likely to arise in this lesson).	<ul style="list-style-type: none"> Discuss in pairs to identify the new concepts in the lesson Discuss in groups to identify possible challenges in the lesson and how they could be resolved Suggest resources that are needed to develop the new concepts identified in the teaching of Matter <p>NB: SL to lead the discussion on addressing challenges.</p>	25 mins
Activity 2: Teaching and Learning activities for the lesson.	<ul style="list-style-type: none"> Read through the teaching and learning activities in the CM and identify specific LOs and LIs of the lesson and areas that need further clarification. Discuss the possible learning approaches that will help student teachers to identify the elements of nature referred to as matter. Discuss on how to model the states of matter. Work through the activities to model the states of matter. 	40 mins
Evaluation and overview.	<ul style="list-style-type: none"> Bring out any issues that require clarification for discussion. Summarise the main points of the PD session. Read on Lesson 5 before the next PD session. 	5 mins

TUTOR PD SESSION 4 FOR LESSON 5 IN THE COURSE MANUAL SAFETY PRECAUTIONS

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
Introduction / lesson overview	<ul style="list-style-type: none"> • Reflection: What were some of the challenges you encountered in the previous lesson? • Brainstorm and write down your understanding of 'safety'. • Think, pair and share distinctive aspects of the lesson 5 	20 mins
Activity 1: Concept development (New learning likely to arise in this lesson).	<ul style="list-style-type: none"> • Work in pairs to share their ideas on the concept to be developed on 'safety' and 'precautions'. • Identify any possible challenges that may be encountered during the teaching of the lesson 5. • Identify the resources necessary for teaching and learning the concept of safety. 	25 mins
Activity 2: Teaching and Learning activities for the lesson.	<ul style="list-style-type: none"> • One or two Tutors should read out the teaching and learning activities of lesson • Note areas that need clarification and raise for discussion • Discuss the step-by-step processes involved in the activities of the lesson 5 • Perform the activities in the lesson using available resources 	40 mins
Evaluation and overview.	<ul style="list-style-type: none"> • Raise issues that need clarification and discuss them • Read through lesson 7 before the next PD session 	5 mins

TUTOR PD SESSION 5 FOR LESSON 7 IN THE COURSE MANUAL MEASUREMENT OF PHYSICAL QUANTITIES

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
Introduction / lesson overview	<ul style="list-style-type: none"> • Revision: What were some of the challenges you encountered in applying the knowledge gained from the last PD session in the teaching of lesson 5 • Brainstorm and write down your understanding of physical quantities and their measures. • Think, pair and share distinctive aspects of the lesson 7 	20 mins
Activity 1: Concept development (New learning likely to arise in this lesson).	<ul style="list-style-type: none"> • Identify and discuss underlying concepts inherent in the measurement of physical quantities and elute the possible barriers. • Identify the resources necessary for teaching the concepts under study. 	25 mins
Activity 2: Teaching and Learning activities for the lesson.	<ul style="list-style-type: none"> • One Tutors reads out the activities of lesson 7 • Note areas that need clarification and raise for discussion • Design and carry out innovative activities on measurement of physical quantities, with available resources. • Take note of areas of difficulties and raise for discussion. 	40 mins
Evaluation and overview.	<ul style="list-style-type: none"> • Raise any unresolved issues for clarification • Read on lesson 8 before the next PD session 	5 mins

TUTOR PD SESSION 6 FOR LESSON 8 IN THE COURSE MANUAL FORCES

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
Introduction / lesson overview	<ul style="list-style-type: none"> • Revision: How did the knowledge gain from the last PD session influenced the teaching and learning of lesson 7 • Brainstorm on the purpose of the lesson 8 (Forces) • Scan through the lesson 8 and identify any distinctive aspects and raise them for discussion 	20 mins
Activity 1: Concept development (New learning likely to arise in this lesson).	<ul style="list-style-type: none"> • Work in groups/Pairs, to discuss how to teach the basic concept of force, define it and explore its characteristics • Identify challenges/misconceptions in the lesson and discuss how they can be resolved • Suggest the needed resources for the lesson <p>NB: Engage in whole group discussion with SL</p>	25 mins
Activity 2: Teaching and Learning activities for the lesson.	<ul style="list-style-type: none"> • Read through the teaching and learning activities individually and identify areas that need further clarification • Hold a whole group discussion on areas that need clarification/ need to be attended to. • Work through the activities for the lesson in pairs and develop concept maps. 	40 mins
Evaluation and overview.	<ul style="list-style-type: none"> • Bring out any issues that require clarification for discussion. • In preparation for the next PD session, Read on Lesson 9 	5 mins

TUTOR PD SESSION 7 FOR LESSON 9 IN THE COURSE MANUAL EARTH MOVEMENT

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
Introduction / lesson overview	<ul style="list-style-type: none"> • Revision: In Pairs, discuss briefly the challenges in the 'square' in your classroom after the last PD session and cross share with others • Scan through the lesson 9 • Write the main purpose and distinctive aspects of the lesson down in pairs and cross share with other groups. Note down any issues needing clarification for discussion 	20 mins
Activity 1: Concept development (New learning likely to arise in this lesson).	Identify and Discuss concepts (especially the misconceptions associated with the earth movement) in lessons 9 (refer to CM, insert pages), possible challenging areas in teaching the concepts (identifying misconceptions associated with earth movement) and the needed resources for teaching and learning the concepts in lessons 9	25 mins
Activity 2: Teaching and Learning activities for the lesson.	<ul style="list-style-type: none"> • Read through the teaching and learning activities in lesson 9 (refer to CM, insert pages) and list areas that requires clarification • Discuss generally, the teaching and learning strategies (10 mins) and specifically select the first activity in lessons 9 (Refer to CM, insert pages) for each pair to discuss the specific activities (developing models of the earth to demonstrate its movement; Theme 5, Unit 5 page 203) 	40 mins
Evaluation and overview.	<ul style="list-style-type: none"> • Summarize the discussions so far in power point to reinforce use of e-learning styles for teaching. Make short notes to guide the process and for future use. • Read through lessons 10 and 11 before the next PD session 	5 mins

TUTOR PD SESSION 8 FOR LESSON 10 AND 11 IN THE COURSE MANUAL CHILD STUDY STYLES AND THE BASIC SCHOOL SCIENCE CURRICULUM

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
Introduction / lesson overview	<ul style="list-style-type: none"> • Brainstorm on child learning styles and role-play • Discuss and write down the main features of the basic school science curriculum (BSSC) • Read through all the CLOs and Lis to familiarise themselves with them 	20 mins
Activity 1: Concept development (New learning likely to arise in this lesson).	<ul style="list-style-type: none"> • Write down the highlights of concepts of child study styles and the basic school science curriculum • Write down challenges that could be encountered in the analysis and discussion of the topic • Access you tube given by SL and reconcile main ideas with what they discussed with SL. 	25 mins
Activity 2: Teaching and Learning activities for the lesson.	<ul style="list-style-type: none"> • Discuss the pros and cons of child study styles and the BSSC. • Share concerns on areas that you think need clarification 	40 mins
Evaluation and overview.	<ul style="list-style-type: none"> • Give a summary of the topic and discuss identified misconceptions inherent in child study styles and challenges with the structure of the BSSC. • Evaluate the PD sessions of the semester and how they influenced teaching and learning. 	5 mins

FOUNDATIONS OF SOCIAL STUDIES AND TVET

Year 1 - Semester 1

TUTOR PD SESSION 1 FOR LESSONS 1 & 2 IN THE COURSE MANUAL

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
<p>Introduction / lesson overview</p> <ul style="list-style-type: none"> • Reflection on previous PD Session (Introduction to the manual) • Introduction and overview of the main purpose of the lesson in the course manual • Identification of important or distinctive aspects of the lesson • Reading and discussion of the introductory sections up to learning outcomes 	<p>Reflect on previous PD session on the manual by doing the following:</p> <ul style="list-style-type: none"> • Write what you gained from it and how you intend to apply it in your lessons • Pair and share your experience <p><i>In pairs, read and discuss the main purposes of lessons 1 & 2 on understanding oneself and family systems and Links and connections between the individual, family, school and community as captured in the manual</i></p>	<p>15 mins</p>
<p>The guidance notes for SL/HoD need to</p> <ul style="list-style-type: none"> • Provide short overview of the lesson • Identify important or distinctive features of the lesson • Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. • Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD 	<ul style="list-style-type: none"> • In pairs, identify by writing and reporting on the unique or distinctive aspects of either lesson 1 or 2 assigned to you. • In pairs, read and describe your understanding of the introductory sections of lessons 1 & 2 up to the learning outcomes 	<p>15 mins</p>

<p>Activity 1: Concept development (New learning likely to arise in this lesson).</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept. <p>Guidance notes for SL/ HoD should</p> <ul style="list-style-type: none"> • Identify any aspect of the lesson that might be challenging for tutors in terms of new learning and which needs to be considered prior to taking tutors through the lesson activities " walk through". • The resources needed must be identified: literature – page referenced etc, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability • This sections can build on the PD needs identified from the course manuals 	<ul style="list-style-type: none"> • With the use of flip chart and concept maps, identify and describe concepts associated with lessons 1 & 2. • With the use of flip charts, identify possible challenging areas in teaching of the concepts in lessons 1 & 2 and suggest ways to address them. • Use flip charts to list appropriate resources for the teaching and learning of the concepts in lessons 1 & 2. For example, Books, posters, videos and other web resources, power point, and how they should be used. Consideration needs to be given to local available resources 	25 mins
--	--	---------

<p>Activity 2: Teaching and Learning activities for the lesson.</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification • Discussion of activities • Working through one or two activities, <p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • Select activities from the lesson that are likely to be most different from tutors previous experience . These could involve applying new content, eg. from section 2, or approaches to teaching and learning • The selected activities should be done with tutors in real or close to real time • Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these • Identify where, and which, core and transferable skills are being developed or applied • Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material • Identify where power point presentations or other resources need to be developed to support learning and provide guidance • Identify resources required for any TLMs and provide guidance on development of these 	<ul style="list-style-type: none"> • In pairs, read the teaching and learning activities of lessons 1 & 2 and identify areas that may require clarification • In whole group, discuss how the teaching and learning activities can be implemented • Read and discuss the recommended assessment for lessons 1 & 2 in the manual on page 12 & 17. • In pairs, demonstrate how you will implement one or two teaching and learning activities in lesson 1 or 2 with the use of appropriate technology, e.g. PowerPoint 	40 mins
---	--	---------

<p>Evaluation and overview.</p> <p>Identification of any outstanding issues relating to this lesson for clarification</p> <ul style="list-style-type: none">• Advance preparation• In the case of unresolved issues	<ul style="list-style-type: none">• Individually, articulate how you will use knowledge and understanding gained to prepare for lessons 1 & 2.• Individually, identify any outstanding issues relating to lesson 1 & 2 for clarification	5 mins
---	---	--------

TUTOR PD 2 SESSION FOR LESSON 3 AND 4 IN THE COURSE MANUAL (INTERRELATEDNESS OF TECHNICAL SKILLS AND SOCIAL STUDIES) (INTERRELATEDNESS OF VISUAL ARTS AND SOCIAL STUDIES)

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
Introduction / lesson overview <ul style="list-style-type: none"> • Reflection on previous PD Session (Introduction to the manual) • Introduction and overview of the main purpose of the lesson in the course manual • Identification of important or distinctive aspects of the lesson • Reading and discussion of the introductory sections up to learning outcomes. 	Revision Activity: <ul style="list-style-type: none"> • Write one thing you learnt in lesson 1 & 2 and how you applied it in your teaching. • Share your views with the whole group. • Read the introduction of the lesson silently 	15 mins
The guidance notes for SL/HoD need to <ul style="list-style-type: none"> • Provide short overview of the lesson • Identify important or distinctive features of the lesson • Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. • Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD 	Identify the important or distinctive features of the lesson and report to the whole group on 'A4' sheets Identify and discuss any challenges that you envisage in the delivery of the lesson	15 mins

<p>Activity 1: Concept development (New learning likely to arise in this lesson).</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept. 	<ul style="list-style-type: none"> • Read through the main lesson • Identify the features of the lesson • List the major concepts in the lesson • Share your list with the whole group 	25 mins
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • Identify any aspect of the lesson that might be challenging for tutors in terms of new learning and which needs to be considered prior to taking tutors through the lesson activities “walk through”. • The resources needed must be identified: literature – page referenced etc, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability • This sections can build on the PD needs identified from the course manuals 		
	Write possible challenging areas in teaching of the concepts identified	
	List the needed resources for the teaching and learning of the concepts identified	

<p>Activity 2: Teaching and Learning activities for the lesson.</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification • Discussion of activities • Working through one or two activities. 	<p>Read silently the teaching and learning activities and identify areas that require clarification</p> <p>Discuss areas identified in 3.1. and identify where, and which, core and transferable skills can be developed or applied in the lesson</p> <p>NB: Present your findings on a flip chat.</p>	<p>40 minutes</p>
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • Select activities from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, eg. from section 2, or approaches to teaching and learning • The selected activities should be done with tutors in real or close to real time • Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these • Identify where, and which, core and transferable skills are being developed or applied 	<p>Discuss the relevance of the video(s) to the lesson</p>	

<ul style="list-style-type: none"> • Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material • Identify where power point presentations or other resources need to be developed to support learning and provide guidance • Identify resources required for any TLMs and provide guidance on development of these 	List resources required for TLMs	
<p>Evaluation and overview.</p> <ul style="list-style-type: none"> • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues. 	<ul style="list-style-type: none"> • Individually, articulate how you will use knowledge and understanding gained to prepare for lessons 1 & 2. • Individually, identify any outstanding issues relating to lesson 1 & 2 for clarification 	5 minutes

Notes

Visual Arts

Visual Arts is sub-divided into two broad areas, namely

a) Two-Dimensional Art (2D)- Picture Making, Graphic Design. The design aspect of Textiles may also be considered as 2-D

b) Three-Dimensional art (3-D)- Textiles, Sculpture, Leatherwork, Basketry/Rattan work, Ceramics and Pottery, etc

In all these, Drawing is basic to all Visual arts and must be given due attention

Technical

In Technical Skills, Graphic communication is basic to all the other five (5) areas (Wood Technology, Metal/Automotive Technology, Construction Technology, Electronic/Electrical, etc.

TUTOR PD SESSION 3 FOR LESSON 5 AND 6 IN THE COURSE MANUAL (INTERRELATEDNESS OF AGRICULTURE AND SOCIAL STUDIES) (INTERRELATEDNESS OF HOME ECONOMICS AND SOCIAL STUDIES)

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
Introduction / lesson overview <ul style="list-style-type: none"> • Reflection on previous PD Session (Introduction to the manual) • Introduction and overview of the main purpose of the lesson in the course manual • Identification of important or distinctive aspects of the lesson • Reading and discussion of the introductory sections up to learning outcomes. 	Revision Activity: <p>Mention challenging issues from their previous lessons that needs to be addressed.</p> <p>Read the introduction of the lesson silently.</p> <p>Identify the important and distinctive features of the lesson and report to the whole group on 'A4' sheets.</p>	15 mins
The guidance notes for SL/HoD need to: <ul style="list-style-type: none"> • Provide short overview of the lesson • Identify important or distinctive features of the lesson • Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. • Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD 	Identify and discuss any challenges that you envisage in the delivery of the lesson.	

<p>Activity 1: Concept development (New learning likely to arise in this lesson).</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept. 	<ul style="list-style-type: none"> • Read through the main lesson • Identify the features of the lesson • List the major concepts in the lesson • Share your list with the whole group 	25 mins
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • Identify any aspect of the lesson that might be challenging for tutors in terms of new learning and which needs to be considered prior to taking tutors through the lesson activities “ walk through”. • The resources needed must be identified: literature – page referenced etc, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability • This sections can build on the PD needs identified from the course manuals 		
	Write possible challenging areas in teaching of the concepts identified	
	List the needed resources for the teaching and learning of the concepts identified	
<p>Activity 2: Teaching and Learning activities for the lesson.</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification • Discussion of activities • Working through one or two activities. 	<ul style="list-style-type: none"> • Read silently the teaching and learning activities and identify areas that require clarification. • Discuss areas identified in 3.1. and identify where, and which, core and transferable skills can be developed or applied in the lesson. <p>NB: Present your findings on a flip chat.</p>	40 minutes

<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • Select activities from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, eg. from section 2, or approaches to teaching and learning • The selected activities should be done with tutors in real or close to real time • Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these • Identify where, and which, core and transferable skills are being developed or applied 	<ul style="list-style-type: none"> • Discuss the relevance of the video(s) to the lesson 	
<ul style="list-style-type: none"> • Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material • Identify where power point presentations or other resources need to be developed to support learning and provide guidance • Identify resources required for any TLMs and provide guidance on development of these 	<ul style="list-style-type: none"> • List resources required for TLMs 	
<p>Evaluation and overview.</p> <ul style="list-style-type: none"> • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues 	<ul style="list-style-type: none"> • Individually, articulate how you will use knowledge and understanding gained to prepare for lessons 1 & 2. • Individually, identify any outstanding issues relating to lesson 1 & 2 for clarification 	<p>5 minutes</p>

Note

Home Economics: Management in Living is fundamental for the various aspects of Home Economics.

TUTOR PD 4 SESSION FOR LESSON 7 AND 9 IN THE COURSE MANUAL (INTERRELATEDNESS OF TECHNICAL SKILLS AND SOCIAL STUDIES) (INTERRELATEDNESS OF VISUAL ARTS AND SOCIAL STUDIES)

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
<p>Introduction / lesson overview</p> <ul style="list-style-type: none"> • Reflection on previous PD Session (Introduction to the manual) • Introduction and overview of the main purpose of the lesson in the course manual • Identification of important or distinctive aspects of the lesson • Reading and discussion of the introductory sections up to learning outcomes 	<p>Revision Activity:</p> <p>Share your experiences from lessons 5 & 6 with the whole group (challenges and best practices).</p> <p>Read the introduction of the lesson silently.</p> <p>Identify the important or distinctive features of the lesson and report to the whole group on 'A4' sheets</p>	<p>15 mins</p>
<p>The guidance notes for SL/HoD need to:</p> <ul style="list-style-type: none"> • Provide short overview of the lesson • Identify important or distinctive features of the lesson • Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. • Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD 	<p>Identify and discuss any challenges that you envisage in the delivery of these lessons.</p>	<p>15 mins</p>

<p>Activity 1: Concept development (New learning likely to arise in this lesson).</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept. 	<ul style="list-style-type: none"> • Read through the main lessons • Identify the features of the lessons • List the major concepts in the lessons • Share your list with the whole group 	
<ul style="list-style-type: none"> • Guidance notes for SL/ HoD should • Identify any aspect of the lesson that might be challenging for tutors in terms of new learning and which needs to be considered prior to taking tutors through the lesson activities “ walk through”. • The resources needed must be identified: literature – page referenced etc, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability • This sections can build on the PD needs identified from the course manuals 		
	<p>Write possible challenging areas in teaching of the concepts identified.</p>	
	<p>List the needed resources for the teaching and learning of the concepts identified.</p>	

<p>Activity 2: Teaching and Learning activities for the lesson.</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification. • Discussion of activities. • Working through one or two activities. 	<ul style="list-style-type: none"> • Read silently the teaching and learning activities and identify areas that require clarification. • • Discuss areas identified in 3.1. and identify where, and which, core and transferable skills can be developed or applied in the lesson <p>NB: Present your findings on a flip chat.</p>	40 minutes
<ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification • Discussion of activities • Working through one or two activities, • Guidance notes for SL/HoD should • Select activities from the lesson that are likely to be most different from tutors' previous experience. These could involve applying new content, eg. from section 2, or approaches to teaching and learning • The selected activities should be done with tutors in real or close to real time • Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these • Identify where, and which, core and transferable skills are being developed or applied • Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material • Identify where power point presentations or other resources need to be developed to support learning and provide guidance • Identify resources required for any TLMs and provide guidance on development of these. 	List resources required for TLMs	
<p>Evaluation and review of session:</p> <ul style="list-style-type: none"> • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues 	Fine tune your lesson plans	5 minutes

TUTOR PD SESSION 5 FOR LESSON 8 IN THE COURSE MANUAL

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
Introduction / lesson overview <ul style="list-style-type: none"> • Reflection on previous PD Session (Introduction to the manual) • Introduction and overview of the main purpose of the lesson in the course manual • Identification of important or distinctive aspects of the lesson • Reading and discussion of the introductory sections up to learning outcomes. 	Lead tutors on ice breaker by introducing a controversy relevant to core values and competencies required of the learner (e.g., Senyo Hosi's claim). This should be related to the introduction of the session (2mins)	15 mins
The guidance notes for SL/ HoD need to <ul style="list-style-type: none"> • Provide short overview of the lesson • Identify important or distinctive features of the lesson • Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. 	<ul style="list-style-type: none"> • Write your reflections on the previous PD session on a post-it notes (3 mins) • One tutor reads the introduction and overview of the main purpose of the lesson in the course manual 	
The guidance notes for SL/ HoD need to <ul style="list-style-type: none"> • Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD 	<ul style="list-style-type: none"> • In pairs write down any 2 important or distinctive aspects of the lesson • One tutor reads out the learning outcomes and indicators of the lesson 	

<p>Activity 1: Concept development (New learning likely to arise in this lesson).</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept. 	<ul style="list-style-type: none"> • Individually, identify the concepts in the lesson. • Share your points with your group members. • Write down possible challenge(s) you may face in teaching the concepts (the possible barriers. See page 40 of manual). 	25 mins
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • Identify any aspect of the lesson that might be challenging for tutors in terms of new learning and which needs to be considered prior to taking tutors through the lesson activities “ walk through”. • The resources needed must be identified: literature – page referenced etc, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability • This sections can build on the PD needs identified from the course manuals 	<p>In pairs, identify and discuss other possible barriers to learning the lesson and discuss how they together with those in page 40 can be addressed in the classroom.</p> <p>List the needed resources for the teaching and learning of the concepts.</p> <p>Identify and discuss other resources that may be needed to effectively deliver the lesson</p>	

<p>Activity 2: Teaching and Learning activities for the lesson.</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification • Discussion of activities to • Working through one or two activities. 	<p>Tutors do individual reading of the teaching and learning activities and indicate areas that require clarification on post-it card</p>	<p>40 mins</p>
<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • Select activities from the lesson that are likely to be most different from tutors previous experience . These could involve applying new content, eg. from section 2, or approaches to teaching and learning • The selected activities should be done with tutors in real or close to real time • Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these • Identify where, and which, core and transferable skills are being developed or applied • Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material • Identify where power point presentations or other resources need to be developed to support learning and provide guidance • Identify resources required for any TLMs and provide guidance on development of these 	<p>Whole group discusses the teaching and learning activities provided in the manual:</p> <ul style="list-style-type: none"> • Identifying where, and which, core and transferable skills are being developed or applied • Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material • Identify where power point presentations or other resources need to be developed to support learning and provide guidance • Identify resources required for any TLMs and provide guidance on development of these. • Discuss possible challenges that may arise in carrying out assessment in the lesson in order to meet the Los and Lis relevant to the lesson 	
<p>Evaluation and review of session:</p> <ul style="list-style-type: none"> • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues 	<ul style="list-style-type: none"> • Identify and write down any outstanding issues relating to the teaching of this lesson for clarification. 	<p>5 mins</p>

TUTOR PD SESSION 6 FOR LESSON 10 IN THE COURSE MANUAL

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
<p>Introduction / lesson overview</p> <ul style="list-style-type: none"> • Reflection on previous PD Session (Introduction to the manual) • Introduction and overview of the main purpose of the lesson in the course manual • Identification of important or distinctive aspects of the lesson • Reading and discussion of the introductory sections up to learning outcomes. 	<p>Revision Activity:</p> <p>Reflect on previous PD session on lesson eight (8) in the manual by doing the following:</p> <ul style="list-style-type: none"> • Write what you gained from it and indicate how you applied it in your lesson • Pair and share your experience • In pairs, read and discuss the main purpose of the lesson on Writing reflections in Student Reflective Journals (SR J) from school visits as captured in the manual. 	<p>15 mins</p>
<p>The guidance notes for SL/HoD need to</p> <ul style="list-style-type: none"> • Provide short overview of the lesson • Identify important or distinctive features of the lesson • Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. • Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD 	<ul style="list-style-type: none"> • In pairs, identify by writing and reporting on the unique or distinctive aspects of lesson 10 • In pairs, read and describe your understanding of the introductory sections of lesson 10 up to the learning outcomes 	
<p>Activity 1: Concept development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept. 	<ul style="list-style-type: none"> • With the use of flip chart and concept maps, identify and describe concepts associated with lesson 10 • With the use of flip charts, identify possible challenging areas in teaching the concepts and suggest ways to address them. 	<p>25 mins</p>

<p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • Identify any aspect of the lesson that might be challenging for tutors in terms of new learning and which needs to be considered prior to taking tutors through the lesson activities “ walk through”. • The resources needed must be identified: literature – page referenced etc, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability • This sections can build on the PD needs identified from the course manuals 		
<p>Activity 2: Teaching and Learning activities for the lesson.</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification • Discussion of activities • Working through one or two activities, 	<ul style="list-style-type: none"> • Individually, read the teaching and learning activities of lesson 10 and identify areas that may require clarification • In whole group, discuss your understanding of the teaching and learning activities associated with lesson 10 and how they can be implemented 	40 mins

<p>Guidance notes for SL/HoD should:</p> <ul style="list-style-type: none"> • Select activities from the lesson that are likely to be most different from tutors previous experience. These could involve applying new content, eg. from section 2, or approaches to teaching and learning • The selected activities should be done with tutors in real or close to real time • Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these • Identify where, and which, core and transferable skills are being developed or applied • Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material • Identify where power point presentations or other resources need to be developed to support learning and provide guidance • Identify resources required for any TLMs and provide guidance on development of these. 	<ul style="list-style-type: none"> • Read and discuss the recommended assessment contained in the manual on page 50 • In pairs, demonstrate how you will implement one or two teaching and learning activities in lesson 10 with the use of flip charts 	
<p>Evaluation and review of session:</p> <ul style="list-style-type: none"> • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues 	<ul style="list-style-type: none"> • Individually, articulate how you will use knowledge and understanding gained to prepare for lesson 10 • Individually, identify any outstanding issues relating to lesson 10 for clarification 	5 mins

TUTOR PD SESSION 7 FOR LESSON 11 IN THE COURSE MANUAL

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
<p>Introduction / lesson overview</p> <ul style="list-style-type: none"> • Reflection on previous PD Session (Introduction to the manual) • Introduction and overview of the main purpose of the lesson in the course manual • Identification of important or distinctive aspects of the lesson • Reading and discussion of the introductory sections up to learning outcomes <p>The guidance notes for SL/HoD need to:</p> <ul style="list-style-type: none"> • Provide short overview of the lesson • Identify important or distinctive features of the lesson • Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. • Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD 	<p>Reflect on previous PD session on lesson 10 in the manual by doing the following:</p> <ul style="list-style-type: none"> • Write what you gained from it and indicate how you applied it in your lesson • Pair and share your experience • In pairs, read and discuss the main purpose of the lesson on Entrepreneurship and Employability Skills as captured in the manual (Refer to Page 52) <p>In pairs, identify by writing and reporting on the unique or distinctive aspects of lesson 11</p> <p>In pairs, read and describe your understanding of the introductory sections of lesson 11 up to learning outcomes</p>	<p>15 mins</p>

<p>Activity 1: Concept development (New learning likely to arise in this lesson).</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept. <p>Guidance notes for SL/HoD should:</p> <ul style="list-style-type: none"> • Identify any aspect of the lesson that might be challenging for tutors in terms of new learning and which needs to be considered prior to taking tutors through the lesson activities “ walk through”. • The resources needed must be identified: literature – page referenced etc, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability • This sections can build on the PD needs identified from the course manuals • The resources needed must be identified: literature – page referenced etc, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability • This sections can build on the PD needs identified from the course manuals 	<ul style="list-style-type: none"> • With the use of flip chart and concept maps, identify and describe concepts associated with lesson 11 • With the use of flip charts, identify possible challenging areas in teaching the concepts and suggest ways to address them. • Use flip charts to list appropriate resources for the teaching and learning of the concepts in lesson 11. For example, Books, posters, videos and other web resources, power point, and how they should be used. • Consideration needs to be given to local available resources 	25 min
---	--	--------

<p>Activity 2: Teaching and Learning activities for the lesson.</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification • Discussion of activities • Working through one or two activities <p>Guidance notes for SL/HoD should:</p> <ul style="list-style-type: none"> • Select activities from the lesson that are likely to be most different from tutors previous experience. These could involve applying new content, eg. from section 2, or approaches to teaching and learning • The selected activities should be done with tutors in real or close to real time. • Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these • Identify where, and which, core and transferable skills are being developed or applied • Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material • Identify where power point presentations or other resources need to be developed to support learning and provide guidance • Identify resources required for any TLMs and provide guidance on development of these. 	<ul style="list-style-type: none"> • Individually, read the teaching and learning activities of lesson 11 and identify areas that may require clarification (Refer to pages 51, 53-55) • In whole group, discuss your understanding of the teaching and learning activities associated with lesson 11 and how you can implement them in the lesson. • Read and discuss the recommended assessment contained in the manual on page 55. • In pairs, demonstrate how you will implement one or two teaching and learning activities in lesson 11 with the use of flip charts 	40 min
--	---	--------

Evaluation and review of session: <ul style="list-style-type: none">• Identification of any outstanding issues relating to this lesson for clarification• Advance preparation• In the case of unresolved issues	<ul style="list-style-type: none">• Individually, articulate how you will use knowledge and understanding gained to prepare for lesson 11• Individually, identify any outstanding issues relating to lesson 11 for clarification	5 mins
--	---	--------

TUTOR PD SESSION 8 FOR LESSON 12 IN THE COURSE MANUAL

Focus: the bullets provide the frame for what is to be done. The guidance notes in italics identify the prompts the SL/HoD needs and each one must be addressed	Guidance Notes on Tutor Activity during the PD Session. <i>What PD Session participants (Tutors) will do during each stage of the session)</i>	Time in session
<p>Introduction / lesson overview</p> <ul style="list-style-type: none"> • Reflection on previous PD Session (Introduction to the manual) • Introduction and overview of the main purpose of the lesson in the course manual • Identification of important or distinctive aspects of the lesson • Reading and discussion of the introductory sections up to learning outcomes <p>The guidance notes for SL/HoD need to</p> <ul style="list-style-type: none"> • Provide short overview of the lesson • Identify important or distinctive features of the lesson • Anticipate questions which might arise from the introduction to the lesson and provide responses for SL/HoD. • Issues that prompted questions or discussion during curriculum and course writing may well also be issues for SL/HoD 	<ul style="list-style-type: none"> • Take a “wao” (surprise) trip to identify certain vocations, products of technology in or outside the classroom, and discuss why it is important to create more avenues for their development. (2mins) • Write your reflections on the previous PD session on a post-it notes (3mins) • One tutor reads the introduction and overview of the main purpose of the lesson in the course manual • In pairs write down any 2 important or distinctive aspects of the lesson identified • One tutor reads out the learning outcomes and indicators of the lesson 	<p>15 mins</p>

<p>Activity 1: Concept development (New learning likely to arise in this lesson):</p> <ul style="list-style-type: none"> • Identification and discussion of concepts • Identification of possible challenging areas in teaching of the concept. • Identification of needed resources for the teaching and learning of the concept. <p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • Identify any aspect of the lesson that might be challenging for tutors in terms of new learning and which needs to be considered prior to taking tutors through the lesson activities “walk through”. • The resources needed must be identified: literature – page referenced etc, on web, Utube, physical resources, power point; how they should be used. Consideration needs to be given to local availability • This sections can build on the PD needs identified from the course manuals 	<ul style="list-style-type: none"> • Individually, identify the concepts in the lesson. • Share your points with your group members. • Write down possible challenge(s) you may face in teaching the concepts (the possible barriers. See page 58 of manual). • In pairs, identify and discuss other possible barriers to learning the lesson and discuss how they together with those in page 58 can be addressed in the classroom. • List the needed resources for the teaching and learning of the concepts. • Identify and discuss other resources that may be needed to effectively deliver the lesson 	25 mins
--	---	---------

<p>Activity 2: Teaching and Learning activities for the lesson.</p> <ul style="list-style-type: none"> • Reading of teaching and learning activities and identification of areas that require clarification • Discussion of activities to • Working through one or two activities. <p>Guidance notes for SL/HoD should</p> <ul style="list-style-type: none"> • Select activities from the lesson that are likely to be most different from tutors previous experience . These could involve applying new content, eg. from section 2, or approaches to teaching and learning • The selected activities should be done with tutors in real or close to real time • Anticipate any issues for clarification or questions which might arise as the tutors work through the activities and provide guidance on these • Identify where, and which, core and transferable skills are being developed or applied • Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material • Identify where power point presentations or other resources need to be developed to support learning and provide guidance • Identify resources required for any TLMs and provide guidance on development of these 	<ul style="list-style-type: none"> • Do individual reading of the teaching and learning activities and indicate areas that require clarification on post-it card • Whole group discusses the teaching and learning activities provided in the manual: • Identifying where, and which, core and transferable skills are being developed or applied • Makes links to the existing PD Themes with page reference where they can support teaching, for example: action research, questioning and to other external reference material • Identify where power point presentations or other resources need to be developed to support learning and provide guidance • Identify resources required for any TLMs and provide guidance on development of these. • Discuss possible challenges that may arise in carrying out assessment in the lesson in order to meet the Los and Lis relevant to the lesson 	40 mins
<p>Evaluation and review of session:</p> <ul style="list-style-type: none"> • Identification of any outstanding issues relating to this lesson for clarification • Advance preparation • In the case of unresolved issues 	Identify and write down any outstanding issues relating to the teaching of this lesson for clarification.	5 mins



ANNEXES

PD SESSION - PDC SURVEY

(Only one PDC should complete and submit this survey)

Questionnaire Code: 013

A. Answer the questions	Fill in your answers:
<p>1. Please enter your college ID number</p> <p><i>Answer must be the Identification Number of the CoE you are reporting on.</i></p>	
<p>2. Please enter the date of the session</p> <p><i>Answer must be a date in the following format: day.month.year. Example: 25.10.2019</i></p>	
<p>3. Did today's scheduled PD session take place</p> <ul style="list-style-type: none"> a. Yes b. No and we did not reschedule c. No but we rescheduled for later this week or for an additional slot next week <p><i>Choose 1 answer from the list. Example: a</i></p>	
<p>4. If the PD session did not take place, please explain why</p> <ul style="list-style-type: none"> a. Conflict with other activities b. No one showed up for the session c. The lead did not show up d. Others e. N/A - The PD session did take place <p><i>Choose 1 answer from the list. Example: a</i></p>	
<p>5. How many male tutors attended? (Enter 0 if the session did not occur)</p> <p><i>Answer must be a number.</i></p>	
<p>6. How many female tutors attended? (Enter 0 if the session did not occur)</p> <p><i>Answer must be a number</i></p>	
<p>7. Which of the subgroups were present and held PD sessions?</p> <ul style="list-style-type: none"> a. Foundations of Education in Ghana b. Mathematics c. Introduction to Language and Literacy d. Inclusive School Based Enquiry e. Introduction to Integrated Science f. Foundations of Social Studies and TVET g. French <p><i>Choose 1 answer from the list. Example: a</i></p>	



A. Answer the questions	Fill in your answers:
<p>8. Which session was it?</p> <ul style="list-style-type: none">a. Session 1b. Session 2c. Session 3d. Session 4e. Session 5f. Session 6g. Session 7h. Session 8 <p><i>Choose 1 answer from the list. Example: a</i></p>	
<p>9. What was the level of tutor participation during today's session?</p> <ul style="list-style-type: none">a. 75-100% of the tutors were engagedb. 50-75% of the tutors were engagedc. 25-50% of the tutors were engagedd. 0-25% of the tutors were engagede. N/A - The session did not happen <p><i>Choose 1 answer from the list. Example: a</i></p>	
<p>10. Please rate yourself on how well you facilitated the session</p> <ul style="list-style-type: none">a. I was not preparedb. I could have been better preparedc. I felt adequately preparedd. I was very prepared and knew the content welle. N/A - The session did not happen <p><i>Choose 1 answer from the list. Example: a</i></p>	
<p>11. Did any Zonal Education Advisor(ZEA) (UR) visit your college during this PD session?</p> <ul style="list-style-type: none">a. Yesb. Noc. N/A - The session did not happen <p><i>Choose 1 or more answers from the list. Example: a or ab</i></p>	
<p>12. What kind of support did the ZEA/UR provide?</p> <ul style="list-style-type: none">a. The ZEA/UR worked with me to prepare for the sessionb. The ZEA/UR participated in the PD sessionc. The ZEA/UR observed the sessiond. After the session, the ZEA/UR gave feedback on how the session wente. N/A - The session did not happenf. N/A – The TLA did not visit <p><i>Choose 1 or more answers from the list. Example: a or ab</i></p>	
<p>13. How valuable was the ZEA/UR support to you?</p> <ul style="list-style-type: none">a. Not Valuableb. Somewhat Valuablec. Very Valuabled. N/A - The session did not happene. N/A – No ZEA/UR visited <p><i>Choose 1 answer from the list. Example: a</i></p>	

A. Answer the questions	Fill in your answers:
<p>14. Do you think the tutors found the session valuable?</p> <ul style="list-style-type: none"> a. Not Valuable b. Somewhat Valuable c. Very Valuable d. N/A - The session did not happen <p><i>Choose 1 answer from the list. Example: a</i></p>	
<p>15. How much impact do you think the session will have on the learning of students?</p> <ul style="list-style-type: none"> a. Very good b. Good c. Minimal d. No Impact e. N/A - The session did not happen <p><i>Choose 1 or more answers from the list. Example: a or ab</i></p>	
<p>16. Based on the reflection on the session today, what percentage of tutors do you think are applying interactive teaching strategies in their classes?</p> <ul style="list-style-type: none"> a. 75-100% of tutors are applying interactive teaching strategies in their classes b. 50-75% of tutors are applying interactive teaching strategies in their classes c. 25-50% of tutors are applying interactive teaching strategies in their classes d. 0-25% of tutors are applying interactive teaching strategies in their classes e. N/A - The session did not happen <p><i>Choose 1 answer from the list. Example: a</i></p>	
<p>17. Did the Principal and/or Vice Principal attend, visit or monitor the PD session? (Choose one or more answer from the list)</p> <ul style="list-style-type: none"> a. The Principal b. The Vice Principal c. Neither the Principal nor Vice Principal attended d. N/A – The session did not happen <p><i>Choose 1 or more answers from the list. Example: a or ab</i></p>	



B. Prepare your SMS

Enter all your answers. Use a space to separate them.

*Example: 013 answer1 answer2 answer3 answer4 answer5 answer6 answer7 answer8 answer9
answer10 answer11 answer12 answer13 answer14 answer15*

C. Send your answers using SMS

Send your SMS to the telephone number: 7000 for MTN users only and 1904 for Airtel, Vodafone & Expresso users (If you have done the training, these numbers should already be saved in your phone).

D. Wait for our reply SMS

You will receive an SMS confirmation or specific error message.

PD SESSION - TUTOR SURVEY

(Tutors should be encouraged to submit survey at the end of each PD session)

Questionnaire Code: 015

A. Answer the questions	Fill in your answers:
<p>1. Please enter your college ID number</p> <p><i>Answer must be the Identification Number of the CoE you are reporting on.</i></p>	
<p>2. Please enter the date of the session</p> <p><i>Answer must be a date in the following format: day.month.year. Example: 25.10.2019</i></p>	
<p>3. Did today's scheduled PD session take place</p> <p>a. Yes b. No</p> <p><i>Choose 1 answer from the list. Example: a</i></p>	
<p>4. Which PDS subject did you participate in?</p> <p>a. Foundations of Education in Ghana b. Mathematics c. Introduction to Language and Literacy d. Inclusive School Based Enquiry e. Introduction to Integrated Science f. Foundations of Social Studies and TVET g. French</p> <p><i>Choose 1 answer from the list. Example: a</i></p>	
<p>5. Which session was it?</p> <p>a. Session 1 b. Session 2 c. Session 3 d. Session 4 e. Session 5 f. Session 6 g. Session 7 h. Session 8</p> <p><i>Choose 1 answer from the list. Example: a</i></p>	
<p>6. Which of the following subjects do you teach mostly at your institution?</p> <p>a. Mathematics b. Science c. English d. Other</p> <p><i>Choose 1 answer from the list. Example: a</i></p>	

A. Answer the questions	Fill in your answers:
<p>7. How would you rate the content of today's session?</p> <ul style="list-style-type: none"> a. Not at all relevant or useful b. Indifferent about it c. Somewhat relevant and useful d. Very relevant and useful e. N/A - The session did not happen <p><i>Choose 1 answer from the list. Example: a</i></p>	
<p>8. How likely are you to try the teaching strategies you learned today in class?</p> <ul style="list-style-type: none"> a. Not likely b. Somewhat likely c. Very likely d. N/A - The session did not happen <p><i>Choose 1 answer from the list. Example: a</i></p>	
<p>9. How much impact do you think the session will have on the learning of students?</p> <ul style="list-style-type: none"> a. Very good b. Good c. Minimal d. No Impact e. N/A - The session did not happen <p><i>Choose 1 answer from the list. Example: a</i></p>	
<p>10. How do you rate the performance of the PDC on how well he/she facilitated the session?</p> <ul style="list-style-type: none"> a. He/she was not prepared b. He/she was somewhat prepared c. He/she was very prepared d. N/A - The session did not happen <p><i>Choose 1 answer from the list. Example: a</i></p>	
<p>11. How likely are your students to model these teaching strategies if you use them in class?</p> <ul style="list-style-type: none"> a. Not likely b. Somewhat likely c. Very likely d. N/A - The session did not happen <p><i>Choose 1 answer from the list. Example: a</i></p>	
<p>12. In your opinion, what was the level of participation in today's session?</p> <ul style="list-style-type: none"> a. 75-100% of the tutors were engaged b. 50-75% of the tutors were engaged c. 25-50% of the tutors were engaged d. 0-25% of the tutors were engaged e. N/A - The session did not happen <p><i>Choose 1 answer from the list. Example: a</i></p>	

B. Prepare your SMS

Enter all your answers. Use a space to separate them.

*Example: 013 answer1 answer2 answer3 answer4 answer5 answer6 answer7 answer8 answer9
answer10 answer11 answer12 answer13 answer14 answer15*

C. Send your answers using SMS

Send your SMS to the telephone number: 7000 for MTN users only and 1904 for Airtel, Vodafone & Expresso users (If you have done the training, these numbers should already be saved in your phone).

D. Wait for our reply SMS

You will receive an SMS confirmation or specific error message.



LIST OF COLLEGES

S/N	Name of College of Education	College Code
1	AGOGO PRESBYTERIAN WOMEN'S COLLEGE OF EDUCATION	coe38
2	WESLEY COLLEGE OF EDUCATION	coe36
3	ST. AMBROSE COLLEGE OF EDUCATION	coe40
4	ST. JOSEPH COLLEGE OF EDUCATION	coe31
5	ST. LOUIS COLLEGE OF EDUCATION	coe32
6	ST. MONICA COLLEGE OF EDUCATION	coe37
7	BEREKUM COLLEGE OF EDUCATION	coe29
8	MAMPONG TECHNICAL COLLEGE OF EDUCATION	coe30
9	OFFINSO COLLEGE OF EDUCATION	coe33
10	OLA COLLEGE OF EDUCATION	coe27
11	ABETIFI PRESBYTERIAN COLLEGE OF EDUCATION	coe4
12	FOSO COLLEGE OF EDUCATION	coe28
13	BIA LAMPLIGHTER COLLEGE OF EDUCATION	coe43
14	HOLY CHILD COLLEGE OF EDUCATION	coe26
15	KOMENDA COLLEGE OF EDUCATION	coe23
16	WIAWSO COLLEGE OF EDUCATION	coe25
17	ADA COLLEGE OF EDUCATION	coe8
18	ACCRA COLLEGE OF EDUCATION	coe6
19	AKROKERRI COLLEGE OF EDUCATION	coe34
20	ATEBUBU COLLEGE OF EDUCATION	coe35
21	AGONA SDA COLLEGE OF EDUCATION	coe42
22	ALFARUQ COLLEGE OF EDUCATION	coe41
23	ENCHI COLLEGE OF EDUCATION	coe24
24	SDA COLLEGE OF EDUCATION	coe3
25	BAGABAGA COLLEGE OF EDUCATION	coe21
26	TUMU COLLEGE OF EDUCATION	coe18
27	MCCOY COLLEGE OF EDUCATION	coe46
28	GBEWAA COLLEGE OF EDUCATION	coe22
29	TAMALE COLLEGE OF EDUCATION	coe17
30	E.P. COLLEGE OF EDUCATION, BIMBILLA	coe20
31	ST. JOHN BOSCO COLLEGE OF EDUCATION	coe19
32	GAMBAGA COLLEGE OF EDUCATION	coe39
33	ST. VICENT COLLEGE OF EDUCATION	coe45
34	AKATSI COLLEGE OF EDUCATION	coe9
35	METHODIST COLLEGE OF EDUCATION	coe44
36	NJAHMADIYYA COLLEGE OF EDUCATION	coe16
37	DAMBAI COLLEGE OF EDUCATION	coe15
38	JASIKAN COLLEGE OF EDUCATION	coe10



S/N	Name of College of Education	College Code
39	ST. FRANCIS COLLEGE OF EDUCATION	coe11
40	E.P. COLLEGE OF EDUCATION, AMEDZOFE	coe14
41	ST. TERESA COLLEGE OF EDUCATION	coe12
42	KIBI COLLEGE OF EDUCATION	coe1
43	MOUNT MARY COLLEGE OF EDUCATION	coe5
44	PRESBYTERIAN COLLEGE OF EDUCATION, AKROPONG	coe7
45	PRESBYTERIAN WOMEN COLLEGE OF EDUCATION, ABURI	coe2
46	PEKI COLLEGE OF EDUCATION	coe13

