

TUTOR PROFESSIONAL DEVELOPMENT SESSIONS

Year 1 Semester 2

HANDBOOK FOR COORDINATORS





TUTOR PROFESSIONAL DEVELOPMENT SESSIONS
YEAR 1 SEMESTER 2
Handbook for Professional Development Coordinators
Department Heads/Subject Leads



The Government of Ghana



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PROFESSIONAL DEVELOPMENT PROGRAMME TUTOR PROFESSIONAL DEVELOPMENT SESSIONS: YEAR 1 SEMESTER 2

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. PD Sessions
4. Background to the NTEAP
5. Expectations of the NTEAP Sessions
6. The purpose of the NTEAP sessions
7. The Role of the PDC
8. The Role of the PDC in coordinating the introductory session for tutors

1. Background to the new approach to PD

- For four years the Colleges of Education (CoE) have been supported in leading weekly Tutor Professional Development (PD) sessions. The PD sessions have focused on key themes, such as: the National Teachers' Standard (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. Curriculum will be implemented in CoEs, now affiliated to the Public Universities in Ghana, 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. The implication is that there will be subject specific PD groups running each week in the CoEs and universities.
- The PD sessions are designed to help operationalise 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.

3. PD Sessions

- This PD manual contains two sections. The first section comprises two sessions (Session 0 and Session 00) which provide guidance on the operationalization of the National Teacher Education Assessment Policy (NTEAP). The second section is written to provide information to guide the twelve (12) weekly PD sessions that are linked directly to the twelve lessons in the 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 two hours,
- 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

4. Background to the NTEAP

- The National Teacher Education Assessment Policy (NTEAP) builds on the assessment for student teacher requirements set out in the National Teachers' Standards & the National Teacher Education Curriculum Framework
- It was approved by NAB November 2019, following extensive consultation
- The inaugural meeting of NIST confirmed that the NTEAP must be adhered to in practice and the logistics of operationalising it must be agreed and ready for implementation across the ITE sector for March 2020.

"The policy requires a significant change in the approach to assessing student teachers and that whilst this will be challenging it is essential for the success of teacher education reform" (Prof. Mohammed Salifu, Chair of NIST).

5. Purpose of the NTEAP PD sessions

- To ensure all CoE staff: leadership and management, PDC, HoD, School placement coordinators, tutors and all university ITE staff have a good working knowledge of the NTEAP Policy and Toolkit and are prepared to embed the NTEAP requirements in practice.

6. Expectations for NTEAP PD Sessions

By the end of the PD sessions, participants would understand and be ready to put into practice:

- i. the main changes to assessment required by the NTEAP
- ii. the NTEAP requirements for operating and assessing STS and the implication for practice
- iii. the key features of the three course assessment components:
 - a. Subject Portfolio
 - b. Subject Projects
 - c. End of Semester Examination
- iv. Participants will also have a working knowledge of the NTEAP and the NTEAP Toolkit
 - PDC, subject leads and assessment coordinators will develop outline subject - specific portfolios and outline subject specific projects using the guidance and templates in the NTEAP toolkit Annex 4 for year one (1) semester two (2). This will be part of their university-based training for leading the CoE based training with all tutors.
 - These outlines will become part of the NTEAP PD sessions and also be embedded in the first subject PD sessions to prepare all tutors to use the NTEAP with student teachers, introducing the assessment components in each subject at the beginning of the semester. This is critical to operationalising the NTEAP in all teacher education institutions. These outline portfolios and projects are the 2 continuous assessment components for the semester.

Resources

- The main resources for the PD sessions will be the NTEAP (Appendix 1) and the NTEAP Toolkit (Appendix 2: participants will need hard copies)
- The PDC, SL, Assessment Coordinators will need the Course manuals for Year one semester two to create outline subject portfolios and projects
- Materials: post it notes, flip chart, board markers, pens

7. 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
- To collect all resources they will need ahead of time and rehearse how these may be used to support the achievement of their goal in the session.

NTEAP PD SESSION ZERO

Focus: these points provide the frame for the guidance notes; each point must be addressed by the Professional Development Coordinators / Assessment Coordinators / Subject Leads/HoDs as they lead the session.	Guidance Notes on Leading the NTEAP PD sessions. <i>What the Professional Development Coordinators / Assessment Coordinators / Subject Leads/HoDs will have to say during each stage of the CoE based PD session</i>	Guidance Notes on Tutor Activity during the PD Session. What NTEAP PD Session participants (Tutors) will do during each state of the session)	Timings: Estimated 180 mins +
Session one part one: Introduction: background and purpose of NTEAP Aprox. 30 mins 1. Brief discussion: defining assessment. 2. Overview, purpose, expectations and overview of the NTEAP PD sessions. 3. Guide to the Resources: the main resources are Appendices 1, NTEAP, and 2 the NTEAP Toolkit. 4. All participants discuss their understanding of the NTEAP – Introduction and purpose. 5. Feedback from participants. 6. Introduction and purpose of the NTEAP.	Ice breaker: On a post-it note, ask tutors to talk about their understanding of assessment and one purpose of assessing student-teachers. <i>Take a random selection of responses.</i>	Ice breaker: On a post it note, write your understanding of assessment and one purpose of assessing student-teachers.	3 mins
	Ask a tutor to read aloud the Background, overview and purpose of the NTEAP PD session. <i>Handout 1: overview.</i>	Read the overview and purpose of the NTEAP PD session.	3 mins
	Ask tutors to cross-share their views on what has been read to them and they have read above in point 1.	Cross-share your views on what you have read in point 1 above.	5 mins

	<ul style="list-style-type: none"> • Divide the tutors into five groups based on the sections 1 to 5 in the NTEAP Appendix 1 (introduction, assessment defined, rationale and purpose of the policy, policy objectives, and policy outcomes). • Ask them to read their section and then discuss their section noting areas of change (ask them to bring out the variations between what they have been doing and what is spelt out in the new policy). Capture changes from each section on flip chart. • Ask each group to share their points with the larger group. • Ask tutors to discuss and share the implications of what they have learned for their work. <p><i>NB: Ask a tutor to be writing the implications raised on a flip chart.</i></p> <p>Ask each group to share their points with the larger group.</p>	<ul style="list-style-type: none"> • In your groups, read and discuss sections 1 to 5 of the NTEAP Appendix 1 (introduction, assessment defined, rationale and purpose of the policy, policy objectives, and policy outcomes). • Capture changes from your section on a flip chart. • Share what you have with the larger group. • Discuss and share the implications of what you have learned for your work. • Share what you have with the larger group 	20 mins
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<p>Session one part 2: NTEAP 'Assessment at a Glance', key features of the policy and their implications for practice. 75mins</p> <p>1. The NTEAP Policy addresses all aspects of ITE assessment practice that must be implemented in all ITE institutions.</p> <p>2. The NTEAP Toolkit contains: guidance, assessment tools and assessment grids to support assessment of student teachers.</p> <p>3. A valuable feature of the policy is: 'Assessment at a Glance'.</p> <p>4. This is the focus for session 1 part 2.</p> <p>5. Comments recorded on Template A.</p> <p>6. Outcome of day 1 part two, participants will:</p> <ul style="list-style-type: none"> • Understand the main changes to assessment required by the NTEAP. • Understand the implications for their assessment practice. • Have had the opportunity to discuss any issues or concerns. 	<p>1. Ask tutors to read the NTEAP Assessment 'At a Glance', this sets out all the main changes to assessment on one page.</p> <p>When you have read it discuss and complete Template A. Advise tutors that they will be completing Recording Templates for each part of the PD sessions. These will create a record of the main changes to assessment, implications for practice and questions they need answering. These will be shared with PD session leads.</p>	<p>Read the NTEAP 'Assessment at a Glance' and complete Template A.</p> <p>Make notes on your templates about: changes to assessment, questions about the changes, implications for your practice and any other comments.</p>	<p>25 mins</p>
	<p>2. Ask tutors to share with each other in groups what they have read/written and discuss:</p> <ul style="list-style-type: none"> • What has changed? (Bring out the variations between what you have been doing and what is spelt out in the new policy). • The implications for their work. 	<p>Share what you have read/written and discuss.</p> <ul style="list-style-type: none"> • What has changed? (Bring out the variations between what you have been doing and what is spelt out in the new policy). • Implications of what you have discussed for your work. 	<p>25 mins</p>

	<p>3. Ask each group to share points and any questions with wider group.</p> <p><i>NB: Ask a tutor to be writing the implications and questions raised on a flip chart.</i></p>	Share what you have with the larger group.	25 mins
<p>Session 1 part 3: Introducing the NTEAP Toolkit and Assessing STS according to NTEAP (55 mins)</p> <p>1. Introducing the NTEAP Toolkit: the Toolkit is made of seven annexes. Each has a critical role in assessing student teachers according to the NTEAP.</p> <p>The annex are:</p> <p>ANNEX 1: MODEL OF PROGRESS THROUGH THE B.ED. TOWARDS ACHIEVING THE NTS</p> <p>ANNEX 2: NTS GRADE DESCRIPTOR GRID</p> <p>ANNEX 3: CRITERIA FOR ASSESSING STUDENT TEACHERS' SUPPORTED TEACHING IN SCHOOL</p> <p>ANNEX 4: COURSE ASSESSMENT COMPONENTS</p>	<p>1. Explain to tutors that they will be focusing on the purpose of the Toolkit and three of the seven annexes. Read the purpose of the NTEAP Toolkit to the Tutors. Px</p> <p>Put tutors into 3 groups and assign each group to read the one of the annexes - to read and identify the key features:</p> <ol style="list-style-type: none"> <i>Annex 1. Model of Progress.</i> <i>Annex 3. Criteria for assessing STS, 3.1, the introduction.</i> <i>Annex 5. Distribution of assessment and Assessment Overall on the front cover of the Toolkit</i> <p>Ask tutors to cross-share the key features of each annex.</p> <p>PDC to Note:</p> <p><i>Annex 1. Model of Progress</i></p> <p><i>Annex 3. Criteria for assessing STS, 3.1, the introduction</i></p> <p><i>Annex 5. Distribution of assessment and Assessment Overall on the front cover of the Toolkit 3.</i></p>	<p>Read the NTEAP toolkit assigned section and identify the key features of the annex assigned to your group.</p> <p>Cross share the key features of each of the annexes you have read.</p>	10 mins

<p>ANNEX 5: DISTRIBUTION OF ASSESSMENT ANNEX 6: REFLECTIVE PRACTICE ANNEX 7: QUALITY ASSURANCE OF THE NTEAP</p> <p>The three STS assessment components: Portfolio, enquiry, classroom practice Comments recorded on template Session outcome: the NTEAP requirements for operating and assessing STS and implications for practice are understood.</p>	<ul style="list-style-type: none"> • Explain to tutors that this part of the session is about understanding the three STS assessment components. • In their groups, ask tutors to do further reading of NTEAP Toolkit Annex 3: Criteria for Assessing Student Teachers' Supported Teaching in School (STS) and write on the templates: what has changed, implications for their practice, comments and questions. <ul style="list-style-type: none"> • Group 1- introduction, pp. 7-8 (NOT the same group who read the introduction in activity A). • Group 2– STS professional teaching portfolio, year one. • Group 3 – classroom practice and classroom enquiry and action research, year one. 	<p>In your groups do a further reading of the STS assessment components from NTEAP toolkit and write on the templates: what has changed, implications for their practice, comments and questions.</p> <ul style="list-style-type: none"> • Group 1- introduction, pp. 7-8 (NOT the same group who read this in activity A). • Group 2– STS professional teaching portfolio, year one. • Group 3 – classroom practice and classroom enquiry and action research, year one. 	15 mins
	<ul style="list-style-type: none"> • Ask each group to share their responses with the larger group on what has changed and discuss the implications for their work. 	<p>Share your responses with the larger group on what has changed and discuss the implications for your work.</p>	5 mins
	<ul style="list-style-type: none"> • In their groups ask tutors to finish completing Template B (for STS assessment component: portfolio, enquiry and classroom practice). 	<p>In your groups, finish completing Template B (for STS assessment component: portfolio, enquiry and classroom practice).</p>	5 mins

<p>Session 1 part 4: Reflective Practice – NTEAP Toolkit Annex 6. (20 mins)</p> <p>Developing student teachers as reflective practitioners is a key principle of the B.Ed.</p> <p>Tutors read Annex on Reflective practice, up to and including the Model of Reflective Practice.</p> <p>Identify the meaning and process of reflective practice and ways they could help student teachers be more reflective.</p>	<p>1. Put tutors into three groups. Ask them to read on Reflective Practice (NTEAP Toolkit Annex 6) and come out with the meaning, and importance of reflective practice to student teachers.</p> <p>Ask them to identify things they could do to help student teachers be more reflective.</p> <p>Ask them to write their responses on a flip chart.</p>	<p>In three groups, read on Reflective Practice, up to and including the model of Reflective Practice. (NTEAP Toolkit Annex 6) and come out with the meaning and importance of reflective practice to student teachers.</p> <p>Identify things they could do to help student teachers be more reflective.</p> <p>Write your responses on a flip chart.</p>	15 mins
	<p>2. Ask tutors to feed-back key points for larger group discussion.</p>	<p>Report to the larger group. One point for each of meaning and importance and two for ways to help student teachers to be more reflective.</p>	5 mins
<p>Session 1 Part 5 Reflection and action points</p>	<p>Guide tutors to work in pairs to list concepts (if any) from this first NTEAP session which need further clarification and discuss.</p>	<p>Work in pairs to list concepts (if any) from this session which need further clarification for discussion.</p>	10 mins
	<p>Ask tutors to list the most important things they have learned in this session and indicate what actions will be required to be taken for implementing the NTEAP from this session.</p>	<p>List the most important things they have learned and indicate what actions will be required to be taken for implementing the NTEAP from this session.</p>	10 mins
	<p>From their discussion, ask tutors to share issues requiring immediate actions to implement the NTEAP in their institution.</p> <p><i>NB: Ask a tutor to be writing the implications and questions raised on a flip chart.</i></p>	<p>From your discussion, share issues that require immediate actions to implement the NTEAP in your institution.</p>	10 mins

Inter Sessional Activity	Read the NTEAP Toolkit Annex 4: Course Assessment Components <ul style="list-style-type: none"> ✓ the Key features of the 3 course assessment components ✓ subject portfolio guidance and assessment template ✓ and Subject Project guidance and assessment template 		
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Resources needed NTEAP Session 0

1. Appendix 1 And 2 Hard Copies of The NTEAP and the NTEAP for each participant: These will be used in each part of both NTEAP PD Sessions
2. APPENDIX 3 Session 1 Handout 1: overview of the NTEAP PD sessions: session outlines, purpose and expectations
3. APPENDIX 4 Recording Template Session 1
 - A. Session 1 Part 2: Assessment at a Glance
 - B. Session 1 Part 3: Introducing the NTEAP Toolkit and Assessment of Supported Teaching in School
 - C. Session 1 Part 5: Reflections and Actions from Session 1

APPENDIX 3 SESSION 1 HANDOUT 1 NTEAP PD SESSIONS 0 AND 00

Background to the NTEAP

The National Teacher Education Assessment Policy (NTEAP) builds on the assessment for student teacher requirements set out in the National Teachers' Standards & the National Teacher Education Curriculum Framework.

It was approved by NAB November 2019, following extensive consultation.

The inaugural meeting of NIST confirmed that the NTEAP must be adhered to in practice and the logistics of operationalising it must be agreed and ready for implementation across the ITE sector for March 2020.

Prof. Salifu, the chair of NIST, noted that the policy requires a significant change in the approach to assessing student teachers and that whilst this will be challenging it is essential for the success of teacher education reform.

Purpose of the NTEAP PD sessions

To ensure all CoE staff: leadership and management, PDC, HoD, School placement coordinators, tutors and all university ITE staff have a good working knowledge of the NTEAP Policy and Toolkit and are prepared to embed the NTEAP requirements in practice.

Expectations for NTEAP PD Sessions

By the end of the PD sessions.

Participants would understand and be ready to put into practice:

1. the main changes to assessment required by the NTEAP
2. the NTEAP requirements for operating and assessing STS and the implication for practice
3. the key features of the three course assessment components:
 - a. Subject Portfolio
 - b. Subject Projects
 - c. End of Semester Examination

Participants will have a working knowledge of

4. The NTEAP and the NTEAP Toolkit

PDC, subject leads and assessment coordinators will develop and outline subject -specific portfolios and outline subject-specific projects using the guidance and templates in the NTEAP toolkit Annex 4 for year one (1) semester two (2). This will be part of their university-based training for leading the CoE based training with all tutors.

These outlines will become part of the NTEAP PD sessions and also be embedded in the first subject PD sessions to prepare all tutors to use the NTEAP with student teachers, introducing the assessment components in each subject at the beginning of the semester. This is critical to operationalising the NTEAP in all teacher education institutions. These outline portfolios and projects are the 2 continuous assessment components for the semester.

Resources

- The main resources for the PD sessions will be the NTEAP (Appendix 1) and the NTEAP Toolkit (Appendix 2): participants will need hard copies
- The PDC, SL, Assessment Coordinators will need the Course manuals for Year one semester two to create outline subject portfolios and projects

APPENDIX 4: RECORDING TEMPLATE NTEAP PD SESSION 0

Overview of the NTEAP Session			
(180 mins approx.)	NTEAP Session One	(180 mins approx.)	NTEAP Session Two
20 mins	1. Introduction: background and purpose of NTEAP	15 mins	1. Reflection, review and actions Overview Session 2
		15 mins	2. Course assessment components
75 mins	2. NTEAP 'at a glance': key features of NTEAP and their implications	45 mins	3. Continuous assessment: Subject portfolio
45 mins	3. Introducing the Toolkit Assessing STS	25 mins	4. Continuous assessment: Subject project
20 mins	4. Reflective Practice	10 mins	5. Summative assessment: End of semester examination
20 mins	5. Reflection and action points	30 mins	6. NTS Grade Descriptor Grid
		20 mins	7. Roles and responsibilities
		20 mins	8. Reflection and review action points

TEMPLATE A FOR RECORDING: CHANGES, QUESTIONS, COMMENTS, IMPLICATIONS AND ACTIONS**Session 1 Part 2 : Assessment at a Glance**

The National Teacher Education Assessment Policy (NTEAP) is based on the National Teachers' Standards (NTS), the National Teacher Education Curriculum Framework (NTECF) and the new 4-Year B.Ed. Curriculum (following Cabinet of Republic of Ghana's approval of NTECF on 28th September 2017 as a policy document to guide the development of a new curriculum for preparing Early Grade, Primary and Junior High School teachers in Ghana).

The policy requires that all student teachers enrolled in initial teacher training are assessed against the NTS.

	Requirements of NTEAP	WHAT HAS CHANGED? BRING OUT THE VARIATIONS BETWEEN WHAT YOU HAVE BEEN DOING, WHAT IS SPELT OUT IN THE NEW POLICY) Questions, comments and Implications of requirement for practice.
1	The weightings of assessment (NTEAP 6.2.2) <ul style="list-style-type: none"> • Supported Teaching in School (STS) has 30% of all assessment weighting in the B.Ed. Curriculum. • Each Initial Teacher Education Institution (ITEI) based course shall have three assessment components: <ul style="list-style-type: none"> o Two course work components, continuous and formative assessment: 60% o One end of semester examination, summative assessment: 40% 	
2	Teacher Educators – college tutors and university lecturers – shall be responsible for assessing student teachers' course work and the STS, while the mentoring universities shall be responsible for monitoring the assessment of student teachers' course work and the STS.	
3	The end of semester examinations shall be externally set by the mentoring universities in collaboration with the Initial Teacher Education Institutions.	
4	The assessments shall include ; assignments, presentations, laboratory work, projects, practical teaching and other activities, performance, quizzes, reflective journals, examinations and professional teaching portfolios	

5	The assessment shall take place throughout the four years of training and shall be matched with the student teachers' progress as described in the outcomes for each year.	
	Yearly outcomes	Student teacher's work provides evidence of the learning outcomes
	Year one	Beginning to understand the NTS and an awareness of how they relate to teaching and learning
	Year two	Developing understanding of the NTS in their own practice, teaching and recognising the needs of small groups and individuals (in their specialism)
	Year three	Embedding the skills knowledge and understanding in their specialism; working towards achieving all the NTS in co-planning and teaching small groups and whole classes
	Year four	Extending their skills, knowledge and understanding of being a teacher; fully achieving the NTS.
6	All student teachers shall have a Personal Tutor (NTEAP, 7.6). The Personal Tutor shall be responsible for reviewing and recording evidence of student teacher's progress against the NTS using the NTS Grade Descriptor Grid (NTEAP Toolkit Annex 2). The Personal Tutor shall decide the overall grade for the semester based on all the student teacher's Professional Teaching Portfolio	
	Additional points: progress	
7	Student teachers' grades shall be moderated by the ITEI and by the mentoring university.	
8	For Each assessment component the main criteria for the assessment will be the NTS. Specifically, student teacher's achievement in a piece of assessment shall be criterion-referenced, based on the identified NTS for that assessment. The grade for each assessment will be decided using the NTS criteria.	
9	STS shall be assessed against the NTS through the STS Professional Teaching Portfolio, the student teacher's classroom practice, and classroom enquiry and action research. (NTEAP Table 1 Weightings of STS). STS shall be assessed by mentors and supervisors (link tutors/ lecturers)	

10	Student teachers must have timely and useful feedback on all assessments.	
11	Degree classification shall be based on student teachers' Grade Point Average (GPA) across the four years.	
12	Assessment components leading to overall grading for a semester is presented below: Assessment of: course work, STS, examination > Assessment based on the identified NTS Criteria > Grade or mark for each assessment /feedback to student teacher > Overall grade for semester, based on all assessed work weighted as required.	
A	Progress from one level to another, the student teacher (NTEAP 6.2.4.3) <ul style="list-style-type: none"> • is expected to pass all courses taken • is expected to pass all components of all courses taken: examination and continuous assessments • who fails STS cannot progress to the next level until it is passed There must be provision for: re-sit, probation and /or repetition.	
Assessment at a Glance, Reflections and Actions		

TEMPLATE B: SESSION 1 PART 3: INTRODUCING THE NTEAP TOOLKIT AND ASSESSING STS ACCORDING TO NTEAP		
SESSION 1 PART 3	FOR RECORDING: CHANGES, QUESTIONS, COMMENTS, IMPLICATIONS AND ACTIONS	
NTEAP Toolkit: Annex 1, Model of Progress through the B.Ed.	NB note down the purpose of the Model of Progress Grid	
NTEAP Toolkit, Annex 3, Criteria for Assessing STS - introduction		
NTEAP Toolkit, Annex 5, Distribution of Assessment + Assessment Overall figure from front cover of Toolkit		
ASSESSING SUPPORTED TEACHING IN SCHOOL, NTEAP TOOLKIT ANNEX 3		
NTEAP Toolkit, Annex 2, Criteria for assessing STS: STS Portfolio		
NTEAP Toolkit, Annex 2, Criteria for assessing STS: Classroom Practice		
NTEAP Toolkit, Annex 2, Criteria for assessing STS: Classroom Enquiry and Action Research		
TOOLKIT AND STS: REFLECTIONS AND ACTIONS		
TEMPLATE C: FOR RECORDING: CHANGES, QUESTIONS, COMMENTS, IMPLICATIONS AND ACTIONS		
SESSION 1 PART 5, REFLECTIONS AND ACTIONS FROM SESSION 1, PARTS 1 TO 4		
CONCEPTS OR ISSUES WHICH REQUIRE CLARIFICATION FROM NTEAP PD SESSION 1		
ACTIONS FOR YOUR INSTITUTION	ACTION:	BY WHOM/ WHEN

NTEAP PD SESSION 00

<p>Focus: these points provide the frame for the guidance notes, each point must be addressed by the Professional Development Coordinators / Assessment Coordinators / Subject Leads/ HoDs as they lead the session.</p>	<p>Guidance Notes on Leading the NTEAP PD sessions. <i>What the Professional Development Coordinators /Assessment Coordinators /Subject Leads/ HoDs will have to say during each stage of the CoE based PD session.</i></p> <p>NB ensure all participants have:</p> <ul style="list-style-type: none"> • NTEAP • NTEAP Toolkit • Course manuals for their subject • Access to Laptops 	<p>Guidance Notes on Tutor Activity during the PD Session. What PD Session participants (Tutors) will do during each state of the session)</p>	<p>Time Estimated 180+</p>
<p>NTEAP PD Session 2 part 1: (15 mins) Participants Review, reflections and actions from NTEAP PD (day 1).</p> <p>Overview NTEAP PD day 2 Course assessment components, NTS Grade Descriptor Grid, NTEAP roles and responsibilities</p>	<p>1. Introduction: Reflection, review and actions. Give every tutor a post-it note and ask them to write two most important lessons learned and actions you took from the previous NTEAP PD session on assessment policy.</p>	<p>1. Introduction: Reflection, review and action. Using the post-it notes, write two most important lessons learned and actions you took from the previous NTEAP PD session on assessment policy.</p>	<p>15 mins</p>
	<p>2. <i>Call 3 tutors to share their response(s) with the larger group.</i></p>	<p>2. <i>Share your response(s) with the larger group.</i></p>	
	<p>3. Give an overview of today's PD session (Handout 1 session 1).</p> <p>PDC/SL Note: <i>In this session we will discuss issues concerning Course Assessment components, the NTS Grade descriptor grid and roles and responsibilities arising from NTEAP</i></p>		

	<p>4. Review tutors understanding of the overview of Assessment asking them to give explanations on the diagram in Toolkit Annex 4, Course Component Assessment Fig. 1, Assessment Overall</p>	<p>4. In the larger group, listen and contribute to the explanations on the overview of the Assessment using the diagram in Toolkit Annex 4, Course Assessment Components Fig. 1</p>	
	<p>5. Introduce Tutors to the Participant Recording Template, NTEAP Session 2 and remind them to note their questions, comments and action points at the appropriate columns as the session continues.</p> <p><i>NB: Remind tutors to be aware that they will be called upon to share their recordings with the larger group at any time during the session.</i></p>	<p>5. Remember to record your questions, comments implication and action points for yourself and your institution at the appropriate columns of the Participant Recording Template NTEAP Session 2 as the session continues.</p>	
<p>Session 2 part 2: Assessment component</p>	<p>1. Put tutors into 4 groups. Assign each group one of the following sections from the NTEAP (ref. to NTEAP and NTEAP toolkit Annex 4).</p> <ul style="list-style-type: none"> • 6. Assessment Practices • 6.1 Assessment in line with the NTS • 6.2.1- Course Assessment Components. • NTEAP Toolkit Annex 4, Course assessment Components, 4.1 <p>2. Ask each group to read and discuss the assigned section and share their work with the larger group.</p> <p>3. Ask every tutor to record their questions, implications and actions on appropriate section of the Participant Recording Template, NTEAP Session 2.</p>	<p>Sit in 4 groups.</p> <p>In your groups, read and discuss the assigned section.</p> <p>Identify key changes, questions and implications for your work and Share your work with the larger group.</p> <p>Record your observations on the Participant recording Template, NTEAP session 2</p>	

	<p>4. Call 4 tutors to share their recordings with the larger group (bringing out the variations between what they have been doing currently and what is spelt out in the new policy), implications and actions.</p>	<p>Share your recordings with the larger group (bringing out the variations between what you have been doing currently and what is spelt out in the new policy, implications and actions).</p>	
	<p>5. End this part of the session by asking a tutor to provide a Summary of the Course Assessment Components in reference to Toolkit Annex 4 Fig. 1.</p> <p>6. Ensure these messages are shared:</p> <ul style="list-style-type: none"> • In all courses, the three components will be: • Component 1: continuous assessment, • Subject project- 30% • Component 2: continuous assessment, • subject portfolio-30% • Component 3: summative assessment, end of semester exam. - 40% • Each course assessment component needs to: • Be prepared for and introduced in lessons • Assess student teachers' knowledge and understanding of the course learning outcomes • Reference the NTS in full as the main criteria for assessment. • Be focused to avoid student and tutor overload. 	<p>Provide a summary of the Course Assessment Components.</p>	

<p>Session 2 Part 3 Continuous assessment components</p> <ul style="list-style-type: none"> • Subject portfolio 	<ol style="list-style-type: none"> 1. Using think-pair-share, ask tutors to discuss “Subject Portfolio” focusing on meaning, key features (read the section 4.2: Features of the portfolio up to Assessment of the Subject Portfolio) and consider the implications for students’ learning. (Refer to: NTEAP Toolkit NTEAP Toolkit Annex 4). 2. Select 4 tutors to share their responses with the larger group (bringing out meaning, purpose, key features and implications for students’ learning and also the variations between what they have been doing currently and what is spelt out in the NTEAP). 3. Put tutors in their subject groupings. Ask them to read and discuss the subject Portfolio, Assessment, the features of the Subject Portfolio Template and the Rubrics for Assessing the Subject Portfolio (NTEAP Toolkit Annex 4, 4.2) 4. Ask tutors to outline ‘items’ which student teachers could develop during and in between sessions which would be appropriate for the Subject Portfolio in their subject NB: The Portfolio is made up of: 3 Items selected by student teacher, a mid semester assessment and a Subject Reflective Journal 5. Share the subject portfolios developed by the PDC / AC/ SL with the tutors. These outlines will be one of the continuous assessment components in your subject for year one semester 2 	<p>In pairs, discuss “Subject Portfolio” focusing on meaning, key features (read the section 4.2, : Features of the Subject Portfolio up to Assessment of the Portfolio) and implications for students’ learning. (Refer to: NTEAP Toolkit Annex 4)</p> <p>Share your responses with the larger group (bringing out meaning, purpose, key features and implications for students’ learning and also the variations between what you have been doing currently and what is spelt out in the NTEAP)</p> <p>Sit in your subject groupings and discuss the process and features of the Subject Portfolio template and the rubrics for assessing subject portfolio (NTEAP Toolkit Annex 4).</p> <p>Outline ‘items’ for a Subject Portfolio in your subject area</p>	45 mins
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	<p>6. Ask tutors to discuss and share the implications of Subject Portfolio for their work.</p> <p>7. Ask the tutors to record comments, questions , implications and actions in the appropriate section of the Recording Template for NTEAP Session 2 (Session 2 Appendix 1).</p>	<p>Read and review the outline subject portfolio for your subject. Identify implications for your practice and how you can implement this with your student teachers. <i>The Portfolio will be further discussed in Subject PD sessions.</i></p> <p>Discuss implications of the Subject Portfolio for your work and actions which need to be taken.</p> <p>Record comments, questions, implications and actions in the appropriate section of the Recording Template for NTEAP Session 2 (Session 2 Appendix 1).</p>	
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<p>This part of session 2 is for the Subject Leads/ PDC/ Assessment Coordinators during their university-based training. The outcome will be: outline subject portfolios for each subject for year one semester two</p>	<ul style="list-style-type: none"> a. Explain to the PDC/SL/Assessment coordinators (AC) that This Part of the Session is for them to create an outline for the subject-specific portfolio for their subject for Year 1 Semester 2. These outlines will be the basis of continuous assessment component 1, subject portfolios and are essential for the implementation of the NTEAP in each subject in each CoE. b. Explain the outlines they create will be used by them with the tutors when they lead the CoE based NTEAP PD sessions and in the weekly subject PD sessions. This is to ensure tutors are able to introduce the subject portfolios to their student teachers. c. The outlines must be completed within this session and submitted to the session leads. d. Ask the PDC/SL/AC to go into subject groups, THEY MUST HAVE THE COURSE MANUALS FOR THEIR SUBJECT for Year one Semester two. e. Using think-pair-share ask them to read and discuss the introductory section to Subject Portfolios in NTEAP Toolkit Annex 4, 4.2, Features of the Portfolio, Process for developing the subject portfolio, Assessment of the Portfolio, Examples of what can be included in the portfolio, the portfolio template, the rubric for assessment and the example Literacy subject portfolio (NTEAP Toolkit Annex 4 , Figure 3). 	<ul style="list-style-type: none"> d. Form subject groups and ensure you have copies of the course manuals for year one semester two. e. In your subject groups read and discuss the introductory section to Subject Portfolios in NTEAP Toolkit Annex 4, 4.2, Features of the Portfolio, Process for developing the subject portfolio, Assessment of the Portfolio, Examples of what can be included in the portfolio and the example Literacy subject portfolio (NTEAP Toolkit Annex 4 , Figure 3). 	40 mins
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	<ul style="list-style-type: none"> f. Ask the subject groups to share their thoughts with the larger group and discuss any arising questions. g. Ask them to create an outline for their subject – specific portfolios for year one (1) semester two (2). They should use the Portfolio template, Annex 4.2 Figure 2. The template should be filled out on a laptop so the outline can be shared and reviewed after the session. Some subjects will already have Portfolios and those should be used to complete the Portfolio template. h. The outlines must include: 3 items of work assigned to student teachers during the course and selected from the course manuals, the course learning outcomes and the relevant NTS in full should be written into the Portfolio template i. Ask the groups to Cross review the outline of the portfolios with another subject group to ensure it is manageable for student teachers and that there is consistency across subjects in line with the NTEAP j. These outline portfolios will be critical for tutors in the PD sessions. Session leads need to collect copies. 	<ul style="list-style-type: none"> f. Share your thoughts with the larger group and discuss any arising questions g. Create an outline for your subject – specific portfolios for year one (1) semester two (2) using the Portfolio template, Annex 4.2 Figure 2. The template should be filled out on a laptop so the outline can be shared and reviewed after the session. h. The outlines must include: 3 items of work assigned to student teachers during the course and selected from the course manuals, the course learning outcomes and the relevant NTS in full should be written into the Portfolio template. i. Cross review the outline of your portfolio with another subject group to ensure it is manageable for student teachers and for consistency across subjects in line with the NTEAP. j. Your outline portfolio will be critical for tutors in the PD sessions. Ensure you share a copy with the session leads. 	
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<p>Session 2 Part 4, Continuous assessment: Subject project</p>	<ol style="list-style-type: none"> 1. Using think-pair-share, ask tutors to read and discuss “Subject Project” section of NTEAP Annex 6, focusing on definition, meaning, key features and implications for students’ learning and tutors practice. (Refer to NTEAP Toolkit Annex 4, 4.3 :Subject project) 2. Select one tutor from each subject area to share their responses on the subject project with the larger group (bringing out meaning, key features and implications for students’ learning the variations between what they have been doing currently and what is spelt out in the new policy). 3. In their subject groupings, ask them to discuss the features of the Subject Project template (Annexe 4, 4.3, Fig 5). 4. Ask tutors to outline possible topics for Subject Project in their subject groupings, from year one semester two courses, the course manuals may already set out assignment topics. 5. Introduce the subject project outlines created by the PDC and share with the subject groups. 6. Read and review the outline subject project for your subject. Identify implications for your practice and how you can implement this with your student teachers. The project will be further discussed in Subject PD sessions. 	<ol style="list-style-type: none"> 1. In pairs, read and discuss “Subject Project” section of NTEAP Annex 6 focusing on definition, meaning, key features and implications for students’ learning. (Refer to NTEAP Toolkit Annex 4, 4.3) 2. Share your responses with the larger group (bringing out meaning, key features and implications for students’ learning and also the variations between what you have been doing currently and what is spelt out in the new policy). 3. Still in your subject groupings, discuss the features of the Subject Project template (NTEAP Toolkit Annex 4, 4.3, Fig 5). 4. Outline possible topics for Subject Project in their subject groupings, from year one semester two courses, the course manuals may already set out assignment topics. 5. Ensure you have the subject project outline for your subject. 6. Read and review the outline subject project for your subject. Identify implications for your practice and how you can implement this with your student teachers .The project will be further discussed in Subject PD sessions. 	<p>25 mins</p>
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	<p>7. Ask every tutor to complete the appropriate section of the participant recording template NTEAP session 2 (Appendix 1) and to focus on potential implications of Subject Portfolios and Subject Projects for</p> <ul style="list-style-type: none"> • Their work • Student Teachers' learning • And actions they and their institutions need to take <p>8. Select one tutor from each subject area to share their responses with the larger group.</p>	<p>7. Complete the appropriate section of the participant recording template NTEAP session 2 (Appendix 1), focus on potential implications of Subject Portfolios and Subject Projects for</p> <ul style="list-style-type: none"> • your work • Student Teachers' learning <p>And identify any actions you and your institutions need to take</p> <p>8. Share your observations with the larger group.</p>	
<p>This part of session 2 is for the Subject Leads/ PDC/ Assessment Coordinators during their university-based training. They will create outline Subject Project for their subjects for their subjects</p>	<p>a. Explain to the PDC/SL/ Assessment coordinators (AC) that This Part of the Session is for them to create an outline for the subject-specific project for their subject for year 1 semester 2.</p> <p>b. These outlines will be the basis of continuous assessment component 2, subject project and are essential for the implementation of the NTEAP in each subject in each CoE.</p> <p>c. Explain that, as with the subject portfolios, the outlines they create will be used when they lead the CoE based NTEAP PD sessions and in the weekly subject PD sessions. This is to ensure tutors are able to introduce the subject projects to their student teachers.</p> <p>d. The outlines must be completed within this session and submitted to the session leads.</p>	<p>e. Form subject groups and ensure you have copies of the course manuals for year one semester two.</p> <p>f. In your subject groups read and discuss the introductory section to Subject Projects in NTEAP Toolkit Annex 4, 4.3. and the project template and the rubric for assessment (NTEAP Toolkit Annex 4, 4.3, Figure 4).</p> <p>g. Share your thoughts with the larger group and discuss any arising questions</p> <p>h. Create an outline for your subject – specific project for year one (1) semester two (2). They should use the Project template, Annex 4.3 Figure 4. The template should be filled out on a laptop so that it can be shared and reviewed after the session. Some subjects will already have assignments / projects and that can be developed to complete the Project template.</p>	

	<ul style="list-style-type: none"> e. Ask the PDC/SL/AC to go into subject groups, THEY MUST HAVE THE COURSE MANUALS FOR THEIR SUBJECT for year one semester two. f. Using think-pair-share ask them to read and discuss the introductory section to Subject Projects in NTEAP Toolkit Annex 4, 4.3. and the project template and the rubric for assessment (NTEAP Toolkit Annex 4, 4.3, Figure 4). g. Ask the subject groups to share their thoughts with the larger group and discuss any arising questions. h. Ask them to create an outline for their subject – specific project for year one (1) semester two (2). They should use the Project template, Annex 4.3 Figure 4. The template should be filled out on a laptop so that it can be shared and reviewed after the session. Some subjects will already have assignments / projects and that can be developed to complete the Project template. i. The projects must be developed to enable student teachers to demonstrate they meet the course learning outcomes and related NTS. The learning outcomes and the relevant NTS should be written into the Project template. j. Ask the groups to cross review the outline of the project with another subject group to ensure it is manageable for student teachers and that there is consistency across subjects in line with the NTEAP. k. <i>These outline portfolios will be critical for tutors in the PD sessions. Session leads need to collect copies.</i> 	<ul style="list-style-type: none"> e. Form subject groups and ensure you have copies of the course manuals for year one semester two. f. In your subject groups read and discuss the introductory section to Subject Projects in NTEAP Toolkit Annex 4, 4.3. and the project template and the rubric for assessment (NTEAP Toolkit Annex 4, 4.3, Figure 4). g. Share your thoughts with the larger group and discuss any arising questions. h. Create an outline for your subject – specific project for year one (1) semester two (2). They should use the Project template, Annex 4.3 Figure 4. The template should be filled out on a laptop so that it can be shared and reviewed after the session. Some subjects will already have assignments / projects and that can be developed to complete the Project template. i. The projects must be developed to enable student teachers to demonstrate they meet the course learning outcomes and related NTS. The learning outcomes and the relevant NTS should be written into the Project template. j. Cross review the outline of your portfolios with another subject group to ensure it is manageable for student teachers and for consistency across subjects in line with the NTEAP. k. <i>Your outline project will be critical for tutors in the PD sessions. Ensure you share a copy with the session lead.</i> 	
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<p>Session 2 Part 5 End of semester examination</p>	<ol style="list-style-type: none"> 1. Still in their subject groupings ask tutors to read, discuss and share with the larger group key issues on the End of Semester Examination component in the NTEAP (bringing out the variations between what they have been doing currently and what is spelt out in the new policy). • Inform tutors that the end of semester exam for each subject will be. • Externally set and assessed by the mentoring universities in collaboration with their affiliated CoE. • Worth 40% of the overall weighting of assessment. • Assess student teachers against relevant NTS and CLO. • Student teachers will receive feedback on their exams. 2. Ask every tutor to complete the appropriate section of the participant recording template NTEAP Session2 (Session 2 Appendix 1). 3. Select one tutor from each subject area to share their responses with the larger group (bringing out meaning, key features and implications for students' learning the variations between what they have been doing currently and what is spelt out in the new policy, implications and actions you or your institution need to take). 	<ol style="list-style-type: none"> 1. Still in your subject groupings, discuss and share the key features of the End of Semester Examination component in the NTEAP to the larger group (bringing out the variations between what you have been doing currently and what is spelt out in the new policy). 2. Complete the appropriate section of the participant recording template NTEAP Session 2 (Appendix 1). 3. Share your observations with the larger group (bringing out the variations between what you have been doing currently and what is spelt out in the new policy, implications and actions you or your institution need to take). 	<p>10 mins</p>
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<p>Session 2, Part 6, the NTS Grade Descriptor Grid</p> <ul style="list-style-type: none"> Annex 2 NTEAP Toolkit. The purpose of the NTS Grade descriptor. The purpose of Annex 1 Model of Progress. Assessing student teachers using the NTS Grid and the Model of progress Grid. <p>Outcome</p> <ul style="list-style-type: none"> Participants understand the NTS Grade descriptor and how Student teachers, with their tutors, will complete this for each year of the B.Ed. programme. They will understand the importance of using the Model of Progress Grid with the Grade descriptor grid to ensure fair assessment of student teachers' progress in each year. 	<ol style="list-style-type: none"> Ask tutors in their subject groupings to read and discuss Annex 2 -NTS Grade Descriptor focusing on: <ol style="list-style-type: none"> The grade descriptor Grid: purpose, evaluating student teachers', using the grade descriptor. The first section of the Grid, the Professional Values and Attitudes domain, the standards, their descriptions of the levels of attainment and the means of verification. Call one tutor from each subject area to share their responses with the larger group (bringing out the purpose of the grid, its description of the levels of attainment and the means of verification). Ask tutors to work in pairs, to read and discuss the NTEAP Toolkit Annex 1, Model of progress through the B.Ed. to achieving the NTS. They should focus on: <ul style="list-style-type: none"> The introduction. Annex 1 Table 1: the model of progress grid, column 1 the outcomes for year one and how these link to the progress to achieving the NTS (final column of the grid). They should discuss how they can use the Progress grid to support assessing the student teachers against the NTS in a fair way in each year. Put the pairs into four groups and ask them to share and discuss their responses to the Progress grid and how they could use it. Ask a tutor from each group to share the main point from their discussion. Put tutors back into the 4 groups and ask them to compare the NTS Grade Descriptor Grid and the Progress with the current institutional practice (bringing out the variations between what they have been doing and what is spelt out in the NTEAP Toolkit as in Annex 1 and 2). 	<ol style="list-style-type: none"> In your subject groupings read and discuss Annex 2 - NTS Grade Descriptor focusing on: <ol style="list-style-type: none"> The grade descriptor Grid: purpose, evaluating student teachers', using the grade descriptor. The first section of the Grid, the Professional Values and Attitudes domain, the standards, their descriptions of the levels of attainment and the means of verification. Share your group work with the larger group. Work in pairs, to read and discuss the NTEAP Toolkit Annex 1, Model of progress through the B.Ed. to achieving the NTS. You should focus on: <ul style="list-style-type: none"> The introduction. Annex 1 Table 1: the model of progress grid, column 1 the outcomes for year one and how these link to the progress to achieving the NTS (final column of the grid). You should discuss how you can use the Progress grid to support assessing the student teachers against the NTS in a fair way in each year. Move into the four groups in your pairs and share your paired work with the larger group. 	<p>30 mins</p>
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	<ol style="list-style-type: none"> 7. Select any 2 groups to share their work with the larger group. 8. In 4 groups, ask tutors discuss how they will record student teachers' progress against the National Teachers' Standards using the NTS Grade Descriptor Grid and the Progress Grid in year 1 of the B.Ed. programme. 9. Select 2 groups to share their work with the larger group. 10. Ask Tutors to complete the appropriate section of recording template session 2 and ask 3 tutors to share main implications and actions and with the larger group. 	<ol style="list-style-type: none"> 5. Ask a tutor from each group to share the main point from their discussion. 6. Sit in the 4 groups and compare the NTS Grade Descriptor Grid and the progress grid with the current institutional practice (bringing out the variations between what you have been doing and what is spelt out in the NTEAP Toolkit as in Annex 1 and 2). 7. Share your group work with the larger group. 8. In your groups discuss how you will record student teachers' progress against the NTS using the NTS Grade Descriptor Grid and the progress in year one of the B.Ed. programme. 9. Share your group work with the larger group. 10. Complete the appropriate section of recording template session 2. 	30 mins
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<p>Session 2, part 7: Roles and responsibilities relating to NTEAP Assessment Roles NTEAP 7.6</p> <ul style="list-style-type: none"> • Read the 7.6 of NTEAP focusing on the roles you currently undertake. • Identify: <ul style="list-style-type: none"> • Areas where your role is likely to change. • Areas for clarification. • Any actions you may need to take. • Group discussion and record points 	<ol style="list-style-type: none"> 1. Put tutors into five (5) groups. 2. Assign each group one of the following sections from the NTEAP: <ul style="list-style-type: none"> • Teacher Education Institutions • Leaders of Initial Teacher Education Institutions • Personal Tutor • Role of Lead mentor and mentor • Student Teacher and other Stakeholders 3. Ask each group to read and discuss their assigned section to identify: <ul style="list-style-type: none"> • The roles tutors currently play in student teachers' assessment • Areas where tutors' roles are likely to change and why • Areas for clarification • Any actions tutors may need to take • Actions their institution may need to take. 4. Call each group to share the points from their discussions with the larger group in turns. 5. Ask tutors to complete the appropriate section of recording template session 2 and ask 3 tutors to share main implications and actions and with the larger group 6. Select 4 tutors to share their main implications and actions with the larger group 	<ol style="list-style-type: none"> 3. In your groups read and discuss your assigned section to identify: <ul style="list-style-type: none"> • The roles you (tutors) currently play in student teachers' Assessment • Areas where tutors' roles are likely to change and why • Areas for clarification • Any actions tutors may need to take • Actions their institution may need to take. 4. Share your points from your group discussions with the larger group. 5. Complete the appropriate section of recording template session 2 and ask 3 tutors to share main implications and actions and with the larger group 6. Share your observations with the larger group. 	20 mins
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<p>Session two, part 8: Reflection and action points</p> <ul style="list-style-type: none"> • Participants note down on template any key. • Reflections from the two NTEAP PD session. • Action points. 	<ol style="list-style-type: none"> 1. Ask tutors to individually reflect on the two NTEAP PD sessions and highlight any key issues they have taken note of. Focus on implications for your work and actions. 2. Ask tutors to discuss in their subject groupings and present on flipchart to the larger group the implications of their reflections on NTEAP for teaching, learning and assessment (focusing on the tutor and the student teacher). 3. Ask a tutor from each subject group to share their reflections with the larger group. 4. In subject groups, ask tutors refer to their Participants' NTEAP Recording on Templates to review their stated action points and indicate who should be responsible for clarification and action. 5. Ask 4 groups to share their revised action points with the larger group. 6. Ask tutors in their subject groups to identify 1) questions for clarification, and 2) actions that you and your institution need to take in relation to each of the main sections of the NTEAP PD Sessions. Complete the appropriate section of the Template for session 2. <p><i>PDC/SL Note: Compile all the group summary Action Points shared with the larger group and submit them to the zonal Office for onward processing to T-TEL Office, Accra. Attention: Beryl Opong Agyei for Prof Jophus Anamuah-Mensah and Dr. Eric Ananga</i></p>	<ol style="list-style-type: none"> 1. Individually, write the key issues you have taken note of from the two NTEAP PD Sessions. Focus on implications for your work and actions. 2. Discuss in your subject groupings and present on flipchart to the larger group the implications of your reflections on the NTEAP for teaching, learning and assessment (focusing on the tutor and the student teacher). 3. Share your subject group reflections with the larger group. 4. In your subject groups, refer to yourIn subject groups, ask tutors refer to their Participants' NTEAP Recording on Templates to review their stated action points and indicate who should be responsible for clarification and action. 5. Share your revised action points with the larger group. 6. In your subject groups identify 1) questions for clarification, and 2) actions that you need to take in relation to each of the main sections of the NTEAP PD Sessions. Complete the appropriate section of the Template for session 2. 	<p>20 mins</p>
<p>Preparation for CoE subject PD sessions</p>	<p>Inform tutors to read NTEAP PD 1 and 2 and take note of all materials they will bring to the session.</p>	<p>Read PD 1 of your Subject PD and take note of all materials you need to bring to the session.</p>	

Resources needed for NTEAP Session 0

1. Handout 1 Session 1.
2. Recoding Template NTEAP Session 2.
3. Copies of the course manuals for year one semester 2.
4. Hard copies of NTEAP and NTEAP Toolkit – PDC, AC, SL should keep these from session 1.

APPENDIX 1 - PARTICIPANT RECORDING TEMPLATE NTEAP PD SESSION 2		
FOR RECORDING: CHANGES, QUESTIONS, COMMENTS, IMPLICATIONS AND ACTIONS		
Part 2: Course assessment components		
Part 3: Subject Portfolios		
Part 4: Subject projects		
Part 5: End of Semester exam		
Part 6: NTS Grade descriptor		
Part 7: Roles and responsibilities		
PART 8 - REFLECTIONS AND ACTIONS FROM SESSION 1, PARTS 1 TO 4		
QUESTIONS WHICH REQUIRE CLARIFICATION FROM NTEAP PD SESSION 1 AND 2		
ACTIONS FOR YOU AND YOUR INSTITUTION	ACTION:	BY WHOM/ WHEN

MATHEMATICS

TUTOR PD SESSION 1 FOR LESSON 1 IN THE COURSE MANUAL LEARNING, TEACHING AND APPLYING GEOMETRY AND HANDLING 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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></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> <ol style="list-style-type: none"> 1. Ice breaker activity: Ask tutors to begin the session with an investigational activity (e.g. Shape Puzzle - I am a three-sided polygon. Two of my side lengths are equal, who am I? etc. 2. Ask tutors to explain how useful the previous PD sessions on NTEAP were and how they will influence their teaching over the coming weeks. 3. Ask tutors to outline the important features of the course manual for Semester Year 1 Semester 2 (e.g. ask tutors to read the introductory sections up to "Learning Outcomes" and in pairs/groups discuss the important or distinctive aspects of the lesson including the interactive nature of the activities, emphasis on connecting concepts (angles, triangles and their properties) with other lessons in the manual and the use of relevant resources pp. 7-10, Content Standards of the Pre-tertiary mathematics curriculum (PEMC) B1.3.1.1, B2.3.1.1 	<p>Introduction</p> <ol style="list-style-type: none"> 1. Begin the session with an investigational activity (e.g. Shape Puzzle - I am a three-sided polygon. Two of my side lengths are equal, who am I? etc. 2. Explain how useful the previous PD sessions on NTEAP were and how they will influence your teaching over the coming weeks. 3. Outline the important features of the course manual for Semester Year 1 Semester 2(e.g. read the introductory sections up to "Learning Outcomes" and in pairs/groups discuss the important or distinctive aspects of the lesson (angles, triangles and their properties) with other lessons in the manual and the use of relevant resources) pp. 7-10, Content Standards of the Pre-tertiary mathematics curriculum (PEMC) B1.3.1.1, B2.3.1.1 	<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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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)	Activity 1: Concept Development <ol style="list-style-type: none"> 1. Ask tutors to work in pairs to identify and discuss familiar and unfamiliar concepts in the lesson related to points, lines and angles and their properties. (PD Themes 1 & 3, Content Standards of PEMC B1.3.1.1; B2.3.1.1; B4.3.1.1, NTS 3h). 2. Ask tutors to outline, in pairs, potential challenging areas in teaching of identified concepts related to points, lines and angles and their properties. Ask them to suggest strategies to address these and share with the larger group. 	Activity 1: Concept Development <ol style="list-style-type: none"> 1. In pairs identify and discuss familiar and unfamiliar concepts in the lesson related to points, lines and angles and their properties. (PD Themes 1 & 3, Content Standard of PEMC B1.3.1.1; B2.3.1.1; B4.3.1.1, NTS 3h). 2. Outline, in pairs, potential challenging areas in the teaching of the identified concepts related points, lines and angles and their properties. Suggest strategies to address these and share with the larger group. 	25 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</p>	<p>Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></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>Activity 2: Teaching and learning activities</p>	<p>Activity 2: Teaching and learning activities</p> <ol style="list-style-type: none"> 1. Ask tutors to suggest other teaching and learning activities for teaching Lesson 1, taking into account Gender Equality and Social Inclusion (GESI) issues after reading through the activities in Lesson 1 (pp. 9 &10; NTS 1a, b, c, d, 2b, e, f, 3b, c; PEMC p. iii). 2. Ask tutors to discuss one or two of the activities in Lesson 1 to ensure understanding. 3. Ask a tutor to model the presentation of any of the activities using ICT tools and taking into consideration GESI issues and PEMC. (NTS 1a, b, c, d, 2b, e, 3b, c, j; PEMC pp. iii). <p><i>Note: The modelling is meant to draw tutors' attention the core and transferable skills that can be developed in the lesson including social skills, communication skills, critical thinking and creative skills, the use of ICT.</i></p>	<p>Activity 2: Teaching and learning activities</p> <ol style="list-style-type: none"> 1. Suggest other teaching and learning activities that can be used in teaching Lesson 1, taking into account Gender Equality and Social Inclusion (GESI) issues after reading through the activities in Lesson 1 (NTS 1a, b, c, d, 2b, e, f, 3b, c; PEMC p. iii). 2. Discuss one or two of the activities in Lesson 1 to ensure understanding. 3. Model the presentation of any of the activities using ICT tools and taking into consideration GESI issues and PEMC. (NTS 1a, b, c, d, 2b, e, 3b, c, j; PEMC pp. iii). 	<p>40 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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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 3: Resources	Activity 3: Resources <ol style="list-style-type: none"> 1. Ask tutors to identify resources that can be used in the teaching and learning of the concepts in Lesson 1 (e.g. mind- reading word puzzle, shape puzzle, etc. Call one or two pairs to share their findings with the larger group (NTS 3j). 2. Ask tutors to work in pairs and select a concept through balloting and design low cost/no cost resources that can be used in the teaching and learning of the concept (NTS 3h, 3j). <p><i>Note: Encourage tutors to prepare samples of TLMs for the teaching of patterns in shapes (e.g. triangles).</i></p>	Activity 3: Resources <ol style="list-style-type: none"> 1. Identify resources that can be used in teaching and learning of the concepts in Lesson 1 and share your findings with the larger group. 2. In pairs, select a concept through balloting and design low cost/no cost resources that can be used in the teaching and learning of the concept selected (NTS 3h, 3j). 	15 mins
Activity 4: Review of Assessment Components of Lesson 1	Review of Assessment Components <ul style="list-style-type: none"> • Ask tutors to identify the assessment components of Lesson 1 in the course manual (pp. 5-6). • Ask tutors discuss the assessment strategies to be used during teaching of Lesson 1 and how they will introduce their relevance in NTEAP to student teachers (NTS 3k). <p><i>Notes: Refer tutors to Sections 0 and 00 of the PD manual</i></p>	Review of Assessment Components <ul style="list-style-type: none"> • Identify the assessment components of Lesson 1 in the course manual (pp. 5-6). • Discuss the assessment strategies to be used during teaching of Lesson 1 and how you will introduce their relevance in NTEAP to student teachers. 	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</p>	<p>Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></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>Activity 5: Evaluation and review of session</p>	<p>Activity 5: Reflective Activity</p> <ol style="list-style-type: none"> 1. Ask tutors to show by 5 or 3 or 1 finger(s) if they “really understood the session”, “understood some of it” or “didn’t understand it” respectively. Call one or two tutors to explain their options. 2. Ask tutors to reflect on the activities in the session and outline unresolved issues relating to the session for clarification from colleagues using their WhatsApp platform. 3. Ask tutors to read Lesson 2 of the Course Manual (i.e. 2-Dimensional shapes. e.g., polygons, tessellations, congruence, symmetry and similarity on pp.14-15 before the next PD session. 4. Remind tutors to identify a critical friend from the same or related discipline to observe your teaching and provide feedback to you and at the next PD session (NTS 1a). <p><i>Note: 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 goal.</i></p>	<p>Activity 5: Reflective Activity</p> <ol style="list-style-type: none"> 1. Show by 5 or 3 or 1 finger (s) if you “really understood the session”, “understood some of it” or “didn’t understand it” respectively and explain your option. 2. Reflect on the activities in the session and outline unresolved issues relating to the session for clarification from colleagues using your group’s WhatsApp platform. 3. Read Lesson 2 of the Course Manual (i.e. 2-Dimensional shapes. e.g., polygons, tessellations, congruence, symmetry and similarity on pp.14-15 before the next PD session. 4. Identify a critical friend from the same or related discipline to observe your lesson during teaching and provide feedback to you and at the next PD session (NTS 1a). 	<p>10 mins</p>

TUTOR PD SESSION 2 FOR LESSON 2 IN THE COURSE MANUAL PLANE GEOMETRY (PATTERNS IN SHAPE): 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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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. • Reading and discussion of the introductory sections up to learning outcomes. 	<p>Introduction</p> <ol style="list-style-type: none"> 1. Ice breaker activity: Begin with an investigational activity (e.g. Shape Puzzle - playing around the tangrams, etc.). 2. Ask a critical friend to give feedback on the Lesson 1 they observed. 3. Ask tutors to tell how useful the previous PD session was and how it influenced their teaching over the week. (NTS 1b). 4. Lead tutors through questioning to suggest the purpose of Lesson 2 in the course manual and state their expectations of the PD Session. (NTS 2b). 5. Ask tutors to read the introductory sections (up to learning outcomes) silently and discuss the important or distinctive aspects of the lesson (e.g. the interactive nature of the activities, emphasis on connecting concepts with other lessons and the use of relevant resources such as 2-D shapes – focus on polygons with emphasis on tessellations, congruence, symmetry and similarity) pp. 14 and 15, PEMC Content Standards B4.3.3.1, B5.3.3.3, B5.3.1.1. 	<p>Introduction</p> <ol style="list-style-type: none"> 1. Engage in an investigational activity (e.g. Shape Puzzle - use tangrams to create given shape). 2. Share your feedback on the Lesson 1 you observed. 3. Tell how useful the previous PD session was and how it influenced your teaching over the week. (NTS 1b). 4. Suggest the purpose of Lesson 2 in the course manual and state your expectations of the PD session. (NTS 2b). 5. Read the introductory sections (up to learning outcomes) silently and in pairs/groups discuss the important or distinctive aspects of the lesson (e.g. the interactive nature of the activities, emphasis on connecting concepts with other lessons and the use of relevant resources), PEMC Content Standards B4.3.3.1, B5.3.3.3, B5.3.1.1. 	<p>15 mins</p>

<p>Activity 1: Concept Development (New learning likely to arise in this lesson):</p>	<p>Activity 1: Concept Development</p> <ol style="list-style-type: none"> 1. Ask tutors to identify and discuss familiar and unfamiliar concepts in Lesson 2.(PEMC Content Standards B2.3.1.1; B4.3.1.1). <p><i>Note: Highlight</i></p> <ol style="list-style-type: none"> ii. Tessellations. iii. Teaching symmetry, congruent and similar shapes). iv. Triangles and properties of triangles. <ol style="list-style-type: none"> 2. Ask tutors to discuss in pairs some practical ways of applying tessellations in everyday life activities with a focus on how student teacher can teach tessellation topupils. (PEMC Content Standards B1.3.1.1, B3.3.1.1). 3. Ask tutors to outline potential challenging areas in the teaching of concepts such as tessellations, symmetry, congruence and similarity of shapes; triangles and properties of triangles and suggest ways of addressing them. <p><i>Note: As an example of a potential misconception, ask tutors to explore the misconceptions that “a square is not a rectangle.”</i></p>	<p>Activity 1: Concept Development</p> <ol style="list-style-type: none"> 1. Identify and discuss familiar and unfamiliar concepts in Lesson 2 (PEMC Content Standards B2.3.1.1; B4.3.1.1). 2. In pairs discuss some practical ways of applying tessellations in everyday life activities with a focus on how student teachers can teach tessellation to pupils. (PEMC Content Standards B1.3.1.1, B3.3.1.1). 3. Outline potential challenging areas in the teaching of concepts such as tessellations, symmetry, congruence and similarity of shapes; triangles and properties of triangles and suggest ways of addressing them. 	<p>25 mins</p>
<p>Activity 2: Teaching and learning activities for the lesson</p>	<p>Activity 2: Teaching and learning activities for the lesson</p> <ol style="list-style-type: none"> 1. Ask tutors to suggest other teaching and learning activities for teaching Lesson 2 taking into account GESI issues after reading through the activities in Lesson 2 (pp. 12 &16 of the course manual) and identify those that require clarification. (NTS 1a, b, c, d, 2b, e, f, 3b, c; PEMC pp. iii). 2. Ask tutors to address issues that need clarification through discussions (e.g. using shape puzzles and the grid for exploring shapes, etc.). 	<p>Activity 2: Teaching and learning activities for the lesson</p> <ol style="list-style-type: none"> 1. Suggest other teaching and learning activities for teaching Lesson 2 taking into account GESI issues after reading through the activities in Lesson 2 (pp. 12 &16 of the course manual) and identify those that require clarification. (NTS 1a, b, c, d, 2b, e, f, 3b, c; PEMC pp. iii). 2. Address issues that need clarification through discussions. 	<p>40 mins</p>

	<p>3. Let a tutor model the presentation of any activity in Lesson 2 using ICT tools, taking into consideration GESI issues and PEMC (NTS 1a, b, c, d, 2b, e, 3b, c, j; PEMC pp. iii).</p> <p><i>Note: Highlight</i></p> <p><i>The core and transferable skills being developed or used in the modelling including social skills, communication skills, critical thinking and creative skills.</i></p>	<p>3. Model the presentation of an activity in Lesson 2 using ICT tools and taking into consideration GESI issues and PEMC (NTS 1a, b, c, d, 2b, e, 3b, c, j; PEMC pp. iii).</p>	
Activity 3: Resources	<p>Activity 3: Resources</p> <p>1. Ask tutors to identify resources that can be used in the teaching and learning of concepts such as tessellations, symmetry, congruence and similarity of shapes; triangles and properties of triangles. (e.g. draught board, patterns in fabrics, tiles, ceiling fans, etc. NTS 3j).</p> <p>2. Ask tutors in pairs to select a concept through balloting and design resources that can be used in the teaching and learning of the concept and share their work with the larger group (NTS 3h, 3j).</p> <p><i>Note: Encourage tutors to prepare samples of TLMs for teaching tessellations (e.g. using isometric paper.</i></p>	<p>Activity 3: Resources</p> <p>1. Identify resources that can be used in the teaching and learning of concepts such as tessellations, symmetry, congruence and similarity of shapes; triangles and properties of triangles. NTS 3j).</p> <p>2. In pairs (NTS 3h), select a concept through balloting and design resources that can be used in the teaching and learning of the concept selected and share your work with the larger group (NTS 3h, 3j).</p>	15 mins

<p>Activity 4: Review of Assessment Components of Lesson 2</p>	<p>Activity 4: Review of Assessment Components</p> <ol style="list-style-type: none"> 1. Ask tutors to identify the assessment components of Lesson 2 (pp. 12-16 of course manual). 2. Let tutors discuss the assessment strategies to be used during the teaching of Lesson 2, making reference to NTEAP (NTS 3k). 	<p>Activity 4: Review of Assessment Components</p> <ol style="list-style-type: none"> 1. Identify the assessment components of Lesson 2 (pp. 12-16 of course manual). 2. Discuss the assessment strategies to be used during the teaching of Lesson 2, making reference to NTEAP (NTS 3k). 	<p>15 mins</p>
<p>Activity 5: Evaluation and review of session</p>	<p>Activity 5: Reflective Activity</p> <ol style="list-style-type: none"> 1. Ask tutors to show by 5 or 3 or 1 finger (s) if they “really understood the session”, “understood some of it” or “didn’t understand it” respectively. Call one or two tutors to explain their options. 2. Ask tutors to read Lesson 3 (Measurement, bisection and construction of lines and angles, pp. 14-15) later to identify issues for clarification at the next PD session. 3. Remind tutors to identify a critical friend from the same or related discipline to observe them during teaching and provide feedback to you and at the next PD session (NTS 1a). <p><i>Note: 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 goal.</i></p>	<p>Activity 5: Reflective Activity</p> <ol style="list-style-type: none"> 1. Show by 5 or 3 or 1 finger (s) if you “really understood the session”, “understood some of it” or “didn’t understand it” respectively, and explain your option. 2. Read Lesson 3 (Measurement, bisection and construction of lines and angles- pp.14-15) later to identify issues for clarification at the next PD session. 3. Identify a critical friend from the same or related discipline to observe your teaching and provide feedback to you and at the next PD session (NTS 1a). 	<p>10 mins</p>

TUTOR PD SESSION 3 FOR LESSON 3 IN THE COURSE MANUAL GEOMETRICAL CONSTRUCTIONS: 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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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	Introduction <ol style="list-style-type: none"> 1. Ice breaker activity: Ask tutor to begin the session with “read my mind puzzle” on vocabulary and concepts related to points, lines and angles and their properties. (PD Theme 1). 2. Ask a critical friend to give feedback on the observations they made during the teaching of Lesson 2. 3. Ask tutors to explain how useful the previous PD session was and how it influenced their teaching over the week. (NTS 1b). 4. Ask tutors to read the introductory sections (up to learning outcomes) and discuss the important or distinctive aspects of the lesson (i.e. the interactive nature of the activities, emphasis on connecting concepts related to measurement, bisection and construction of lines and angles (pp. 19 – 20, PEMC Content Standards B4.3.3.1, B5.3.3.3). 	Introduction <ol style="list-style-type: none"> 1. Begin the session with “read my mind puzzle” on vocabulary and concepts related to points, lines and angles and their properties. (PD Theme 1). 2. As the critical friend, give feedback on the observations you made during the teaching of Lesson 2. 3. Explain how useful the previous PD session influenced your teaching over the week. (NTS 1b). 4. Read the introductory sections (up to learning outcomes) and in pairs/ groups discuss the important or distinctive aspects of the lesson related to measurement, bisection and construction of lines and angles. pp. 19 – 20, PEMC Content Standards B4.3.3.1, B5.3.3.3. 	15 mins

<p>Activity 1: Concept Development (New learning likely to arise in this lesson):</p>	<p>Activity 1: Concept Development</p> <ol style="list-style-type: none"> Engage tutors in a mathematical story (e.g. story of the triangle claiming to be the most important polygon) as a starter activity. Ask tutors to identify and discuss concepts in the lesson including measurement, bisection and construction of lines and angles. Engage tutors in a discussion of practical and creative approaches in the development of concepts based on shapes and related concepts as found in Lesson 3 but with a focus on how student teachers can teach these concepts to pupils. (PEMC Content Standards B4.3.3.1, B5.3.3.3) Ask tutors to outline potential challenging areas in teaching of shapes and related concepts and discuss ways of addressing them. <p><i>Note:</i> <i>Highlight in the discussion potential misconceptions that learners may have about some geometric concepts.</i></p>	<p>Activity 1: Concept Development</p> <ol style="list-style-type: none"> Listen to story on triangle and ask questions and/or contribute as appropriate as a starter activity. Identify and discuss concepts in the lesson including measurement, bisection and construction of lines and angles. Discuss practical and creative approaches in the development of concepts based on shapes and related concepts as found in Lesson 3 but with a focus on how student teachers can teach these concepts to pupils. (PEMC Content Standards B4.3.3.1, B5.3.3.3) Outline of potential challenging areas in the teaching of shapes and related concepts and ways of addressing them. 	<p>25 mins</p>
<p>Activity 2: Teaching and learning activities for the lesson</p>	<p>Activity 2: Teaching and learning activities for the lesson</p> <ol style="list-style-type: none"> Ask tutors to suggest other teaching and learning activities for teaching Lesson 3 taking into account GESI issues. After reading through to the activities outlined in the course manual (pp. 17-20), identify those that require clarification and share with the larger group for clarification. Ask tutors to discuss on one or two of the activities in Lesson 3 to ensure understanding. Ask a tutor to model the presentation of any of the activities using ICT tools, taking into consideration GESI issues in the B.Ed. curriculum and PEMC (NTS 3j). 	<p>Activity 2: Teaching and learning activities for the lesson</p> <ol style="list-style-type: none"> Suggest other teaching and learning activities in teaching Lesson 3 taking into account GESI issues. Referring to the activities in the course manual (pp. 17-20), in groups, discuss and clarify any of the issues needing clarification. Discuss one or two of the activities in Lesson 3 to ensure understanding. Model the presentation of any of the activities using ICT tools, taking into consideration GESI issues in B.Ed. curriculum and PEMC (NTS 3j). 	<p>40 mins</p>

	<i>Note: Highlight the core and transferable skills being developed or used in the modelling, including social skills, communication skills, critical thinking, creative skills and the use of ICT</i>		
Activity 3: Resources	<p>Activity 3: Resources</p> <ol style="list-style-type: none"> 1. Ask tutors to identify and design resources that can be used in the teaching and learning of concepts such as measurement, bisection and construction of lines and angles (NTS 3j). 2. Let tutors work in pairs and select a concept through balloting and design resources that can be used in the teaching and learning of the concept selected and share their work with the larger group (NTS 3j). 	<p>Activity 3: Resources</p> <ol style="list-style-type: none"> 1. Identify and design resources that can be used in teaching and learning of concepts such as measurement, bisection and construction of lines and angles (NTS 3j). 2. In pairs, select a concept through balloting and design resources that can be used in the teaching and learning of the concept selected and share your work with the larger group (NTS 3h, 3j). 	15 mins
Activity 4: Review of Assessment Components of Lesson 1	<p>Review of Assessment Components</p> <ol style="list-style-type: none"> 1. Ask tutors to identify the assessment components in Lesson 3 (pp. 17- 20 of course manual). 2. Ask tutors to review the assessment components in the course manual to reflect the demands of the NTEAP. 	<p>Review of Assessment Components</p> <ol style="list-style-type: none"> 1. Identify the assessment components of Lesson 3 (pp. 17- 20 of course manual). 2. In pairs review the assessment components in the course manual to reflect the demands of the NTEAP. 	15 mins
Evaluation and review of session:	<p>Reflective Activity</p> <ol style="list-style-type: none"> 1. Ask tutors to show by 5 or 3 or 1 finger (s) if they “really understood the session”, “understood some of it” or “didn’t understand it” respectively. Call one or two tutors to explain their options. 2. Ask tutors to read Lesson 4 of the course manual later to identify issues for clarification at the next PD session. 	<p>Reflective Activity</p> <ol style="list-style-type: none"> 1. Show by 5 or 3 or 1 finger (s) if you “really understood the session”, “understood some of it” or “didn’t understand it” respectively, and . explain your option. 2. Read Lesson 4 of the course manual later to identify issues for clarification at the next PD session. 	10 mins

	<p>3. Remind tutors to identify a critical friend from the same or related discipline to observe their lesson during teaching and provide feedback to them and at the next PD session (NTS 1a).</p> <p><i>Note: 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 goal.</i></p>	<p>3. Identify a critical friend from the same or related discipline to observe during teaching and provide feedback to you and at the next PD session (NTS 1a).</p>	
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TUTOR PD SESSION 4 FOR LESSON 4 IN THE COURSE MANUAL GEOMETRICAL CONSTRUCTIONS: 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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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	Introduction <ol style="list-style-type: none"> 1. Ice breaker activity: Ask tutors to begin the session with an investigational activity (e.g. who draws the smallest circle in their groups? 2. Ask a critical friend to give feedback on the Lesson 3 they observed during the teaching of that lesson. 3. Ask tutors to explain how useful the previous PD session was and how it influenced their teaching over the week. 4. Ask tutors to read the introductory sections (up to learning outcomes) and discuss the important or distinctive aspects of the lesson (e.g. the interactive nature of the activities, emphasis on connecting concepts) related to teaching construction of triangles, quadrilaterals, other polygons and loci, and their applications in solving problems in PEMC. Refer to pp. 23-24 of the course manual. 	Introduction <ol style="list-style-type: none"> 1. Begin the session with an investigational activity (e.g. who draws the smallest circle in your group? 2. As a critical friend, give feedback on the Lesson 3 you observed during the teaching of that lesson. 3. Explain how useful the previous PD session was and its influence on your teaching over the week. 4. Ask tutors to read the introductory sections (up to learning outcomes) and discuss the important or distinctive aspects of the lesson related to teaching construction of triangles, quadrilaterals, other polygons and loci, and their applications in solving problems in PEMC. Refer to pp. 23-24 of the course manual. 	15 mins

<p>Activity 1: Concept Development (New learning likely to arise in this lesson):</p>	<p>ACTIVITY 1: Concept Development</p> <ol style="list-style-type: none"> 1. Ask tutors to identify and discuss familiar and/or unfamiliar concepts in Lesson 4. 2. Ask tutors to write on A4 sheets the potential challenging areas in the teaching of the identified familiar or unfamiliar concept in Lesson 4 and share with the whole group. 3. As tutors to discuss ways of addressing the challenge they have identified. 	<p>ACTIVITY 1: Concept Development</p> <ol style="list-style-type: none"> 1. Identify and discuss familiar and/or unfamiliar concepts in Lesson 4. 2. Write on A4 sheet the potential challenging areas in the teaching of the identified familiar or unfamiliar concepts in Lesson 4 and share with the whole group. 3. Discuss ways of addressing the challenge you have identified. 	<p>25 mins</p>
<p>Activity 2: Teaching and learning activities for the lesson</p>	<p>Activity 2: Teaching and learning activities for the lesson</p> <ol style="list-style-type: none"> 1. Ask tutors to suggest other teaching and learning activities that can be used to teach Lesson 4 taking into account GESI issues after reading through the activities in the course manual (NTS 1a, b, c, d, 2b, e, f, 3b, c; PEMC p. iii). 2. Ask tutors to discuss the one or two of the activities in Lesson 4 that require(s) clarification with the group to seek clarification to ensure understanding. 3. Ask a tutor to model the presentation of any of the activities in Lesson 4 using ICT tools, taking into consideration GESI issues in the B.Ed. curriculum and PEMC (NTS 3j). <p><i>Note: Highlight the core and transferable skills being developed or used in the modelling including social skills, communication skills, critical thinking, creative skills and the use of ICT.</i></p>	<p>Activity 2: Teaching and learning activities for the lesson</p> <ol style="list-style-type: none"> 1. Suggest other teaching and learning activities that can be used to teach Lesson 4 considering GESI issues after reading through the activities in the course manual and identify those that require clarification. (NTS 1a, b, c, d, 2b, e, f, 3b, c; PEMC p. iii). 2. Discuss the one or two of the activities in Lesson 4 that require(s) clarification with the group to seek clarification to ensure understanding. 3. Model the presentation of any of the activities using ICT tools, taking into consideration GESI issues in the B.Ed. curriculum and PEMC (NTS 3j). 	<p>40 mins</p>

Activity 3: Resources	Activity 3: Resources <ol style="list-style-type: none"> 1. Ask tutors to design low cost /no cost resources that can be used in the teaching and learning of the concepts in Lesson 4 such as construction of triangles, quadrilaterals, other polygons and loci, and their applications in solving problems (NTS 3j). 2. Ask tutors to work in pairs and select a concept through balloting and design resources that can be used in the teaching and learning of the concept (NTS 3h, 3j). 	Activity 3: Resources <ol style="list-style-type: none"> 1. Design low cost /no cost resources that can be used in teaching and learning of the concepts in Lesson 4 such as construction of triangles, quadrilaterals, other polygons and loci, and their applications in solving problems (NTS 3j). 2. In pairs select a concept through balloting and design resources that can be used in the teaching and learning of the concept selected (NTS 3h, 3j). 	15 mins
Activity 4: Review of Assessment Components of Lesson 1	Activity 4: Review of Assessment Components <ol style="list-style-type: none"> 1. Ask tutors to read the assessment components of Lesson 4 (pp. 23-24 of course manual). 2. Ask tutors discuss the assessment strategies to be used during teaching Lesson 4 and review these in line with NTEAP (NTS 3k). 	Activity 4: Review of Assessment Components <ol style="list-style-type: none"> 1. Read the assessment components of Lesson 4 (pp. 23-24 course manual). 2. Discuss the assessment strategies to be used during teaching of Lesson 4 and review these in line with NTEAP(NTS 3k). 	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</p>	<p>Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></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>Activity 5: 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. • Advance preparation. 	<p>Activity 5: Reflective Activity</p> <ol style="list-style-type: none"> 1. Ask tutors to show by 5 or 3 or 1 finger (s) if they “really understood the session”, “understood some of it” or “didn’t understand it” respectively. Call one or two tutors to explain their options. 2. Ask tutors to read Lesson 5 of the Course Manual (i.e): <ul style="list-style-type: none"> • Trigonometry 1: Learning, teaching and applying) later as advanced preparation for the next PD session. 3. Remind tutors to identify a critical friend from the same or related discipline to observe during teaching and provide feedback to you and at the next PD session (NTS 1a). <p><i>Note: 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 goal.</i></p>	<p>Activity 5: Reflective Activity</p> <ol style="list-style-type: none"> 1. Show by 5 or 3 or 1 finger (s) if you “really understood the session”, “understood some of it” or “didn’t understand it” respectively, and explain your option. 2. Read Lesson 5 of the Course Manual (i.e.): <ul style="list-style-type: none"> • Trigonometry 1: Learning, teaching and applying) later as advanced preparation for the next PD session. 3. Identify a critical friend from the same or related discipline to observe during teaching and provide feedback to you and at the next PD session (NTS 1a). 	<p>10 mins</p>

TUTOR PD SESSION 5 FOR LESSON 5 IN THE COURSE MANUAL BASIC TRIGONOMETRY 1: 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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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	<ol style="list-style-type: none"> 1. Ice breaker activity: Ask tutors to begin the session with an investigational activity (e.g. telling how to determine the shortest distance between any given two points). 2. Ask a critical friend to report on their observation during the teaching of Lesson 4. 3. Ask tutors to explain how useful the previous PD session was and how it influenced their teaching over the week. 4. Ask tutors to read the introductory sections of Lesson 5 (up to learning outcomes) and discuss in pairs /groups the important or distinctive aspects of the lesson on (e.g. the interactive nature of the activities with emphasis on connecting concepts) Pythagoreantriples, right-angledtriangles and their properties. 5. P. 28,(course manual) PEMC Content Standards B5.3.3.3, (PD Theme 1, 3 & 4). 	<ol style="list-style-type: none"> 1. Ice breaker activity: Begin the session with an investigational activity (e.g. telling how to determine the shortest distance between any given two points). 2. As a critical friend, report on your observation during the teaching of Lesson 4. 3. Explain how useful the previous PD session was and how it influenced their teaching over the week. 4. Read the introductory sections of Lesson 5 (up to learning outcomes) and in pairs/groups discuss the important or distinctive aspects of the lesson on Pythagorean triples, right-angled triangles and their properties. 5. P. 28,(course manual), PEMC Content Standards B5.3.3.3, (PD Theme 1, 3 & 4). 	15 mins

<p>ACTIVITY 1: Concept Development (New learning likely to arise in this lesson)</p>	<p>Concept Development</p> <ol style="list-style-type: none"> 1. Ask tutors to discuss various strategies for developing conceptual understanding of the Pythagoras' Theorem. 2. Ask tutors to discuss some potential misconceptions and barriers related to the teaching of Pythagoras' Theorem and strategies to deal with them. 	<p>Concept Development</p> <ol style="list-style-type: none"> 1. Discuss various strategies for developing conceptual understanding of the Pythagoras' Theorem. 2. Discuss some potential misconceptions and barriers with respect to the teaching and learning of Pythagoras' Theorem and strategies to deal with them. 	<p>25 mins</p>
<p>Activity 2: Teaching and learning activities for the lesson</p>	<p>Teaching and learning activities</p> <ol style="list-style-type: none"> 1. Ask tutors suggest other teaching and learning activities for teaching Lesson 5 taking into account GESI issues after reading through the activities outlined in the course manual, p.28. (NTS 1a, b, c, d, 2b, e, f, 3b, c; PEMC p. iii). 2. Ask tutors to discuss strategies to deal with issues that require clarification (<i>e.g. explaining how to find the length of a side of a right-angled triangle when it is not the hypotenuse using any appropriate model</i>). 3. Ask a tutor to model a presentation for any of the activities in Lesson 5 using ICT tools, taking into consideration GESI issues in the B.Ed. curriculum and PEMC. 	<p>Teaching and learning activities</p> <ol style="list-style-type: none"> 1. Suggest teaching and learning activities that can be used in teaching Lesson 5 taking into account GESI issues after reading through the activities in the course manual (p.28) (NTS 1a, b, c, d, 2b, e, f, 3b, c; PEMC p. iii). 2. Discuss strategies to deal with issues that require clarification. 3. Model a presentation for the any of the activities in Lesson 5 using ICT tools, taking into consideration GESI issues in the B.Ed. curriculum and PEMC. 	<p>40 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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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 3: Resources	<ol style="list-style-type: none"> 1. Ask tutors to identify resources that can be used in the teaching and learning of Pythagoras theorem and related concepts (<i>e.g. draught board, graph sheet, geoboard or geodot paper, tiles, etc.</i>). 2. (NTS 3j, p. 29 of course manual) See PD Themes 1 & 5. 3. Ask tutors to work in pairs and select a concept through balloting and show how they can design resources that can be used in the teaching and learning of the concept (NTS 3h, 3j). 	<ol style="list-style-type: none"> 1. Identify resources that can be used in teaching and learning of Pythagoras theorem and related concepts. 2. (NTS 3j, p. 29 of course manual, PD Themes 1 & 5). 3. Select a concept through balloting and show how you can design resources that can be used in the teaching and learning of the concept (NTS 3h, 3j). 	15 mins
Activity 4: Review of Assessment Components	Review of Assessment Components <ol style="list-style-type: none"> 1. Ask tutors to read the assessment components of Lesson 5 in the new course manual (p. 29). 2. Ask tutors to review in pairs the assessment components in Lesson 5 to reflect the demands of the NTEAP. (NTS 3h, 3k). 	Review of Assessment Components <ol style="list-style-type: none"> 1. Read the assessment components of Lesson 5 in the new course manual (p. 29). 2. In pairs review the assessment components in Lesson 5 to reflect the demands of the NTEAP. (NTS 3h, 3k). 	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</p>	<p>Guidance notes on Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></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>Activity 5: Evaluation and review of session</p>	<p>Reflective Activity</p> <ol style="list-style-type: none"> 1. Ask tutors to show by 5 or 3 or 1 finger (s) if they “really understood the session”, “understood some of it” or “didn’t understand it” respectively. Call one or two tutors to explain their options. 2. Ask tutors to read Lesson 6 of the course manual later as advanced preparation for the next PD session. 3. Remind tutors to identify a critical friend from the same or related discipline to observe during teaching and provide feedback to them and at the next PD session (NTS 1a). <p><i>Note: 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 goal.</i></p>	<p>Reflective Activity</p> <ol style="list-style-type: none"> 1. Show by 5 or 3 or 1 finger (s) if you “really understood the session”, “understood some of it” or “didn’t understand it” respectively, and explain your option. 2. Read Lesson 6 of the course manual later as advanced preparation for the next PD session. 3. Identify a critical friend from the same or related discipline to observe during teaching and provide feedback to you and at the next PD session (NTS 1a). 	<p>10 mins</p>

TUTOR PD SESSION 6 FOR LESSON 6 IN THE COURSE MANUAL BASIC TRIGONOMETRY 2: 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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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	<ol style="list-style-type: none"> 1. Ice breaker activity: Ask tutors to begin the session with an investigational activity (e.g. creating acronyms for the basic trigonometric ratios). 2. Ask a critical friend to report on his/her observation of the teaching of Lesson 5. 3. Ask tutors tell how useful the previous PD session was and how it influenced their teaching over the week. 4. Ask tutors to read the introductory sections of Lesson 6 (up to learning outcomes) and discuss in pairs the important or distinctive aspects of Lesson 6 (trigonometric ratios - sine, cosine and tangent) p. 32 of course manual. 	<ol style="list-style-type: none"> 1. Begin the session with an investigational activity (e.g. creating acronyms for the basic trigonometric ratios. 2. As a critical friend, report on your observation of the teaching of Lesson 5. 3. Tell how useful the previous PD session was and how it influenced your teaching over the week, 4. Read the introductory sections of Lesson 6 (up to learning outcomes) and in pairs/groups discuss the important or distinctive aspects of the Lesson 6 (i.e. trigonometric ratios (sine, cosine and tangent) p. 32 of course manual. 	15 mins
Activity 1: Concept Development (New learning likely to arise in this lesson)	<p>Concept Development</p> <ol style="list-style-type: none"> 1. Ask tutors to identify and discuss various strategies for the development of conceptual understanding of trigonometric ratios and related concepts. 2. Discuss of potential misconceptions and barriers with respect to the teaching and learning of trigonometry and identify strategies to address them. 	<p>Concept Development</p> <ol style="list-style-type: none"> 1. Identify and discuss various strategies for the development of conceptual understanding of trigonometric ratios and related concepts. 2. Discuss of potential misconceptions and barriers with respect to the teaching identify strategies to address them. 	25 mins

<p>Activity 2: Teaching and learning activities for the lesson</p>	<p>Activity 2: Teaching and learning activities for the lesson</p> <ol style="list-style-type: none"> 1. Ask tutors to suggest other teaching and learning activities for teaching Lesson 6 taking into account GESI issues after referring them to the activities outlined in the course manual, p.32. (NTS 1a, b, c, d, 2b, e, f, 3b, c; PEMC p. iii). 2. Ask tutors to work through one or two of the activities in Lesson 6 to ensure they understand how they will present them to student teachers. 3. Ask a tutor to model the presentation of any activity in Lesson 6 using ICT tools, taking into consideration GESI issues in the B.Ed. curriculum and PEMC. 	<p>Activity 2: Teaching and learning activities for the lesson</p> <ol style="list-style-type: none"> 1. Suggest other teaching and learning activities that can be used in teaching Lesson 6 taking into account GESI issues after reading through the activities in the course manual (p.32), 1a, b, c, d, 2b, e, f, 3b, c; PEMC p. iii). 2. Work through one or two of the suggested activities in Lesson 6 to ensure you understand how you will present them to student teachers. 3. Model the presentation of any activity in Lesson 6 using ICT tools, taking into consideration GESI issues in the B.Ed. curriculum and PEMC. 	<p>40 mins</p>
<p>Activity 3: Resources</p>	<p>Resources</p> <ol style="list-style-type: none"> 1. Ask tutors to identify resources that can be used in the teaching and learning of trigonometric ratios and related concepts(e.g. draught board, graph sheet, geoboard or geodot paper, tiles, etc. (NTS 3j, PD themes 1 & 5) 2. Ask tutors to work in pairs and select a concept through balloting and design resources that can be used in the teaching and learning of the concept (NTS 3h). 	<p>Resources</p> <ol style="list-style-type: none"> 1. Identify resources that can be used in teaching and learning of trigonometric ratios and related concepts (NTS 3j, PD themes 1 & 5) 2. In pairs, select a concept through balloting and design resources that can be used in the teaching and learning of the concept. (NTS 3h, 3j). 	<p>15 mins</p>
<p>Activity 4: Review of Assessment Components</p>	<p>Review of Assessment Components</p> <ol style="list-style-type: none"> 1. Ask tutors to read the assessment components of Lesson 6 (course manual p. 33). 2. Ask tutors to review in pairs the assessment components of Lesson 6 to reflect the demands of the NTEAP. 	<p>Review of Assessment Components</p> <ol style="list-style-type: none"> 1. Read the assessment components of Lesson 6 (course manual p.33). 2. In pairs, review the assessment components of Lesson 6 to reflect the demands of the NTEAP. 	<p>15 mins</p>

<p>5. Evaluation and review of session</p>	<p>Reflective Activity</p> <ol style="list-style-type: none"> 1. Ask tutors to show by 5 or 3 or 1 finger (s) if they “really understood the session”, “understood some of it” or “didn’t understand it” respectively. Call one or two tutors to explain their options. 2. Ask tutors to read Lesson 7 of the Course Manual later as advanced preparation for the next PD session. 3. Remind tutors to identify a critical friend from the same or related discipline to observe during teaching and provide feedback to you and at the next PD session (NTS 1a). <p><i>Note:</i></p> <p><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 goal.</i></p>	<p>Reflective Activity</p> <ol style="list-style-type: none"> 1. Show by 5 or 3 or 1 finger (s) if you “really understood the session”, “understood some of it” or “didn’t understand it” respectively, and explain your option. 2. Read Lesson 7 of the Course Manual later as advanced preparation for the next PD session. 3. Identify a critical friend from the same or related discipline to observe during teaching and provide feedback to you at the next PD session (NTS 1a). 	<p>10 mins</p>
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TUTOR PD SESSION 7 FOR LESSON 7 IN THE COURSE MANUAL LEARNING, TEACHING AND APPLYING GEOMETRY AND HANDLING DATA

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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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>Introduction</p> <ol style="list-style-type: none"> 1. Ice breaker activity: Begin with an investigational activity (e.g. determining the magnitude and direction of a vector given the x-y components of the vector). 2. Ask the critical friend report on his/her observation of Lesson 6. 3. Ask tutors tell how useful the previous PD session was and how it influenced their teaching over the week. 4. Ask tutors to read the introductory sections (up to learning outcomes) and discuss in pairs potential misconceptions and barriers and related to the teaching and learning of algebra of vectors representation and notation (pp. 34-37). 	<p>Introduction</p> <ol style="list-style-type: none"> 1. Engage in an investigational activity (e.g. determining the magnitude and direction of a vector given the x-y components of the vector). 2. As the critical friend, report on your observation of Lesson 6. 3. Explain how useful the previous PD session was and how it has influenced your teaching over the week. 4. Read the introductory sections (up to learning outcomes) and discuss in pairs potential misconceptions and barriers related to the teaching and learning of algebra of vectors, vector representation and notation (pp. 34-37). 	15 mins

<p>Activity 1: Concept Development (New learning likely to arise in this lesson)</p>	<p>Activity 1: Concept Development</p> <ol style="list-style-type: none"> 1. Ask tutors to identify and discuss various strategies for developing understanding of the concept of vector notation, representation and operations. 2. Ask tutors to outline potential challenging areas in teaching of concepts based on vector notation, representation and operations. 3. Ask tutors to use graph sheets, geoboard, to address challenging areas of vectors vector notation and representation. 	<p>Activity 1: Concept Development</p> <ol style="list-style-type: none"> 1. Identify and discuss various strategies for developing understanding of the concept of vector notation, representation and operations. 2. Outline potential challenging areas in the teaching of concepts based on vector notation, representation and operations. 3. Use graph sheets, geoboard, to address challenging areas of vectors vector notation and representation. 	<p>25 mins</p>
<p>Activity 2: Teaching and learning activities</p>	<p>Activity 2: Teaching and learning activities</p> <ol style="list-style-type: none"> 1. Ask tutors to suggest other teaching and learning activities for teaching Lesson 7 taking into account GESI issues after reading through the activities outlined in the course manual, p.34-37. (NTS 1a, b, c, d, 2b, e, f, 3b, c; PEMC p. iii). 2. Ask tutors to discuss one or two of the suggested activities to ensure understanding. 3. Ask a tutor model the presentation of any activity in Lesson 7 using ICT tools, taking into consideration GESI issues in the B.Ed. curriculum and PEMC. 	<p>Activity 2: Teaching and learning activities</p> <ol style="list-style-type: none"> 1. Suggest other teaching and learning activities that can be used in teaching the Lesson7 taking into account GESI issues. after reading through the activities in the course manual (p.34-37 NTS 1a, b, c, d, 2b, e, f, 3b, c; PEMC p. iii). 2. Discuss one or two of the suggested activities for understanding. 3. Model a presentation of any of the activities in Lesson 7 using ICT tools, taking into consideration GESI issues in B.Ed. curriculum and PEMC. 	<p>40 mins</p>

<p>Activity 3: Resources</p>	<p>Activity 3: Resources</p> <ol style="list-style-type: none"> 1. Ask tutors to design resources that can be used in the teaching and learning of concepts on vector notation, representation, and operations (e.g. grid sheets, geo board/dot, graph sheet, etc.) 2. Ask tutors to be in pairs and select a concept through balloting and design resources that can be used in the teaching and learning of the concept (NTS 3h). 	<p>Activity 3: Resources</p> <ol style="list-style-type: none"> 1. Design resources that can be used in teaching and learning of the concepts vector notation, representation, and operations. 2. Be in pairs and select a concept through balloting and design resources that can be used in the teaching and learning of the concept (NTS 3h). 	
<p>Activity 4: Review of Assessment Components of Lesson 2</p>	<p>Activity 4: Review of Assessment Components</p> <ol style="list-style-type: none"> 1. Ask tutors to discuss the assessment strategies to be used during the teaching of Lesson 7. 2. Ask tutors to review in pairs the assessment components of Lesson 7 to reflect the demands of NTEAP. 	<p>Activity 4: Review of Assessment Components</p> <ol style="list-style-type: none"> 1. Discuss the assessment strategies to be used during the teaching of Lesson 7. 2. In pairs, review the assessment components of Lesson 7 to reflect the demands of NTEAP. 	<p>15 mins</p>
<p>Activity 5: Evaluation and review of session</p>	<p>Activity 5: Evaluation and review of session</p> <ol style="list-style-type: none"> 1. Ask tutors to show by 5 or 3 or 1 finger (s) if they “really understood the session”, “understood some of it” or “didn’t understand it” respectively. Call one or two tutors to explain their options. 2. Ask tutors to read Lesson 8 of the Course Manual later as advanced preparation for the next PD session. 3. Remind tutors to identify a critical friend from the same or related discipline to observe them during teaching and provide feedback to them and at the next PD session (NTS 1a). <p><i>Note: 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 goal.</i></p>	<p>Activity 5: Evaluation and review of session</p> <ol style="list-style-type: none"> 1. Show by 5 or 3 or 1 finger (s) if you “really understood the session”, “understood some of it” or “didn’t understand it” respectively, and explain your option. 2. Read Lesson 8 of the Course Manual later as advanced preparation for the next PD session. 3. Identify a critical friend from the same or related discipline to observe you during teaching and provide feedback to you and at the next PD session (NTS 1a). 	<p>10 mins</p>

TUTOR PD SESSION 8 FOR LESSON 8 IN THE COURSE MANUAL LEARNING, TEACHING AND APPLYING GEOMETRY AND HANDLING DATA

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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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	Introduction <ol style="list-style-type: none"> 1. Ice breaker activity: Begin with an investigational activity (e.g. creating mathematical words from the letters in the word "mensuration" (e.g. ten, net, sum, ratio, rate, set etc.). 2. Ask a critical friend to report on the observations made during the teaching of Lesson 7. 3. Ask tutors to tell how useful the previous PD session was and how it influenced their teaching over the week. (NTS 1b). 4. Ask tutors to read the introductory sections of Lesson 8 (up to learning outcomes) and discuss the important or distinctive aspects of the lesson (i.e. the interactive nature of the activities with emphasis on connecting concepts (e.g. misconceptions and barriers in teaching and learning of mensuration, measurement of length, area of a sector and area of segment volume of cylinder) pp. 38-41. 	Introduction <ol style="list-style-type: none"> 1. Ice breaker activity: Begin with an investigational activity (e.g. creating mathematical words from the letters in the word "mensuration"). 2. As a critical friend, report on the observations made during the teaching of Lesson 7. 3. Tell colleagues how useful the previous PD session was and how it influenced your teaching over the week. (NTS 1b). 4. Read the introductory sections of Lesson 8 (up to learning outcomes) and discuss the important or distinctive aspects of the lesson pp. 38-41. 	15 mins

<p>Activity 1: Concept Development (New learning likely to arise in this lesson)</p>	<p>Activity 1: Concept Development</p> <ol style="list-style-type: none"> 1. Ask tutors to identify and discuss strategies for developing conceptual understanding of mensuration and related concepts. 2. Ask tutors to indicate how they will deal with misconceptions and barriers in the teaching and learning of mensuration and related concepts(e.g. teaching measurement of arc length, radius, diameter, chord; finding area of a sector, area of segment; finding volumes of given 3-D shapes through practical activities). 	<p>Activity 1: Concept Development</p> <ol style="list-style-type: none"> 1. Identify and discuss the strategies for the developing conceptual understanding of mensuration and related concepts. 2. Indicate how you will deal with misconceptions and barriers in teaching and learning of mensuration and related concepts(e.g. teaching measurement of arc length, radius, diameter, chord; finding area of a sector, area of segment; finding volumes of given 3-D shapes through practical activities). 	<p>25 mins</p>
<p>Activity 2: Teaching and Learning activities for the lesson</p>	<p>Activity 2: Teaching and learning activities</p> <ol style="list-style-type: none"> 1. Ask tutors to suggest other teaching and learning activities for teaching Lesson 8 taking into account GESI issues after reading the activities in Lesson 8(p.32.) (NTS 1a, b, c, d, 2b, e, f, 3b, c; PEMC p. iii). 2. Ask tutors to discuss investigative activities to develop the formulae for finding the surface areas and volumes of given 3-D shapes; (e.g. establishing the relationship between the volume of a cylinder and that of cone with congruent bases area and height as the cylinder). 3. Engage tutors to work through one or two of the activities in Lesson 8 to ensure understanding. 4. Ask a tutor model the presentation of any activity in Lesson 8 using ICT tools, taking into consideration GESI issues in the B.Ed. curriculum and PEMC. 	<p>Activity 2: Teaching and learning activities</p> <ul style="list-style-type: none"> • Suggest other teaching and learning activities that can be used to teach Lesson 8 taking into account GESI issue after reading the activities in Lesson 8 (p.32) (NTS 1a, b, c, d, 2b, e, f, 3b, c; PEMC p. iii). • Discuss investigative activities to develop the formulae for finding the surface areas and volumes of given 3-D shapes(e.g. establishing the relationship between the volume of a cylinder and that of cone with congruent bases area and height as the cylinder). • Work through one or two of the activities in Lesson 8 to ensure understanding. • Model the presentation of an activity in Lesson 8 using ICT tools, taking into consideration GESI issues in B.Ed. curriculum and PEMC. 	<p>40 mins</p>

Activity 3: Resources	Activity 3: Resources <ol style="list-style-type: none"> 1. Ask tutors to identify and design resources that can be used in the teaching and learning of mensuration and related concepts (e.g. empty match boxes, empty cans, graph sheets, card boards, models of 3-D shapes, etc.) NTS 3j, PD Themes 1 & 5). 2. Ask tutors to be in pairs and select a concept through balloting and design resources that can be used in the teaching and learning of the concept (NTS 3h). 	Activity 3: Resources <ol style="list-style-type: none"> 1. Identify and design resources that can be used in the teaching and learning of mensuration and related concepts (NTS 3j, PD Themes 1 & 5). 2. In pairs, select a concept through balloting and design resources that can be used in the teaching and learning of the concept (NTS 3h). 	15 mins
Activity 4: Review of Assessment Components	Activity 4: Review of Assessment Components <ol style="list-style-type: none"> 1. Ask tutors to identify the assessment components in Lesson 8. 2. Ask tutors to discuss the assessment strategies to be used during enactment of the Lesson 8 and align them with NTEAP (NTS 3k). 	Activity 4: Review of Assessment Components <ol style="list-style-type: none"> 1. Identify the assessment components in components in Lesson 8. 2. In pairs, discuss the assessment strategies to be used during enactment of the Lesson 8 and align them with NTEAP (NTS 3k). 	15 mins
Activity 5: Evaluation and review of session	Activity 5: Reflective Activity <ol style="list-style-type: none"> 1. Ask tutors to show by 5 or 3 or 1 finger (s) if they “really understood the session”, “understood some of it” or “didn’t understand it” respectively. Call one or two tutors to explain their options. 2. Ask tutors to read Lesson 9 of the Course Manual later as advanced preparation for the next PD session. 3. Remind tutors to identify a critical friend from the same or related discipline to observe their teaching and provide feedback to them and at the next PD session (NTS 1a). <p><i>Note: 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 goal.</i></p>	Activity 5: Reflective Activity <ol style="list-style-type: none"> 1. Show by 5 or 3 or 1 finger (s) if you “really understood the session”, “understood some of it” or “didn’t understand it” respectively, and explain your option. 2. Read Lesson 9 of the Course Manual later as advanced preparation for the next PD session. 3. Identify a critical friend from the same or related discipline to observe your teaching and provide feedback to you and at feedback to you and at the next PD session (NTS 1a). 	10 mins

TUTOR PD SESSION 9 FOR LESSON 9 IN THE COURSE MANUAL GLOBAL MATHEMATICS: 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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></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> <ol style="list-style-type: none"> 1. Ice breaker activity: Ask tutors to begin with an investigational activity (e.g. ask tutors to draw a circle of any size, then draw a second one smaller than the first one. Ask them to draw a third one which is the smallest circle they can envisage and compare this with colleagues' circles and find out who had drawn the smallest circle. 2. Ask a critical friend to report on the observation during the teaching of Lesson 8. 3. Ask tutors to tell how useful the previous PD session was and how it influenced their teaching over the week. (NTS 1b). 4. Ask tutors to read the introductory sections (up to learning outcomes) and discuss the important or distinctive aspects of the lesson (i.e. the interactive nature of the activities with emphasis on connecting concept of "the Earth as a Sphere" with other lessons.) pp. 44-45. 	<p>Introduction</p> <ol style="list-style-type: none"> 1. Ice breaker activity: Begin with an investigational activity (e.g. draw a circle of any size, then draw a second one smaller than the first one. Third draw a third one which is the smallest circle you can envisage compare this with colleagues' circles and find out who had drawn the smallest circle. 2. As a critical friend, report on your observation during the teaching of Lesson 8. 3. Tell the larger how useful the previous PD session was and how it influenced your teaching over the week. (NTS 1b). 4. Ask tutors to read the introductory sections (up to learning outcomes) and discuss the important or distinctive aspects of the lesson (pp. 44-45). 	<p>15 mins</p>

<p>Activity 1: Concept Development (New learning likely to arise in this lesson)</p>	<p>Activity 1: Concept Development</p> <ol style="list-style-type: none"> 1. Ask tutors in pairs to identify and discuss various strategies for developing of conceptual understanding of “the Earth as a Sphere” focusing on lines of longitude, lines of latitude, location of points on the earth’s surface. 2. Ask tutors to work in in groups to identify and discuss possible misconceptions arising from viewing the Earth as a sphere and suggest strategies to deal with them. (PD Theme 3). 	<p>Activity 1: Concept Development</p> <ol style="list-style-type: none"> 1. In pairs, Identify and explain strategies for developing conceptual understanding of the “the Earth as a Sphere” focusing on lines of longitude, lines of latitude, location of points on the earth’s surface. 2. In groups identify and discuss possible misconceptions arising from viewing the Earth as a sphere and suggest strategies to deal with them. (PD Theme 3). 	<p>25 mins</p>
<p>Activity 2: Teaching and learning activities for the lesson</p>	<p>Activity 2: Teaching and learning activities</p> <ol style="list-style-type: none"> 1. Ask tutors in pairs to suggest other teaching and learning activities for teaching Lesson 9 taking into account GESI issues and reading through the activities outlined in the course manual (pp.44-45). (NTS 1a, b, c, d, 2b, e, f, 3b, c; PEMC p. iii). 2. Ask tutors to work in groups to work through one or two of the activities in Lesson 9 to ensure understanding. 3. Ask a tutor model the presentation of any activity in Lesson 9 using ICT tools, taking into consideration GESI issues in the B.Ed. curriculum and PEMC. 	<p>Activity 2: Teaching and learning activities</p> <ol style="list-style-type: none"> 1. In pairs, suggest other teaching and learning activities that can be used to teach Lesson 9 taking into account GESI issues after reading the activities in the course manual (pp.44-45), (NTS 1a, b, c, d, 2b, e, f, 3b, c; PEMC p. iii). 2. In groups, work through one or two of the suggested activities in Lesson 9 to ensure understanding. 3. Model the presentation of any activity in Lesson 9 using ICT tools, taking into consideration GESI issues in B.Ed. curriculum and PEMC. 	<p>40 mins</p>

<p>Activity 3: Resources</p>	<p>Activity 3: Resources</p> <ol style="list-style-type: none"> 1. Ask tutors to identify and design resources that can be used in the teaching and learning of measures of central tendency and related concepts including ICT tools, taking into consideration GESI issues (e.g. grid board, graph sheet, etc.) (NTS 3j; PD themes 1 & 5). 2. Ask tutors to be in pairs and select a concept through balloting and design resources that can be used in the teaching and learning of the concept (NTS 3h). 	<p>Activity 3: Resources</p> <ol style="list-style-type: none"> 1. Identify and design resources that can be used in teaching and learning of measures of central tendency and related concepts including ICT tools, taking into consideration GESI issues (NTS 3j, PD themes 1 & 5). 2. In pairs, select a concept through balloting and design resources that can be used in the teaching and learning of the concept (NTS 3h). 	<p>15 mins</p>
<p>Activity 4: Review of Assessment Components of Lesson 9</p>	<p>Activity 4: Review of Assessment Components</p> <ol style="list-style-type: none"> 1. Ask tutors to be in groups to discuss the assessment strategies to be used during the teaching of the Lesson 9 referring to the assessment policy (NTS 3k). 2. Ask tutors to be in pairs and review the assessment components in Lesson 9 to reflect the demands of the NTEAP. 	<p>Activity 4: Review of Assessment Components</p> <ol style="list-style-type: none"> 1. Work in groups to discuss the assessment strategies to be used during the teaching of the Lesson 9 referring to the assessment policy (NTS 3k). 2. In pairs review the assessment components in Lesson 9 to reflect the demands of the NTEAP. 	<p>15 mins</p>
<p>Activity 5: Evaluation and review of session</p>	<p>Activity 5: Reflective Activity</p> <ol style="list-style-type: none"> 1. Ask tutors to show by 5 or 3 or 1 finger (s) if they “really understood the session”, “understood some of it” or “didn’t understand it” respectively. Call one or two tutors to explain their options. 2. Ask tutors to read Lesson 10 of the course manual later as advanced preparation for the next PD session. 3. Remind tutors to identify a critical friend from the same or related discipline to observe during teaching and provide feedback to you and at the next PD session (NTS 1a). <p><i>Note: 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 goal.</i></p>	<p>Activity 5: Reflective Activity</p> <ol style="list-style-type: none"> 1. Ask tutors to show by 5 or 3 or 1 finger (s) if they “really understood the session”, “understood some of it” or “didn’t understand it” respectively. Explain your option. 2. Read Lesson 10 of the course manual later as advanced preparation for the next PD session. 3. Identify a critical friend from the same or related discipline to observe during teaching and provide feedback to you and at the next PD session (NTS 1a). 	<p>10 mins</p>

TUTOR PD SESSION 10 FOR LESSON 10 IN THE COURSE MANUAL LEARNING, TEACHING AND APPLYING GEOMETRY AND HANDLING DATA

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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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	Introduction <ol style="list-style-type: none"> 1. Ice breaker activity: Ask tutors to begin the session with an investigational activity (e.g. use Mind Reading game to determine favourite item). 2. Ask a critical friend to give feedback on the lesson on “Globe” mathematics (Lesson 9) which they observed. 3. Ask tutors to tell how useful the previous PD session was and how it influenced their teaching over the week. 4. Ask tutors to read the introductory sections (up to learning outcomes) and in pairs/groups discuss the important or distinctive aspects of the lesson (i.e. collection of data, organization and presentation of data. pp. 47-49. (Content Standard in the PEMC include: B3.4.1.1/ B3.4.1.1.2.B5.4.1.1/ B5.4.1.2/ B5.4.2.1). 	Introduction <ol style="list-style-type: none"> 1. Begin the session with an investigational activity (e.g. using Mind Reading game to determine favourite item). 2. As the critical friend, share your feedback on the lesson on “Globe” mathematics (Lesson 9), which you observed. 3. Tell the group how useful the previous PD session was and how it influenced your teaching over the week. 4. Read the introductory sections (up to learning outcomes) and in pairs/ groups discuss the important or distinctive aspects of the lesson (i.e. collection of data, organization and presentation of data. pp. 47-49. (Content Standard in the PEMC include: B3.4.1.1/ B3.4.1.1.2.B5.4.1.1/ B5.4.1.2/B5.4.2.1). 	15 mins

<p>Activity 1: Concept Development (New learning likely to arise in this lesson):</p>	<p>Activity 1: Concept Development</p> <ol style="list-style-type: none"> 1. Ask tutors to identify and discuss various strategies for the developing conceptual understanding of statistical measures and related concepts. 2. Ask tutors to discuss potential misconceptions and barriers associated with the teaching and learning statistical measures (<i>e.g. selecting the biggest item in data set for mode instead of one with highest frequency</i>) and suggest ways of addressing them. 	<p>Activity 1: Concept Development</p> <ol style="list-style-type: none"> 1. Identify and discussion of various strategies for the development of conceptual understanding of the statistical measures and related concepts. 2. Discuss potential misconceptions and barriers associated with the teaching and learning statistical measures and suggest ways of addressing them. 	<p>25 mins</p>
<p>Activity 2: Teaching and learning activities for the lesson</p>	<p>Activity 2: Teaching and learning activities</p> <ol style="list-style-type: none"> 1. Ask tutors to suggest other teaching and learning activities for the teaching of Lesson 10 taking into account GESI issues after reading the activities outlined in the course manual, p.48. 2. Ask tutors to work through one or two of the activities in Lesson 10 to ensure understanding. 3. Ask a tutor model the presentation of any activity in Lesson 10 using ICT tools, taking into consideration GESI issues in the B.Ed. curriculum and PECM. 	<p>Activity 2: Teaching and learning activities</p> <ol style="list-style-type: none"> 1. Suggest other teaching and learning activities for the teaching of Lesson 10 considering GESI issues after reading the activities outlined in the course manual, p.48. 2. Work through one or two of the suggested activities Lesson 10 to ensure understanding. 3. Model the presentation of any activity in Lesson 10 using ICT tools, taking into consideration GESI issues in the B.Ed. curriculum and PECM. 	<p>40 mins</p>
<p>Activity 3: Resources</p>	<p>Activity 3: Resources</p> <p>Ask tutors to identify and design resources that can be used in the teaching and learning of statistics and related concepts. e.g. ICT tools. PD themes 1 & 5).</p>	<p>Activity 3: Resources</p> <p>Identify and design resources that can be used in teaching and learning of statistics and related concepts. (e.g. ICT tools PD themes 1 & 5).</p>	<p>15 mins</p>

Activity 4: Review of Assessment Components of Lesson 2	Activity 4: Review of Assessment Components <ol style="list-style-type: none"> 1. Ask tutors to discuss the assessment strategies to be used during the teaching of Lesson 10. 2. Ask tutors to be in pairs and review the assessment components in Lesson 10 to reflect the demands of the NTEAP. 	Activity 4: Review of Assessment Components <ol style="list-style-type: none"> 1. Discuss the assessment strategies to be used during the teaching of Lesson 10. 2. In pairs, review the assessment components in Lesson 10 to reflect the demands of the NTEAP. 	
Activity 5: Evaluation and review of session	Activity 5: Reflective Activity <ol style="list-style-type: none"> 1. Ask tutors to show by 5 or 3 or 1 finger (s) if they “really understood the session”, “understood some of it” or “didn’t understand it” respectively. Call one or two tutor to explain their options. 2. Ask tutors to read Lesson 11 of the Course Manual later as advanced preparation for the next PD session. 3. Remind tutors to identify a critical friend from the same or related discipline to observe their teaching and provide feedback to them and at the next PD session (NTS 1a). <p><i>Note:</i></p> <p><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 goal.</i></p>	Activity 5: Reflective Activity <ol style="list-style-type: none"> 1. Ask tutors to show by 5 or 3 or 1 finger (s) if they “really understood the session”, “understood some of it” or “didn’t understand it” respectively. Explain your option. 2. Read Lesson 11 of the Course Manual later as advanced preparation for the next PD session. 3. Remind tutors to identify a critical friend from the same or related discipline to observe your teaching and provide feedback to you and at the next PD session (NTS 1a). 	10 mins

TUTOR PD SESSION 11 FOR LESSON 11 IN THE COURSE MANUAL LEARNING, TEACHING AND APPLYING GEOMETRY AND HANDLING DATA

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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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>Introduction</p> <ol style="list-style-type: none"> Ice breaker activity: Ask tutors to begin with an investigational activity (e.g. play the game “who is the closest” – mention the name of a member at random for members to draw closer to at a count of say 3. Ask who is closest?) Ask a critical friend to report on the lesson (i.e. Lesson 10) they observed. Ask tutors to tell how useful the previous PD session was and how it influenced their teaching over the week. Ask tutors to read the introductory sections (up to learning outcomes) and discuss the important or distinctive aspects of the lesson (i.e. the interactive nature of the activities with emphasis on connecting concepts) on measures of central tendency and of dispersion or variability. (pp. 50-54). 	<p>Introduction</p> <ol style="list-style-type: none"> Ice breaker activity: begin the session with an investigational activity (e.g. play the game “who is the closest” – mention the name of a member at random for members to draw closer to at a count of say 3. Ask who is closest?) As a critical friend report on the lesson (i.e. Lesson 10) you observed. Explain how useful the last PD session was and how it influenced your teaching over the week. Read the introductory section _ (up to learning outcomes) and discuss the important or distinctive aspects of the lesson on measures of central tendency and of dispersion or variability (pp. 50-54). 	15 mins

<p>Activity 1: Concept development (New learning likely to arise in this lesson).</p>	<p>Activity 1: Concept Development</p> <ol style="list-style-type: none"> 1. Ask tutors to identify and discuss various strategies for the developing conceptual understanding of the measures of central tendency - mean, median and mode and measures of dispersion or variability. 2. Ask tutors to explore potential misconceptions associated with measures of central tendencies and dispersion or variability. (e.g. that mode and median are not averages) PD Theme 3 	<p>Activity 1: Concept Development</p> <ol style="list-style-type: none"> 1. Identify and discuss various strategies for the developing conceptual understanding of the measures of central tendency - mean, median and mode and measures of dispersion or variability. 2. Explore potential misconceptions associated with measures of central tendencies and dispersion or variability. (PD Theme 3). 	<p>25 mins</p>
<p>Activity 2: Teaching and learning activities</p>	<p>Activity 2: Teaching and learning activities</p> <ol style="list-style-type: none"> 1. Ask tutors to suggest other teaching and learning activities for teaching Lesson 11 taking into account GESI issues after reading the activities in the course manual, pp.52-53. (NTS 1a, b, c, d, 2b, e, f, 3b, c; PEMC p. iii). 2. Ask tutors to work through one or two of the activities to ensure understanding. (e.g. explaining how to find the mean from frequency distribution table, use of the assumed mean method and reading from graphs). 3. Ask a tutor model the presentation of an activity using ICT tools, taking into consideration GESI issues in the B.Ed. curriculum and PEMC. 	<p>Activity 2: Teaching and learning activities</p> <ol style="list-style-type: none"> 1. Suggest other teaching and learning activities that can be used for teaching Lesson 11 considering GESI issues after reading the activities in the course manual pp.52-53 (NTS 1a, b, c, d, 2b, e, f, 3b, c; PEMC p. iii). 2. Work through one or two of the activities to ensure understanding. (e.g. explaining how to find the mean from frequency distribution table, use of the assumed mean method and reading from graphs). 3. Model the presentation of any activity in Lesson 11 using ICT tools, taking into consideration GESI issues in the B.Ed. curriculum and PEMC. 	<p>40 mins</p>
<p>Activity 3: Resources</p>	<p>Activity 3: Resources</p> <p>Ask tutors to identify and design resources, including ICT tools, that can be used in the teaching and learning of measures of central tendencies and related concepts taking into consideration GESI issues (e.g. grid board, graph sheet, etc). (NTS 3j; PD themes 1 & 5).</p>	<p>Activity 3: Resources</p> <p>Identify and design resources, including ICT tools, that can be used in teaching and learning of measures of central tendencies and related concepts taking into consideration GESI issues (e.g. grid board, graph sheet, etc.) (NTS 3j PD themes 1 & 5)</p>	<p>15 mins</p>

<p>Activity 4: Review of Assessment Components of Lesson 2</p>	<p>Activity 4: Review of Assessment Components</p> <ol style="list-style-type: none"> 1. Ask tutors to discuss the assessment strategies to be used in Lesson 11. 2. Ask tutors to review in pairs the assessment components in Lesson 11 to reflect the demands of NTEAP. 	<p>Activity 4: Review of Assessment Components</p> <ol style="list-style-type: none"> 1. Discuss the assessment strategies to be used in Lesson 11. 2. In pairs, review the assessment components in Lesson 11 to reflect the demands of NTEAP. 	<p>15 mins</p>
<p>Activity 5: Evaluation and review of session</p>	<p>Activity 5: Reflective Activity</p> <ol style="list-style-type: none"> 1. Ask tutors to show by 5 or 3 or 1 finger (s) if they “really understood the session”, “understood some of it” or “didn’t understand it” respectively. Call one or two tutors to explain their options 2. Ask tutors to read Lesson 12 of the course manual later as advanced preparation for the next PD session 3. Remind tutors to identify a critical friend from the same or related discipline to observe their lesson and provide feedback to them and at the next PD session (NTS 1a). <p><i>Note: 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 goal.</i></p>	<p>Activity 5: Reflective Activity</p> <ol style="list-style-type: none"> 1. Show by 5 or 3 or 1 finger (s) if you “really understood the session”, “understood some of it” or “didn’t understand it” respectively. Explain your option. 2. Read Lesson 12 of the course manual later as advanced preparation for the next PD session 3. Remind tutors to identify a critical friend from the same or related discipline to observe their lesson during and provide feedback to you and at the next PD session (NTS 1a). 	<p>10 mins</p>

TUTOR PD SESSION 12 FOR LESSON 12 IN THE COURSE MANUAL LEARNING, TEACHING AND APPLYING GEOMETRY AND HANDLING DATA

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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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	Introduction 1. Ice breaker activity: Ask tutors to begin the session with an investigational activity (e.g. use a Mind Reading game on probability to determine if an event is unlikely, likely, very likely or certain). <i>(e.g.: Ghana Black Stars will qualify for the next African Cup of Nations Football Competition).</i> 2. Ask a critical friend to give feedback on Lesson 11, which they observed. 3. Ask tutors to tell how useful the previous PD session was and how it influenced their teaching over the week. 4. Ask tutors to read the introductory sections (up to learning outcomes) and discuss the important or distinctive aspects of the lesson (i.e. the interactive nature of the activities with emphasis on connecting concepts with other lessons and the use of relevant resources) on pp. 56-59. (PEMC Content Standard B6.4.2.2).	Introduction 1. Ice breaker activity: Begin the session with an investigational activity (e.g. use a Mind Reading game on probability to determine if an event is unlikely, likely, very likely or certain). 2. As a critical friend give feedback on the lesson (i.e. Lesson 11) you observed. 3. Explain how useful the last PD session was and how it influenced your teaching over the week. 4. Read the introductory sections (up to learning outcomes) and in pairs/ groups discuss the important or distinctive aspects of the lesson on pp. 56-59. (PEMC Content Standard B6.4.2.2).	15 mins

	<p><i>Notes: Draw attention to content such as axioms of probability, basic properties of probability, mutually exclusive events, and non-mutually exclusive events. The general addition rule, mutually independent events and non-independent events, the general multiplication rule, and conditional probability.</i></p>		
<p>Activity 1: Concept Development (New learning likely to arise in this lesson)</p>	<p>Activity 1: Concept Development</p> <ol style="list-style-type: none"> 1. Ask tutors to identify and discuss various strategies for developing conceptual understanding of probability of compound events and related concepts. 2. Ask tutors to identify potential misconceptions and barriers related to probability of compound events (<i>e.g. interpreting all independent events as mutually inclusive events</i>) and find strategies to deal with these. 	<p>Activity 1: Concept Development</p> <ol style="list-style-type: none"> 1. Identify and discuss various strategies for developing conceptual understanding of probability of compound events and related concepts. 2. Identify potential misconceptions and barriers related to probability of compound events and find strategies to deal with these. 	<p>25 mins</p>
<p>Activity 2: Teaching and learning activities</p>	<p>Activity 2: Teaching and learning activities</p> <ol style="list-style-type: none"> 1. Ask tutors to suggest other teaching and learning activities for the teaching of Lesson 12 taking into account GESI issues after reading the activities in Lesson 12. 2. Ask tutors to work through one or two of the activities in Lesson 12 to ensure understanding. 3. Ask a tutor to model the presentation of any activity in Lesson 12 using ICT tools, taking into consideration GESI issues in the B.Ed. curriculum and PEMC. 	<p>Activity 2: Teaching and learning activities</p> <ol style="list-style-type: none"> 1. Suggest other teaching and learning activities for the teaching of Lesson 12 considering GESI issues after reading the activities in Lesson 12. 2. Work through one or two of the activities in Lesson 12 to ensure understanding. 3. Use ICT to model presentation of any activity in Lesson 12 considering GESI issues in the B.Ed. curriculum and PEMC. 	<p>40 mins</p>

Activity 3: Resources	Activity 3: Resources 1. Ask tutors to identify resources that can be used in the teaching and learning of the concepts in Lesson 12 (e.g. mind- reading word puzzle, shape puzzle, etc. NTS 3j). 2. Ask tutors to be in pairs, select a concept in Lesson 12 and design resources that can be used in the teaching and learning of the concept. (NTS 3h, 3j).	Activity 3: Resources 1. Identify resources that can be used in teaching and learning of the concepts in Lesson 12. 2. In pairs select a concept in Lesson 12 and design resources that can be used in the teaching and learning of the concept. (NTS 3h, 3j).	
Activity 4: Review of Assessment Components of Lesson 12	Activity 4: Review of Assessment Components 1. Ask tutors discuss the assessment strategies to be used in Lesson 12. 2. Ask tutors to review in pairs the assessment components in Lesson 12 to reflect the demands of the NTEAP (NTS 3h).	Activity 4: Review of Assessment Components 1. Discuss the assessment strategies to be used in Lesson 12. 2. In pairs review the assessment components in Lesson 12 to reflect the demands of the NTEAP (NTS 3h).	15 mins
Activity 5: Evaluation and review of session	Activity 5: Reflective Activity 1. Ask tutors to show by 5 or 3 or 1 finger (s) if they “really understood the session”, “understood some of it” or “didn’t understand it” respectively. Call one or two tutors to explain their options. 2. Ask tutors to reflect on the activities in the session and indicate any unresolved issues relating to the PD session and/ or Lesson 12, which will be shared on the group’s WhatsApp platform for discussion and research. 3. Remind tutors to identify a critical friend from the same or related discipline to observe their Lesson 12 during teaching and provide feedback to them(NTS 1a).	Activity 5: Reflective Activity 1. Show by 5 or 3 or 1 finger (s) if they “really understood the session”, “understood some of it” or “didn’t understand it” respectively. Call one or two tutors to explain their options. 2. Reflect on the activities in the session and outline unresolved issues relating to the PD session and/ or Lesson 12, which will be shared on the group’s WhatsApp platform for discussion and research. 3. Identify a critical friend from the same or related discipline to observe your Lesson 12 during teaching and provide feedback to you (NTS 1a).	10 mins

INFORMATION AND COMMUNICATION TECHNOLOGY

TUTOR PD SESSION 1 - INTRODUCTION TO THE COURSE MANUAL AND LESSON1

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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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 / overview to course manual	<ol style="list-style-type: none"> 1. Self-introduction: Ask tutors to introduce themselves in interactive manner (Eg, Nick names, etc). 2. Let tutors tell how useful the previous PD session on NTEAP will influence their teaching in this semester, especially the assessment component. 3. Ask Tutors to read through the course manual individually and write down the main features of the course manual. 4. Call on any tutor to mention the features they identified. 5. Show flip chart of the identified features for confirmation. 6. Refer tutors to page 3 of the manual to read through the Course Learning Outcomes and their corresponding Indicators. Discuss any point that needs clarification. 7. Ask tutors to discuss the cross cutting issues on page 11 of course manual. 	<ol style="list-style-type: none"> 1. Self-introduction. 2. Explain how useful the previous PD session on NTEAP will influence your teaching in this semester, especially the assessment component. 3. Read through the course manual individually and write down the main features of the course manual. 4. Mention the features identified. 5. Identify the distinctive features of Lesson 1. 6. Refer to page 3 of the manual to read through the Course Learning Outcomes and their corresponding Indicators. Discuss any point that needs clarification. 7. Discuss the cross cutting issues on page 11 of course manual. 	30 mins

<p>1. Introduction to Lesson1</p>	<p>Ask tutors to:</p> <ol style="list-style-type: none"> 1. Read the Learning Outcomes of Lesson1 and their indicators and explain how they understand them. 2. Read through the course manual (Lesson1; pp 10 - 13) and write the main purpose, distinctive features of the lesson. 3. Identify and write the cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity and how the learning outcomes of Lesson2 are applicable to Basic Education Curriculum as indicated in NTS 3j-p.14. 4. Pair and share their findings. 	<ol style="list-style-type: none"> 1. Read the Learning Outcomes of Lesson1 and their indicators and explain how you understand them. 2. Read Lesson1 (pp 10 – 13) of the course manual and write the main purpose and distinctive features of the lesson. 3. Identify and write the cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity and how the learning outcomes of Lesson2 are applicable to Basic Education Curriculum as indicated in NTS 3j-p.14. 4. Share your findings with a colleague. 	
<p>2. Concept Development (New learning likely to arise in this lesson)</p>	<ol style="list-style-type: none"> 1. Assign the three sub-topics of the Lesson1 (pp 10 – 13 of the course manual) to tutors to discuss and write points on flip chart for presentation. Allow time for each presentation and discussion. 2. Ask tutors to discuss their clear understanding of the relevance of ICTs in education as indicated in Lesson1, and tell how their findings can improve the teaching of other courses/ subjects in the new 4-year B Ed. Curriculum and the Basic Education Curriculum. <p><i>Note: Tutors should critically examine the advent of the information society, the role of ICT on society, and the requisite skills for the information society bearing in mind GESI. (Refer to page 13 of the course manual for reference materials).</i></p>	<ol style="list-style-type: none"> 1. Discuss the three sub-topics in Lesson1 and write down your points on flip chart for presentation and discussion. 2. Discuss your clear understanding of the relevance of ICTs in education as indicated in Lesson1, and tell how your findings can improve the teaching of other courses/ subjects in the new 4-year B Ed. Curriculum and the Basic Education Curriculum. <p><i>Note the advent of the information society, the role of ICT on society, and the requisite skills for the information society bearing in mind GESI. (Refer to page 13 of the course manual for reference materials).</i></p>	<p>30 mins</p>

	<p>Reference: <i>(O' Leary, T. J., & O' Leary L. I. (2017). Computing essentials, 26th edition. New York: McGraw Hill. Shelly, R., Cashman, T.J., Gunter, G.A., and Gunter, R.E. (2013). Teachers Discovering Computers. Integrating Technology and Digital Media in the Classroom. (7th ed). Thomson Course Technology).</i></p> <p>In pairs, discuss the possible challenges in teaching Lesson1 and share possible ways solving/overcoming the challenges.</p>	<p>Reference: <i>(O' Leary, T. J., & O' Leary L. I. (2017). Computing essentials, 26th edition. New York: McGraw Hill. Shelly, R., Cashman, T.J., Gunter, G.A., and Gunter, R.E. (2013). Teachers Discovering Computers. Integrating Technology and Digital Media in the Classroom. (7th ed). Thomson Course Technology).</i></p> <p>In pairs, discuss the possible challenges in teaching Lesson1 and share possible ways solving/overcoming the challenges.</p>	
3. Teaching and learning activities for the lesson	Ask tutors to be in pairs to read through the teaching and learning activities in Lessons 1 (refer to pp 11 to 13 of the course manual), and list areas that require clarification and discuss them.	In pairs, read through the teaching and learning activities in Lesson1 (refer to pp 11 to 13 of the course manual) and list areas that require clarification and discuss them.	30 mins
4. Review of assessment component of Lesson	Ask tutors to read the assessment component of Lesson1 of the course manual and compare with the components prescribed by NTEAP and review as appropriate.	Read the assessment component of Lesson1 of the course manual and compare with the components prescribed by NTEAP and review as appropriate.	10 mins
5. Teaching and learning resources	Ask tutors, in pairs, to write on flip chart the T/L resources needed for teaching Lesson1 for presentation and discussion. See p 13 of the course manual for reference.	1T/L resource needed for teaching Lesson 1. See p 13 of the course manual for reference.	10 mins
6. Evaluation and review of session	<ol style="list-style-type: none"> 1. Ask each tutor to mention the lessons they have learnt in the PD session. <p><i>NOTE:</i></p> <ol style="list-style-type: none"> 2. Invite a critical friend from the same or related discipline to observe them as they teach Lesson 1 in class and provide feedback. NTS: 1A. 3. Ask tutors to read material on Lesson2 from PD manual on pp 14- 18 before the next session. 	<ol style="list-style-type: none"> 1. Mention the lessons you have learnt in the PD session. 2. <i>Remember</i> to invite a critical friend from the same or related discipline to observe as you teach Lesson 1 in class and provide feedback. NTS: 1A. 3. Please, read material on Lesson 2 from PD manual on pp 14- 18 before the next session. 	10 mins

TUTOR PD SESSION 2 FOR LESSON 2 IN THE COURSE MANUAL THE PROMISES OF ICT

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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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 / overview to course manual</p>	<p>Start with an Icebreaker 1.</p> <ol style="list-style-type: none"> 1. Ask tutors to share their experiences (successes and challenges) as they taught Lesson1 after the PD session as a reflection on the previous PD Session (Lesson 1: the information society). 2. Invite tutors who observed Lesson 1 taught by tutors to share their experiences. 3. Introduce Lesson 2 by asking tutors to brainstorm on the potential benefits of using ICT in education. 4. Ask tutors to write on flip chart some potential benefits of using ICT in national development and give them the opportunity to present their findings via poster presentation. <p><i>Refer tutors to the course manual, (pp 14 - 18) and call tutor(s) to share their views.</i></p>	<ol style="list-style-type: none"> 1. Share your experiences of your teaching of Lesson1 after the PD session for Lesson1 (Review and reflect on the previous PD session: (the information society). 2. If you observed please share your experiences. 3. Brainstorm on the potential benefits of using ICT in education and national development. 4. Write on flip chart some potential benefits of using ICT in national development and present your findings using post – it-notes provided. <p><i>Refer tutors to the course manual, (pp 14 - 18).</i></p>	<p>30 mins</p>

<p>2. Concept Development (New learning likely to arise in this lesson)</p>	<p>Ask tutors to:</p> <ol style="list-style-type: none"> 1. Discuss some basic concepts of ICT including: computer, information, integration literacies, hardware, software. 2. Analyze and evaluate the changes brought by the introduction of ICT in our educational and national development. 3. Discuss the possible challenges in teaching the concepts. 4. Identify and write the crosscutting issues – core and transferable skills, inclusivity, equity and addressing diversity and how the learning outcomes of Lesson2 are applicable to Basic Education Curriculum as indicated GESI. <p><i>Allow time for each presentation and discussion.</i></p>	<ol style="list-style-type: none"> 1. Discuss some basic concepts of ICT including: computer, information, integration literacies, hardware, software. 2. Analyze and evaluate the changes brought by the introduction of ICT in our educational and national development. 3. Discuss the possible challenges in teaching the concepts. 4. Identify and write the crosscutting issues – core and transferable skills, inclusivity, equity and addressing diversity and how the learning outcomes of Lesson2 are applicable to Basic Education Curriculum as indicated GESI. <p><i>Present your findings on post- it notes provided.</i></p>	<p>30 mins</p>
<p>3. Teaching and learning activities for the lesson</p>	<ol style="list-style-type: none"> 1. Ask Tutors to: <ol style="list-style-type: none"> a. Identify and write the characteristics of ICTs. b. Discuss how ICTs can be used in education. c. Discuss ways ICTs can deepen and enhance the learning process and present their findings on flipchart for discussion. 2. Ask tutors to discuss the justification for using ICT in teaching and learning in the new 4-year B. Ed curriculum and Basic Education curriculum as stated in NTS 3j-p.14. Allow time for tutors to present their findings. 3. Using questioning, lead tutors to discuss the various modes of computer assisted instruction, including drill-and-practice, educational games, tutorials, educational simulations, integrated learning systems, curriculum-specific software applications. <i>(Refer to reference books on p 18 for more details).</i> 	<ol style="list-style-type: none"> 1. In pairs: <ol style="list-style-type: none"> a. Identify and write the characteristics of ICTs. b. Discuss how ICTs can be used in education. c. Discuss ways ICTs can deepen and enhance the learning process and present your findings on flipchart for discussion. 2. Discuss the justification for using ICT in teaching and learning in the new 4-year B. Ed curriculum and Basic Education curriculum as stated in NTS 3j-p.14 Present your findings on flip chart 3. Discuss the various modes of computer assisted instruction. <i>(Refer to reference books on p 18 for more details).</i> 	<p>30 mins</p>

4. Review of assessment component of Lesson	Ask tutors to read the assessment component of Lesson2 of the course manual and compare with the components prescribed by NTEAP and review as appropriate.	Read the assessment component of Lesson2 of the course manual and compare with the components prescribed by NTEAP and review as appropriate.	10 mins
5. Teaching and learning resources	<ol style="list-style-type: none"> 1. Ask tutors, in pairs, to write on flip chart the T/L resource needed for teaching Lesson 2 for presentation and discussion. 2. Refer to p 13 of the course manual for reference. 	<ol style="list-style-type: none"> 1. Write on flip chart the T/L resource needed for teaching Lesson. 2. Refer to p 13 of the course manual for reference. 	10 mins
6. Evaluation and review of session:	<ol style="list-style-type: none"> 1. Ask tutors to summarize what they learnt and the main ideas of the PD session for Lesson 2. 2. Ask tutors to read on Lesson 3 before the next PD session. 3. Invite a critical friend from the same or related discipline to observe them as they teach Lesson 2 in class and provide feedback. NTS: 1A. 	<ol style="list-style-type: none"> 1. Provide a summary of the main ideas of the PD session for Lesson 2. 2. Read on Lesson3 before the next PD session. 3. Remember to invite a critical friend from the same or related discipline to observe as you teach Lesson 2 in class and provide feedback. NTS: 1A. 	10 mins

TUTOR PD SESSION 3 FOR LESSON 3 IN THE COURSE MANUAL THE CONCEPTUAL COMPUTER 1

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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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	<ol style="list-style-type: none"> 1. Ask tutors to review and reflect on the previous PD Session (Lesson2: The Promises of ICT: Potential benefits using ICT in education and national development) by sharing their classroom experiences. 2. Invite critical friends who observed the Lesson2 to share their experiences. 3. Introduce PD session 3 by asking tutors to identify the course learning outcomes and Learning Indicators as stated in course manual, p 20 and call tutor(s) to share their views. Refer to (NTS 2c). 4. Ask tutors to: <ol style="list-style-type: none"> a. write on flip chart some components of the computer hardware, and group them according to the main categories (input, output, processing and storage). 	<ol style="list-style-type: none"> 1. Share your experiences (successes and challenges) as you taught your Lesson on the Information Society. 2. Critical friends who observed Lesson2 to share their views. 3. Identify the Course learning outcomes and learning indicators as stated in course manual, p 20 and call tutor(s) to share their views. Refer to (NTS 2c). <ol style="list-style-type: none"> a. Write on flip chart some components of the computer hardware, and group them according to the main categories (input, output, processing and storage). b. Brainstorm on how system software is used to manage hardware and how it functions as a platform for other software. Present your points on the post-sit-notes provided. 	30 Minute s

	<p>b. Ask tutors to Brainstorm on how system software is used to manage hardware and how it functions as a platform for other software and give tutors opportunity to present their findings via poster presentation.</p> <p>Reference: <i>(O' Leary, T. J., & O' Leary L. I. (2017). Computing essentials, 26th edition. New York: McGraw Hill.</i></p> <p><i>Shelly, R., Cashman, T.J., Gunter, G.A., and Gunter, R.E. (2013). Teachers Discovering Computers. Integrating Technology and Digital Media in the Classroom. (7th ed). Thomson Course Technology).</i></p>	<p>Reference: <i>(O' Leary, T. J., & O' Leary L. I. (2017). Computing essentials, 26th edition. New York: McGraw Hill.</i></p> <p><i>Shelly, R., Cashman, T.J., Gunter, G.A., and Gunter, R.E. (2013). Teachers Discovering Computers. Integrating Technology and Digital Media in the Classroom. (7th ed). Thomson Course Technology).</i></p>	30 mins
<p>2. Concept Development (New learning likely to arise in this lesson)</p>	<p>1. Ask tutors to:</p> <p>a. Brainstorm on the affordances of ICT (laptops, desktop, mobile and handheld devices, etc.) and how these affordances affect their use for various purposes especially education.</p> <p>b. Discuss in pairs how to use ICTs to accelerate and upscale critical services in health, education, financial services, agriculture, and energy system and present their work on flipchart.</p> <p>c. Discuss the use of the various modes of computer assisted instruction including drill-andpractice, educational games, tutorials, educational simulations, integrated learning systems, curriculum-specific software applications.</p>	<p>a. Brainstorm on the affordances of ICT (laptops, desktop, mobile and handheld devices, etc.) and how these affordances affect their use for various purposes especially education.</p> <p>b. Discuss in pairs how to use ICTs to accelerate and upscale critical services in health, education, financial services, agriculture, and energy systems. Present your work on flipchart.</p> <p>c. Discuss the use of the various modes of computer assisted instruction including drill-andpractice, educational games, tutorials, educational simulations, integrated learning systems, curriculum-specific software applications.</p>	30 mins

	<p>d. Discuss how the following individuals or groups (administrators, teachers, students, and other individuals) can use the application software on their personal computers to improve their productivity at work places and their personal lives.</p> <p><i>Note: tutors should indicate how these concepts can be applied in the Basic Education Curriculum (Refer to reference books on page 23 for more details.)</i></p> <p>2. Ask tutors to identify and report on flipchart cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity and how the learning outcomes of Lesson3 are applicable to Basic Education Curriculum as indicated in GESI.</p> <p><i>Allow time for each presentation and discussion.</i></p>	<p>d. Discuss how the following individuals or groups (administrators, teachers, students, and other individuals) can use the application software on their personal computers to improve their productivity at work places and their personal lives. Indicate how these concepts can be applied in the Basic Education Curriculum (Refer to reference books on page 23 for more details.)</p> <p>2. Identify and report on flipchart cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity and how the learning outcomes of Lesson3 are applicable to Basic Education Curriculum as indicated in GESI.</p> <p><i>Make a presentation on your findings.</i></p>	
<p>3. Teaching and learning activities for the lesson</p>	<p>Ask tutors to:</p> <ol style="list-style-type: none"> 1. Think-pair-share how computer hardware and software could be used in promoting teaching and learning in all subject areas. Especially as related to the new 4-year B. Ed curriculum and Basic Education curriculum. 2. Brainstorm on new and emerging technologies that can enhance inclusivity and equity in education as indicated in GESI document. 3. Find out from internet and references on page 23 of course manual adaptive and assistive technologies that can support special needs education as indicated in GESI document and present findings on flipchart. <p>Allow time for tutors to present their findings.</p>	<ol style="list-style-type: none"> 1. Think-pair-share how computer hardware and software could be used in promoting teaching and learning in all subject areas. Especially as related to the new 4-year B. Ed curriculum and Basic Education curriculum. 2. Brainstorm on new and emerging technologies that can enhance inclusivity and equity in education as indicated in GESI document. 3. Find out adaptive and assistive technologies that can support special needs education as indicated in GESI document using the internet and references on page 23 of course manual. Present your findings on flipchart. 	<p>30 mins</p>

4. Review of assessment component of Lesson3	Ask tutors to read the assessment component of Lesson3 of the course manual and compare with the components prescribed by NTEAP and review as appropriate.	Read the assessment component of Lesson3 of the course manual and compare with the components prescribed by NTEAP and review as appropriate.	10 mins
5. Teaching and learning resources	Ask tutors, in pairs, to write on flip chart the T/L resources needed for teaching Lesson3 for presentation and discussion. Refer to p. 23 of the course manual for reference.	Write on flip chart the T/L resources needed for teaching Lesson3. Refer to p. 23 of the course manual for reference.	10 mins
6. Evaluation and review of session:	Ask tutors to: <ul style="list-style-type: none"> a. Summarize what they have learnt in the PD session on Lesson 3. b. Read on Lesson 4 before the next PD session. c. Invite a critical friend from the same or related discipline to observe them as they teach Lesson 3 in class and provide feedback. NTS: 1A. 	<ul style="list-style-type: none"> a. Summarize what you have learnt in the PD session on Lesson 3. b. Read on Lesson 4 before the next PD session. c. Remember to invite a critical friend from the same or related discipline to observe as you teach Lesson 3 in class and provide feedback. NTS: 1A. 	10 mins

TUTOR PD SESSION 4 FOR LESSON4 IN THE COURSE MANUAL COMPUTER NETWORKS, INTERNET AND INFORMATION 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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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>Start with an Icebreaker</p> <ol style="list-style-type: none"> 1. Ask tutors to share their experiences (successes and challenges) as they taught Lesson3 after the PD session. <p><i>Note: This will be a reflection on the PD Session3 (Lesson3: The Conceptual Computer 1).</i></p> <ol style="list-style-type: none"> 2. Invite tutors who observed Lesson 3 taught by tutors after the PD session3 to share their experiences. 3. Introduce Lesson4 by asking tutors to share their views and experiences on using any computer network. <p><i>Notes: As tutors share their views, encourage them to link their views to the concept of computer networks, Internet and Information Literacy.</i></p> <ol style="list-style-type: none"> 4. Ask tutors to write down their ideas about the following concepts: <ul style="list-style-type: none"> • Computer network • Internet • Information Literacy on flip chart for presentation and discussion <p><i>Give tutors opportunity to present their work.</i></p> <p><i>Note: Refer tutors to the course references in the course manual. (p 28) and call tutor(s) to share their views.</i></p>	<ol style="list-style-type: none"> 1. Share your experiences (successes and challenges) as you taught Lesson3 after the PD session. <p><i>Note: This will be a reflection on the PD Session3 (Lesson3: The Conceptual Computer 1).</i></p> <ol style="list-style-type: none"> 2. Share the experiences of your observation of Lesson3. 3. Share your views and experiences on using any computer network. <p><i>Remember to link your views to the concept of computer networks, Internet and Information Literacy.</i></p> <ol style="list-style-type: none"> 4. Write down what you know about the following concepts: <ul style="list-style-type: none"> • Computer network • Internet • Information literacy on flip chart for presentation and discussion <p><i>Note: Refer to the references in the course manual. (pages 28).</i></p>	30 mins

<p>2. Concept Development (New learning likely to arise in this lesson)</p>	<p>Ask tutors to:</p> <ol style="list-style-type: none"> Discuss in pairs the structure of a computer network and the internet, explain how the computer network work and discuss the possible challenges in teaching the concepts. Brainstorm on the following concepts: <ul style="list-style-type: none"> Networking management tools ISPs and world wide web File transfers/ downloading. <p><i>Reference: (O' Leary, T. J., & O' Leary L. I. (2017). Computing essentials, 26th edition. New York: McGraw Hill.</i></p> <p><i>Shelly, R., Cashman, T.J., Gunter, G.A., and Gunter, R.E. (2013). Teachers Discovering Computers. Integrating Technology and Digital Media in the Classroom. (7th ed). Thomson Course Technology).</i></p> <ol style="list-style-type: none"> Identify and write the cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity and how the learning outcomes of Lesson 4 are applicable to Basic Education Curriculum as indicated in GESI. (NTS 2A and 2D). <p>Allow time for each presentation and discussion.</p>	<ol style="list-style-type: none"> In pairs, discuss the structure of a computer network and the internet, explain how the computer network work and discuss the possible challenges in teaching the concepts. Present your work on flipchart Brainstorm on the following concepts: <ul style="list-style-type: none"> Networking management tools ISPs and world wide web File transfers/ downloading. <p><i>Reference: (O' Leary, T. J., & O' Leary L. I. (2017). Computing essentials, 26th edition. New York: McGraw Hill.</i></p> <p><i>Shelly, R., Cashman, T.J., Gunter, G.A., and Gunter, R.E. (2013). Teachers Discovering Computers. Integrating Technology and Digital Media in the Classroom. (7th ed). Thomson Course Technology).</i></p> <ol style="list-style-type: none"> Identify and write the cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity and how the learning outcomes of Lesson 4 are applicable to Basic Education Curriculum as indicated in GESI. (NTS 2A and 2D) <p>Write on flip chart for presentation and discussion.</p>	<p>30 mins</p>
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<p>3. Teaching and learning activities for the lesson</p>	<ol style="list-style-type: none"> 1. Ask Tutors to: <ol style="list-style-type: none"> a. Browse the internet and search for another information and resources that can help in effective teaching and learning of Lesson 4. b. Present their findings on flipchart for discussion 2. Discuss some Information retrieval tools (abstracts, indexes,) , Electronic resources such as TESSA to support the teaching of other subjects or course in the New 4-year B.Ed and the Basic Education curriculum, as indicated in NTS J3, p 14. Respectively and write your views on post-sit-notes. 3. Discuss how social media/ Networking and mobile devices are used to support teaching/ learning. Refer to reference books on p 28 for more details.) 4. Ask tutors to identify and write on flip chart cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity and how the learning outcomes of Lesson 4 are applicable to Basic Education Curriculum as indicated in GESI. 	<ol style="list-style-type: none"> a. Browse the internet for internet and search for another information and resources that can help in effective teaching and learning of Lesson 4. a. Present your findings on flipchart for discussion 2. Discuss some Information retrieval tools (abstracts, indexes,) , Electronic resources such as TESSA to support the teaching of other subjects or course in the New 4-year B.Ed and the Basic Education curriculum respectively as indicated in NTS J3, p 14. and write your views on post-sit-notes provided. 3. Discuss how social media/networking and mobile devices are used and support teaching/ learning. Refer to reference books on p 28 for more details.) 4. Identify and write on flip chart cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity and how the learning outcomes of Lesson 4 are applicable to Basic Education Curriculum as indicated in GESI. 	<p>30 mins</p>
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4. Review of assessment component of Lesson 4	Ask tutors to read the assessment component of Lesson4 of the course manual and compare with the components prescribed by NTEAP and review as appropriate.	Read the assessment component of Lesson4 of the course manual and compare with the components prescribed by NTEAP and review as appropriate.	10 mins
5. Teaching and learning resources	Ask tutors, in pairs, to browse the internet for T/L resources needed for teaching Lesson 4 and present their findings for discussion Allow time for presentation and discussion.	Browse the internet for T/L resources needed for teaching Lesson 4. Present your finding on flipchart for discussion and discussion.	10 mins
6. Evaluation and review of session:	1. Ask tutors to: a. Summarize what they learnt in the PD Session 4 and Lesson 4. 2. Remind tutors to: a. Read on Lesson 5 before the next PD session. b. Invite a critical friend from the same or related discipline to observe them as they teach Lesson 4 in class and provide feedback. NTS: 1A.	a. Provide a summary of the main ideas of the PD Session for Lesson 4. a. Read on Lesson 5 before the next PD session. a. Remember to invite a critical friend from the same or related discipline to observe as you teach Lesson 4 in class so he/she provides feedback. NTS: 1A	10 mins

TUTOR PD SESSION 5 FOR LESSON 5 IN THE COURSE MANUAL ISSUES RELATING TO ICT USE

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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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
1. Introduction / Lesson overview	<p>Start with an Icebreaker</p> <ol style="list-style-type: none"> 1. Ask tutors to write on flip chart their experiences (successes and challenges) as they teach Lesson 4 after the PD session. <p><i>Call them to present their views.</i></p> <p><i>Note: This will be a reflection on the PD Session 4 (Lesson 4: Computer Networks, Internet and Information Literacy).</i></p> <ol style="list-style-type: none"> 2. Invite tutors who observed Lesson 4 taught by tutors after the PD session 4 to share their experiences. 3. Introduce Lesson 5 by asking tutors to narrate their encounter with an ethical issue in using ICTs and share how it manifests in teaching and learning. 4. Ask tutors to brainstorm their knowledge and understanding of issues arising in the use of ICTs (NTS 1c, d, f, G, 2c). <p><i>Notes: As tutors share their views, link their views to the nature of ethics and the rewards and consequences.</i></p>	<ol style="list-style-type: none"> 1. Write on flip chart your experiences (successes and challenges) as you teach Lesson 4 after the PD session and present your views. 2. If you observed Lesson 4, please share your experiences. 3. Narrate any encounter you have had with an ethical issue in using ICTs and share how it manifests in your teaching and learning. 4. Brainstorm their knowledge and understanding of issues arising in the use of ICTs (NTS 1c, d, f, G, 2c). 5. Write down what you know about the following concepts on a flip chart for presentation: <ul style="list-style-type: none"> • Normative ethics, • Ethical perspectives • Plagiarism and Piracy <p><i>Note: Refer to the course references in the course manual. (p 33).</i></p>	30 mins

	<p>5. Ask tutors to write down their knowledge about the following concepts on a flip chart for presentation</p> <ul style="list-style-type: none"> • Normative ethics, • Ethical perspectives • Plagiarism and • Piracy <p><i>Give tutors opportunity to present their work.</i></p> <p><i>Note: Refer tutors to the course references in the course manual (p 33) and call tutor(s) to share their views.</i></p>		
<p>2. Concept Development (New learning likely to arise in this lesson)</p>	<p>Ask tutors to :</p> <ol style="list-style-type: none"> 1. Brainstorm on the following concepts: <ul style="list-style-type: none"> • Copyrights, Patents • Trademarks • Privacy and security • Fraud and computer crime • Privacy 2. Identify and write the cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity and how essential Intellectual property would affect the teaching and learning processes as indicated in GESI. (NTS 2A and 2D). <p><i>Allow time for each presentation and discussion.</i></p> <ol style="list-style-type: none"> 3. Identify the types of privacy and security risks, mitigation mechanisms available and give a presentation. 4. Research and identify the risks of health and safety and the mitigation measures available and present their findings. 	<ol style="list-style-type: none"> 1. Brainstorm on the following concepts: <ul style="list-style-type: none"> • Copyrights, Patents • Trademarks • Privacy and security • Fraud and computer crime • Privacy 2. Identify and write the cross-cutting issues – core and transferable skills, inclusivity, equity and addressing diversity and how essential Intellectual property would affect the teaching and learning processes as indicated in GESI. (NTS 2A and 2D). <p><i>Note: make a presentation of your findings.</i></p> <ol style="list-style-type: none"> 3. identify the types of privacy and security risks, mitigation mechanisms available and give a presentation. 4. Research and identify the risks of health and safety and the mitigation measures available and present your findings on flip chart for general discussion. 	<p>30 mins</p>

<p>3. Teaching and learning activities for the lesson</p>	<p>1. Ask tutors in pairs to:</p> <ol style="list-style-type: none"> a. Browse for information on inclusivity and equity issues in using ICT as indicated in GESI. <p><i>Give them time to present their findings on flip chart for discussion.</i></p> <ol style="list-style-type: none"> b. Discuss some measures for ensuring health, safety, inclusivity and equity using ICTs in teaching and learning as well as our daily lives. (Refer to reference books on p 33 for more details.) <p>2. Show images/video to demonstrate the risks relating to health, safety, inclusivity and equity in the use of ICT as indicated in GESI. (the videos can be downloaded from YouTube).</p> <p>3. Ask tutors to write their views on a flip chart and explain how the concept can be used in teaching the new 4-year B.Ed and Basic Education curriculum for presentation.</p>	<p>1. In pairs,</p> <ol style="list-style-type: none"> a. Browse for information on inclusivity and equity issues in using ICT as indicated in GESI. <p><i>Present your findings on flipchart for general discussion.</i></p> <ol style="list-style-type: none"> b. Discuss some measures for ensuring health, safety, inclusivity and equity using ICTs in teaching and learning as well as our daily lives. (Refer to reference books on p 33 for more details.) <p>2. View images/video on the risks relating to health, safety, inclusivity and equity in the use of ICT as indicated in GESI. (the videos can be downloaded from YouTube).</p> <p>3. Write your views on a flip chart and explain how the concept can be used in teaching the new 4-year B.Ed and Basic Education curriculum for presentation.</p>	<p>30 mins</p>
<p>4. Review of assessment component of Lesson 5</p>	<p>Ask tutors to read the assessment component of Lesson 5 of the course manual and compare with the components prescribed by NTEAP and review as appropriate.</p>	<p>Read the assessment component of Lesson 5 of the course manual and compare with the components prescribed by NTEAP and review as appropriate.</p>	<p>10 mins</p>
<p>5. Teaching and learning resources</p>	<p>Ask tutors, in pairs, to browse the internet for T/L videos and images needed for teaching Lesson 5.</p> <p>Allow time for presentation and discussion.</p>	<p>In pairs, browse the internet for T/L videos and images needed for teaching Lesson 5.</p> <p>Discuss your findings with the general group.</p>	<p>10 mins</p>

<p>5. Evaluation and review of session:</p>	<p>Ask tutors to:</p> <ol style="list-style-type: none"> 1. Summarize what they learnt in the PD session 5 and Lesson 5. 2. Read on Lesson 6 before the next PD session 3. Invite a critical friend from the same or related discipline to observe them as they teach Lesson 5 in class and provide feedback. NTS: 1A. 	<ol style="list-style-type: none"> 1. Provide a summary of the main ideas of the PD session for Lesson 5. 2. Read on Lesson 6 before the next PD session. 3. Remember to invite to a critical friend from the same or related discipline to observe as you teach Lesson 5 in class and provide feedback. NTS: 1A. 	<p>10 mins</p>
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TUTOR PD SESSION 6 FOR LESSON 6 IN THE COURSE MANUAL BASICS OF COMPUTER OPERATING SYSTEMS

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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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
1. Introduction / Lesson overview	<p>Start with an Icebreaker:</p> <ol style="list-style-type: none"> 1. Ask tutors to write on flipchart their experiences (successes and challenges) as they taught Lesson 5 after the PD session. <p>Call them to present their views.</p> <p><i>Note: This will be a reflection on the PD Session 5 (Lesson 5: Issues relating to ICT use).</i></p> <ol style="list-style-type: none"> 2. Invite tutors who observed Lesson 5) taught by tutors after the PD session 5 to share their experiences. 3. Through discussion, guide tutors to explain the relevance and the basics of operating system software as indicated in (NTS 2c, 2d). 4. Ask tutors to write down their knowledge about the following concepts on flip chart for presentation: <ul style="list-style-type: none"> • Operating systems software • Menus, windows, icons and dialogue boxes <p><i>Give tutors opportunity to present their work.</i></p> <p><i>Note: Refer tutors to the course references in the course manual. (P 36)</i></p>	<ol style="list-style-type: none"> 1. Write on flipchart your experiences (successes and challenges) as they taught Lesson 5 after the PD session and present your views. 2. If you observed Lesson 5, please share your experiences. 3. Explain the relevance and the basics of operating system software as indicated in (NTS 2c, 2d). 4. Write down your knowledge about the following concepts on flip chart for presentation: <ul style="list-style-type: none"> • Operating systems software • Menus, windows, icons and dialogue boxes <p><i>Present your findings using flip chart provided.</i></p> <p><i>Note: Refer to the course references in the course manual. (P 36).</i></p>	30 mins

<p>2. Concept Development (New learning likely to arise in this lesson)</p>	<p>Ask tutors to:</p> <ol style="list-style-type: none"> Brainstorm on the following concepts: <ul style="list-style-type: none"> Files Folders File systems Drives, Folder and file attributes Discuss and write the functions of the following tools in the operating system: <ul style="list-style-type: none"> Explorer Print menu, accessories Help menu Control panel menu. <p><i>Allow time for each presentation and discussion.</i></p> <p><i>Note: Refer tutors to the course references in the course manual. (p 36).</i></p>	<ol style="list-style-type: none"> Brainstorm on the following concepts: <ul style="list-style-type: none"> Files Folders File systems Drives, Folder and file attributes Discuss and write the functions of the following tools in the operating system: <ul style="list-style-type: none"> Explorer Print menu, accessories Help menu Control panel menu. <p><i>Note: Make a presentation of your findings for general discussion.</i></p> <p><i>Note: Refer to the course references in the course manual. (p 36).</i></p>	<p>30 mins</p>
<p>3. Teaching and learning activities for the lesson</p>	<ol style="list-style-type: none"> Ask Tutors to: <ol style="list-style-type: none"> Perform basic tasks using an operating system (e.g. create a folder, rename a file, print a document). <p><i>Give them time to observe and comment on the task performed by colleagues.</i></p> <ol style="list-style-type: none"> Brainstorm the various ways that these operating system basic tasks (e.g. create a folder, rename a file, print a document) could be taught in the Basic schools and the new 4-year B. Ed. Curriculum. Create educational artefacts, such as e-portfolios.(Show videos from the YouTube for more insight). <p><i>Note: This must be individual practical task.</i></p> <p><i>Allow time for tutors to display their work for general discussion.</i></p>	<ol style="list-style-type: none"> In pairs <ol style="list-style-type: none"> Perform basic tasks using an operating system (e.g. create a folder, rename a file, print a document). <p><i>Observe and comment on the task performed by colleagues.</i></p> <ol style="list-style-type: none"> Brainstorm the various ways that these operating system basic tasks (e.g. create a folder, rename a file, print a document) could be taught in the Basic school and the new 4-year B. Ed. Curriculum. Create educational artefacts, such as e-portfolios.(Show videos from the YouTube for more insight) <p><i>Present your work for general discussion.</i></p>	

4. Review of assessment component of Lesson6	Ask tutors to read the assessment component of Lesson6 of the course manual and compare with the components prescribed by NTEAP and review as appropriate.	Read the assessment component of Lesson6 of the course manual and compare with the components prescribed by NTEAP and review as appropriate.	10 mins
5. Teaching and learning resources	Ask tutors, in pairs, to search the Web for more images, videos and animated clip arts that can be used for teaching Lesson 6. <i>Allow time for presentation and discussion.</i>	In pairs, to search the Web for more images, videos and animated clip arts that can be used for teaching Lesson 6. <i>Discuss your findings with the group.</i>	10 mins
6. Evaluation and review of session:	Ask tutors to: <ol style="list-style-type: none"> 1. Summarize what they learnt in the PD session 6 and Lesson 6. 2. Read on Lesson 7 before the next PD session 3. Invite a critical friend from the same or related discipline to observe them as they teach Lesson 6 in class and provide feedback. NTS: 1A. 	<ol style="list-style-type: none"> 1. Provide a summary of the main ideas of the PD session for Lesson 6. 2. Read on Lesson 7 before the next PD session. 3. Remember to invite a critical friend from the same or related discipline to observe as you teach Lesson 6 in class and provide feedback. NTS: 1A. 	10 mins

TUTOR PD SESSION 7 FOR LESSON 7 IN THE COURSE MANUAL WORD PROCESSORS I

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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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>Start with an Icebreaker</p> <ol style="list-style-type: none"> 1. Ask tutors to write on flipchart their experiences (successes and challenges) as they taught Lesson6 after the PD session. <p><i>Call them to present their views.</i></p> <p>Note: This will be a reflection on the PD Session 6 (Lesson 6: Basics of Computer Operating System).</p> <ol style="list-style-type: none"> 2. Invite tutors who observed Lesson 6 taught by tutors after the PD session 6 to share their experiences. 3. Through discussion, guide tutors to share their views on the relevance of teaching “Word Processors” in the new 4-year B.Ed Curriculum as well as the Basic School Curriculum. 4. Ask tutors to explain the concept of Word Processors and some examples. <p><i>Note: Refer tutors to the course references in the course manual. (p 39)</i></p>	<ol style="list-style-type: none"> 1. Write on flipchart your experiences (successes and challenges) as they taught Lesson6 after the PD session and present your views. 2. If you observed Lesson 6, please share your experiences. 3. Share their views the relevance of teaching Word Processors in the new 4-year B.Ed Curriculum as well as the Basic School Curriculum. 4. Explain the concept of Word Processors and some examples. <p><i>Note: Refer to the course references in the course manual. (p 39).</i></p>	<p>30 mins</p>

<p>1. Concept Development (New learning likely to arise in this lesson)</p>	<p>Ask tutors to:</p> <ol style="list-style-type: none"> 1. Brainstorm on the uses of Word Processor in teaching and learning as well as our daily activities as indicated in NTS 2C, 2d, 3j. 2. Discuss and write the functions of the following Tabs in Word Processor <ul style="list-style-type: none"> • HOME • INSERT • DESIGN • PAGE LAYOUT • REFERENCES 3. Allow time for presentation and discussion. <p><i>Note: Refer tutors to the course references in the course manual. (p 39)</i></p> <ol style="list-style-type: none"> 4. Show a video tutorial on how to apply features of these Tabs(HOME, INSERT, DESIGN, LAYOUT and REFERENCES) in performing task using Word Processor and ask tutors to share any new concept they have learnt. (Download these videos from the YouTube). 	<ol style="list-style-type: none"> 1. Brainstorm on the uses of Word Processor in teaching and learning as well as our daily activities as indicated in NTS 2C, 2d, 3j. 2. Discuss and write the functions of the following Tabs in Word Processor <ul style="list-style-type: none"> • HOME • INSERT • DESIGN • PAGE LAYOUT • REFERENCES <p><i>Note: Make a presentation of your findings for general discussion.</i></p> <p><i>Note: Refer to the course references in the course manual. (p 39).</i></p> 3. Watch a video tutorial on how to apply features of these Tabs (HOME, INSERT, DESIGN, LAYOUT and REFERENCES) in performing task using Word Processor and ask tutors to share any new concept they have learnt. (Download these videos from the YouTube). 	<p>30 mins</p>
<p>2. Teaching and learning activities for the lesson</p>	<p>Ask tutors to:</p> <ol style="list-style-type: none"> 1. In pairs, create educational artifacts (e.g. teaching notes, reports Lesson notes, newsletters timetables) 2. Format the document created by using features on the Home Tab such as font type, font size, Bullets, numbering, justification 3. Demonstrate the use of the following features in Word Processor: <ul style="list-style-type: none"> • Insertion of tables • Inserting pictures, drawing objects etc • Using hyperlinks, Bookmarks etc • Inserting header and footer • Inserting Symbols. 	<p>In pairs,</p> <ol style="list-style-type: none"> 1. Create educational artifacts (e.g. teaching notes, reports Lesson notes, newsletters timetables) 2. Format the document created by using features on the Home Tab such as font type, font size, Bullets, numbering, justification 3. Demonstrate the use of the following features in Word Processor: <ul style="list-style-type: none"> • Insertion of tables • Inserting pictures, drawing objects etc • Using hyperlinks, Bookmarks etc • Inserting header and footer • Inserting Symbols. 	<p>30 mins</p>

	<p><i>Allow time for general discussion.</i></p> <p>4. In pairs, apply the following features to the document you created:</p> <ul style="list-style-type: none"> • Set themes • Provide Page Background, • Give 1.5 cm indentation at the left • Give double line spacing. <p><i>Allow time for tutors to display their work for general discussion.</i></p>	<p><i>Participate in general discussion.</i></p> <p>4. In pairs, apply the following features to the document you created:</p> <ul style="list-style-type: none"> • Set themes • Provide Page Background, • Give 1.5 cm indentation at the left • Give double line spacing. <p><i>Display their work for general discussion.</i></p>	
3. Review of assessment component of Lesson 7	Ask tutors to read the assessment component of Lesson 7 of the course manual and compare with the components prescribed by NTEAP and review as appropriate.	Read the assessment component of Lesson 7 of the course manual and compare with the components prescribed by NTEAP and review as appropriate.	10 mins
4. Teaching and learning resources	Ask tutors, in pairs, to search the Web for more images, videos and animated clip arts that can be used for teaching Lesson 7. <i>Allow time for presentation and discussion.</i>	In pairs, to search the Web for more images, videos and animated clip arts that can be used for teaching Lesson 7. <i>Discuss your findings with the general group.</i>	10 mins
5. Evaluation and review of session:	Ask tutors to: <ol style="list-style-type: none"> 1. Summarize what they learnt in the PD session 7 and Lesson 7. 2. Read on Lesson 8 before the next PD session 3. Invite a critical friend from the same or related discipline to observe them as they teach Lesson 7 in class and provide feedback. NTS: 1A 	<ol style="list-style-type: none"> 1. Provide a summary of the main ideas of the PD session for Lesson 7. 2. Read on Lesson 8 before the next PD session. 3. Remember to invite a critical friend from the same or related discipline to observe as you teach Lesson 7 in class and provide feedback. NTS: 1A 	10 mins

TUTOR PD SESSION 8 FOR LESSON 8 IN THE COURSE MANUAL WORD PROCESSORS 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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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>Start with an icebreaker:</p> <ol style="list-style-type: none"> 1. Ask tutors to write on flipchart their experiences (successes and challenges) as they teach Lesson 7 after the PD session. <p><i>Call them to present their views.</i> <i>Note: This will be a reflection on the PD Session 7 (Lesson 7: Word Processor II).</i></p> <ol style="list-style-type: none"> 2. Invite tutors who observed Lesson 7 taught by tutors after the PD session 7 to share their experiences. 3. Through discussion, guide tutors to summary the content they learnt on the basics of Word Processing software. 4. Ask tutors to create a simple educational artefact such as time table or newsletter and format it using the features on the Home, Inserts, and Page Layout Tabs and groups. <p><i>Note: Refer tutors to the course references in the course manual. (p 41)</i></p>	<ol style="list-style-type: none"> 1. Write on flipchart, your experiences (successes and challenges) as you teach Lesson 7 after the PD session and present your views. 2. If you observed Lesson 7, please share your experiences. 3. Summary the content they learnt on the basics of Word Processing software. 4. Create a simple educational artefact such as time table or newsletter and format it using the features on the Home, Inserts, and Page Layout Tabs and groups <p><i>Note: Refer to the course references in the course manual. (p 41).</i></p>	30 mins

<p>1. Concept Development (New learning likely to arise in this lesson)</p>	<p>Ask tutors to:</p> <ol style="list-style-type: none"> discuss and write the functions of the following Tabs in Word Processor <ul style="list-style-type: none"> MAILINGS REVIEW VIEW Allow time for presentation and discussion. <p><i>Note: Refer tutors to the course references in the course manual. (p 41).</i></p> <ol style="list-style-type: none"> Show a video tutorial on how to apply features of these Tabs (REVERENCES, MAILINGS, REVIEW, and VIEW) in performing task using Word Processor and ask tutors to share any new concept they have learnt. <i>(Download these videos from the YouTube).</i> 	<ol style="list-style-type: none"> Discuss and write the functions of the following Tabs in Word Processor <ul style="list-style-type: none"> MAILINGS, REVIEW, VIEW Note: Make a presentation of your findings for general discussion. <p><i>Note: Refer to the course references in the course manual. (p 41).</i></p> <ol style="list-style-type: none"> Watch a video tutorial on how to apply features of these Tabs (MAILINGS, REVIEW, and VIEW) in performing task using Word Processor and ask tutors to share any new concept they have learnt. <i>(Download these videos from the YouTube).</i> 	<p>30 mins</p>
<p>2. Teaching and learning activities for the lesson</p>	<p>Ask tutors to:</p> <ol style="list-style-type: none"> In pairs, retrieve or open the educational artifacts (e.g. teaching notes, reports, Lesson notes, newsletters timetables) which they created in PD session 7, Lesson 7. Update the opened document by adding up more content and also providing in-text references for cited content by using the following features in Word Processor: <ul style="list-style-type: none"> Proofing Tracking changes Create Table of Content using the Reference tab for the document they have updated and give brief description for key ideas on each page by using the New Comment command on Review tab. 	<p>In pairs,</p> <ol style="list-style-type: none"> Retrieve or open the educational artifacts (e.g. teaching notes, reports, Lesson notes, newsletters timetables) which they created in PD session 7, Lesson 7. Update the opened document by adding up more content and also providing in-text references for cited content by using the following features in Word Processor: <ul style="list-style-type: none"> Proofing Tracking changes Create Table of Content using the Reference tab for the document they have updated and give brief description for key ideas on each page by using the New Comment command on Review tab. 	

	<p>4. Insert footnotes, citations and Bibliography for the updated document.</p> <p>5. Create at least 3 mails using Outlook and perform the following task using the mails they have created:</p> <ul style="list-style-type: none"> • Merge mails • Write and insert fields • Preview results • Finish <p><i>Allow time for general discussion.</i></p> <p>6. Watch a video tutorial on how to apply use features of these (Document views, Show/hide, Zoom, Dealing with windows) in performing task in Word Processor and ask tutors to share any new concept they have learnt as indicated in (NTS 2C, 2d, 3j). Download these videos from the YouTube).</p>	<p>4. Insert footnotes, citations and Bibliography for the updated document.</p> <p>5. Create at least 3 mails using Outlook and perform the following task using the mails they have created:</p> <ul style="list-style-type: none"> • Merge mails • Write and insert fields • Preview results • Finish <p><i>Participate in general discussion.</i></p> <p>6. Watch a video tutorial on how to apply use features of these (Document views, Show/hide, Zoom, Dealing with windows) in performing task in Word Processor and ask tutors to share any new concept they have learnt NTS 2C, 2d, 3j). (<i>Download these videos from the YouTube</i>).</p>	30 mins
<p>3. Review of assessment component of Lesson 8</p>	<p>Ask tutors to read the assessment component of Lesson 8 of the course manual and compare with the components prescribed by NTEAP and review as appropriate.</p>	<p>Read the assessment component of Lesson 8 of the course manual and compare with the components prescribed by NTEAP and review as appropriate.</p>	10 mins
<p>4. Teaching and learning resources</p>	<p>Ask tutors, in pairs, to search the Web for more images, videos and animated clip arts that can be used for teaching Lesson 8.</p> <p><i>Allow time for presentation and discussion.</i></p>	<p>In pairs, to search the Web for more images, videos and animated clip arts that can be used for teaching Lesson 8.</p> <p><i>Discuss your findings with the general group.</i></p>	10 mins

<p>5. Evaluation and review of session:</p>	<p>Ask tutors to:</p> <ol style="list-style-type: none"> 1. Summarize what they learnt in the PD session 8 and Lesson 8. 2. Read on Lesson 9 before the next PD session 3. Invite a critical friend from the same or related discipline to observe them as they teach Lesson 8 in class and provide feedback. NTS: 1A 	<ol style="list-style-type: none"> 1. Provide a summary of the main ideas of the PD session for Lesson 8. 1. Read on Lesson 9 before the next PD session. 1. Remember to invite a critical friend from the same or related discipline to observe as you teach Lesson 8 in class and provide feedback. NTS: 1A 	<p>10 mins</p>
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TUTOR PD SESSION 9 FOR LESSON 9 IN THE COURSE MANUAL PRESENTATION SOFTWARE I

<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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></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>Start with an Icebreaker</p> <ol style="list-style-type: none"> 1. Ask tutors to write on flipchart their experiences (successes and challenges) as they taught Lesson 8 after the PD session. <p><i>Call them to present their views.</i></p> <p><i>Note: This will be a reflection on the PD Session 8 (Lesson 8: Word Processor 2).</i></p> <ol style="list-style-type: none"> 2. Invite tutors who observed Lesson 8 taught by tutors after the PD session 8 to share their experiences. 3. Through discussion, guide tutors to share their views on the relevance of teaching “Presentation Software” in the new 4-year B.Ed Curriculum as well as the Basic School Curriculum as indicated in NTS 2C, 2d, 3j. 4. Ask tutors to explain the concept of Presentation Software and give some examples. <p><i>Note: Refer tutors to the course references in the course manual. (p 47).</i></p>	<ol style="list-style-type: none"> 1. Write on flip chart your experiences (successes and challenges) as they taught Lesson 8 after the PD session and present your views. <p><i>If you observed Lesson 8, please share your experiences.</i></p> <ol style="list-style-type: none"> 2. Share their views the relevance of teaching “Presentation Software” in the new 4-year B.Ed Curriculum as well as the Basic School Curriculum as indicated in NTS 2C, 2d, 3j. 3. Explain the concept of Presentation Software and give some examples. <p><i>Note: Refer to the course references in the course manual. (p 47).</i></p>	<p>30 mins</p>

<p>1. Concept Development (New learning likely to arise in this lesson)</p>	<p>Ask tutors to:</p> <ol style="list-style-type: none"> 1. Brainstorm on the uses of Presentation Software in teaching and learning as well as our daily activities. 2. Discuss and write the functions of the following Tabs in Presentation Software <ul style="list-style-type: none"> • HOME • DESIGN • SLIDE SHOW • ANIMATION • REVIEW • VIEW <p><i>Allow time for presentation and discussion.</i></p> <p><i>Note: Refer tutors to the course references in the course manual (p 47).</i></p> <ol style="list-style-type: none"> 3. Show a video tutorial on how to apply features of these Tabs (HOME, DESIGN, TRANSITION, SLIDE SHOW, ANIMATION , REVIEW and VIEW)in performing task in Presentation Software and ask tutors to share any new concept they have learnt. <i>(Download these videos from the YouTube).</i> 	<ol style="list-style-type: none"> 1. Brainstorm on the uses of Presentation Software in teaching and learning as well as our daily activities. 2. Discuss and write the functions of the following Tabs in Presentation Software <ul style="list-style-type: none"> • HOME • DESIGN • SLIDE SHOW • ANIMATION • REVIEW • VIEW <p><i>Note: Make a presentation of your findings for discussion.</i></p> <p><i>Note: Refer to the course references in the course manual (p 47).</i></p> <ol style="list-style-type: none"> 3. Watch a video tutorial on how to apply features of these Tabs(HOME, DESIGN, TRANSITION, SLIDE SHOW, ANIMATION, REVIEW and VIEW) in performing task in Presentation Software and share any new concept they have learnt.<i>(Download these videos from the YouTube)</i> 	<p>30 mins</p>
<p>2. Teaching and learning activities for the lesson</p>	<p>Ask tutors to:</p> <ol style="list-style-type: none"> 1. In pairs, create educational artifacts (e.g. content slides for Lesson presentation, or orientation for newly appointed tutors) using Presentation Software 2. Format the presentation created by using features on the Home Tab such as font type, font size, Bullets, numbering, justification as indicated in NTS 2C, 2d, 3j. 3. Demonstrate the use of the following features in Presentation Software: <ul style="list-style-type: none"> • Apply slide design • Choose slide size, • Format slide background 	<p>In pairs</p> <ol style="list-style-type: none"> 1. Create educational artifacts (e.g. content slides for Lesson presentation, or orientation for newly appointed tutors) using Presentation Software 2. Format the presentation created by using features on the Home Tab such as font type, font size, Bullets, numbering, justification as indicated in NTS 2C, 2d, 3j. 3. Demonstrate the use of the following features in Presentation Software: <ul style="list-style-type: none"> • Apply slide design • Choose slide size, • Format slide background 	<p>30 mins</p>

	<p><i>Allow time for general discussion.</i></p> <p>4. In pairs, apply the following features to the presentation you created:</p> <ul style="list-style-type: none"> • Insert tables • Insert Images • Insert charts <p><i>Allow time for tutors to display their work for general discussion.</i></p>	<p><i>Participate in general discussion.</i></p> <p>4. In pairs, apply the following features to the presentation you created:</p> <ul style="list-style-type: none"> • Insert tables • Insert Images • Insert charts <p><i>Display their work for general discussion.</i></p>	10 mins
3. Review of assessment component of Lesson 9	<p>Ask tutors to read the assessment component of Lesson 9 of the course manual and compare with the components prescribed by NTEAP and review as appropriate.</p>	<p>Read the assessment component of Lesson 9 of the course manual and compare with the components prescribed by NTEAP and review as appropriate.</p>	10 mins
4. Teaching and learning resources	<p>Ask tutors, in pairs, to search the Web for more images, videos and animated clip arts that can be used for teaching Lesson 9.</p> <p><i>Allow time for presentation and discussion.</i></p>	<p>In pairs, to search the Web for more images, videos and animated clip arts that can be used for teaching Lesson 9.</p> <p><i>Discuss your findings with the general group.</i></p>	10 mins
5. Evaluation and review of session:	<p>Ask tutors to:</p> <ol style="list-style-type: none"> 1. Summarize what they learnt in the PD session 9 and Lesson 9. 2. Read on Lesson10 before the next PD session. 3. Invite a critical friend from the same or related discipline to observe them as they teach Lesson 9 in class and provide feedback. NTS: 1A 	<ol style="list-style-type: none"> 1. Provide a summary of the main ideas of the PD session for Lesson 9. 2. Read on Lesson10 before the next PD session. 3. Remember to invite a critical friend from the same or related discipline to observe as you teach Lesson 9 in class and provide feedback. NTS: 1A 	10 mins

TUTOR PD SESSION 10 FOR LESSON 10 IN THE COURSE MANUAL PRESENTATION SOFTWARE II

<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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></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>Start with an Icebreaker</p> <ol style="list-style-type: none"> 1. Ask tutors to write on flip chart their experiences (successes and challenges) as they taught Lesson 9 after the PD session. <p><i>Call them to present their views.</i></p> <p><i>Note: This will be a reflection on the PD Session 9 (Lesson: Presentation Software I).</i></p> <ol style="list-style-type: none"> 2. Invite tutors who observed Lesson 9 taught by tutors after the PD session 9 to share their experiences. 3. Through discussion, ask tutors to summarize the content they learnt on the basics of Presentation software. 4. Ask tutors to create a simple educational presentation such as Lesson content to be presented in class and then format the presentation using any of the features they learnt during PD session 9, Lesson 9. <p><i>Note: Refer tutors to the course references in the course manual. (P 51).</i></p>	<ol style="list-style-type: none"> 1. Write on flipchart your experiences (successes and challenges) as they taught Lesson9 after the PD session and present your views. 2. If you observed Lesson9, please share your experiences. 3. Summarize the content they learnt on the basics of Presentation software. 4. Create a simple educational presentation such as Lesson content to be presented in class and then format the presentation using any of the features they learnt during PD session 9, Lesson 9. <p><i>Note: Refer to the course references in the course manual. (P 51).</i></p>	<p>30 mins</p>

<p>1. Concept Development (New learning likely to arise in this lesson)</p>	<p>Ask tutors to:</p> <ol style="list-style-type: none"> Discuss and write the functions of the following features in Presentation Software <ul style="list-style-type: none"> Slide transition Sounds Slide advance Animation <p><i>Allow time for presentation and discussion.</i></p> <p><i>Note: Refer tutors to the course references in the course manual. (p 41).</i></p> <ol style="list-style-type: none"> Show a video tutorial on how to apply features of these Tabs (TRANSITION , ANIMATION AND VIEW) in performing task in Presentation Software and ask tutors to share any new concept they have learnt as indicated in NTS 2C, 2d, 3j. (Download these videos from the YouTube). 	<ol style="list-style-type: none"> Discuss and write the functions of the following features in Presentation Software <ul style="list-style-type: none"> Slide transition Sounds Slide advance Animation <p><i>Note: Make a presentation of your findings for general discussion.</i></p> <p><i>Note: Refer to the course references in the course manual. (p 41).</i></p> <ol style="list-style-type: none"> Watch a video tutorial on how to apply features of these Tabs (TRANSITION , ANIMATION AND VIEW) in performing task in Presentation Software and ask tutors to share any new concept they have learnt as indicated in NTS 2C, 2d, 3j. (Download these videos from the YouTube). 	<p>30 mins</p>
<p>2. Teaching and learning activities for the lesson</p>	<p>Ask tutors to:</p> <ol style="list-style-type: none"> In pairs, to retrieve or open the educational artifacts which they created in PD Session 9, Lesson 9. Demonstrate how to view presentation by using any of the following: <ul style="list-style-type: none"> Slide master, Handout master, Notes master, In pairs, to create a simple presentation on a teaching content and apply the following features: <ul style="list-style-type: none"> Slide transition, Sounds Entrance animation Exit animation Slide design <p><i>Allow time for general discussion.</i></p>	<ul style="list-style-type: none"> In pairs, Retrieve or open the educational artifacts which they created in PD Session 9, Lesson 9 Demonstrate how to view presentation by using any of the following: <ul style="list-style-type: none"> Slide master, Handout master, Notes master, In pairs, create a simple presentation on a teaching content and apply the following features: <ul style="list-style-type: none"> Slide transition, Sounds Entrance animation Exit animation Slide design <p><i>Participate in general discussion.</i></p>	<p>30 mins</p>

3. Review of assessment component of Lesson 10	Ask tutors to read the assessment component of Lesson 10 of the course manual and compare with the components prescribed by NTEAP and review as appropriate.	Read the assessment component of Lesson 10 of the course manual and compare with the components prescribed by NTEAP and review as appropriate.	10 mins
4. Teaching and learning resources	Ask tutors, in pairs, to search the Web for more images, videos and animated clip arts that can be used for teaching Lesson 10. <i>Allow time for presentation and discussion.</i>	In pairs, to search the Web for more images, videos and animated clip arts that can be used for teaching Lesson 10. <i>Discuss your findings with the general group.</i>	10 mins
5. Evaluation and review of session:	Ask tutors to: 1. Summarize what they learnt in the PD session 10 and Lesson 10. 2. Read on Lesson 11 before the next PD session. 3. Invite a critical friend from the same or related discipline to observe them as they teach Lesson 10 in class and provide feedback. NTS: 1A	1. Provide a summary of the main ideas of the PD session for Lesson 10. 2. Read on Lesson 11 before the next PD session. 3. Remember to invite a critical friend from the same or related discipline to observe them as they teach Lesson 10 in class and provide feedback. NTS: 1A	

TUTOR PD SESSION 11 FOR LESSON 11 IN THE COURSE MANUAL SPREADSHEET SOFTWARE I

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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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>Start with an Icebreaker</p> <ol style="list-style-type: none"> 1. Ask tutors to write on flipchart their experiences (successes and challenges) as they taught Lesson10 after the PD session. <p><i>Call them to present their views.</i></p> <p><i>Note: This will be a reflection on the PD Session 10 (Lesson 10: Presentation Software 2).</i></p> <ol style="list-style-type: none"> 2. Invite tutors who observed Lesson 10 taught by tutors after the PD session 10 to share their experiences. 3. Through discussion, guide tutors to share their views on the relevance of teaching “Spreadsheet Software” in the new 4-year B.Ed Curriculum as well as the Basic School Curriculum. 4. Ask tutors to explain the concept of Spread sheet Software and give some examples. <p><i>Note: Refer tutors to the course references in the course manual. (p 55).</i></p>	<ol style="list-style-type: none"> 1. Write on flipchart your experiences (successes and challenges) as they taught Lesson10 after the PD session and present your views. 2. If you observed Lesson 10, please share your experiences. 3. Share their views the relevance of teaching “Spreadsheet Software” in the new 4-year B.Ed Curriculum as well as the Basic School Curriculum. 4. Explain the concept of Spread sheet Software and give some examples. <p><i>Note: Refer to the course references in the course manual. (p 55).</i></p>	30 mins

<p>1. Concept Development (New learning likely to arise in this lesson)</p>	<p>Ask tutors to:</p> <ol style="list-style-type: none"> 1. Brainstorm on the uses of Spreadsheet Software in teaching and learning as well as our daily activities. 2. Discuss the advantages and disadvantages of the Spreadsheet software over the manual spreadsheet. 3. Discuss and write the functions of the following Tabs in Presentation Software as indicated in NTS 2C, 2d, 3j. <ul style="list-style-type: none"> • HOME • PAGE LAYOUT • FORMULAS • DATA • REVIEW • VIEW <p><i>Allow time for presentation and discussion.</i></p> <p><i>Note: Refer tutors to the course references in the course manual (p 55).</i></p> <ol style="list-style-type: none"> 4. Ask tutors to watch a video tutorial on how to apply features of these Tabs(HOME, PAGE LAYOUT, DATA FORMULAS, REVIEW and VIEW) in performing task in Spreadsheet Software and ask tutors to share any new concept they have learnt. <i>(Download these videos from the YouTube).</i> 	<ol style="list-style-type: none"> 1. Brainstorm on the uses of Spreadsheet Software in teaching and learning as well as our daily activities. 2. Discuss the advantages and disadvantages of the Spreadsheet software over the manual spreadsheet 3. Discuss and write the functions of the following Tabs in Presentation Software as indicated in NTS 2C, 2d, 3j. <ul style="list-style-type: none"> • HOME • PAGE LAYOUT • FORMULAS • DATA • REVIEW • VIEW <p><i>Note: Make a presentation of your findings for general discussion.</i></p> <p><i>Note: Refer to the course references in the course manual (p 55).</i></p> <ol style="list-style-type: none"> 4. Watch a video tutorial on how to apply features of these Tabs(HOME, PAGE LAYOUT, DATA, FORMULAS, REVIEW and VIEW) in performing task in Spreadsheet Software and share any new concept they have learnt. <i>(Download these videos from the YouTube).</i> 	<p>30 mins</p>
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<p>2. Teaching and learning activities for the lesson</p>	<p>Ask tutors to:</p> <ol style="list-style-type: none"> 1. In pairs, create a Spreadsheet workbook and enter students' scores of 2 quizzes 2. Format the worksheet created by using features on the Home Tab such as font type, font size, Bullets, numbering, justification 3. Demonstrate how to use the following features on the Insert tabs of the Spreadsheet Software <ul style="list-style-type: none"> • tables, • Illustrations, • charts, • Links, • text <p><i>Allow time for general discussion.</i></p> 4. In pairs, apply the following features on the Insert tab to the worksheet you created: <ul style="list-style-type: none"> • Set a themes, • Page Setup, • scale to fit, • Sheet options, • Arrange <p><i>Allow time for tutors to display their work for general discussion.</i></p> 	<p>In pairs,</p> <ol style="list-style-type: none"> 1. Create a Spreadsheet workbook and enter students' scores of 2 quizzes 2. Format the worksheet created by using features on the Home Tab such as font type, font size, Bullets, numbering, justification 3. Demonstrate how to use the following features on the Insert tabs of the Spreadsheet Software <ul style="list-style-type: none"> • tables, • Illustrations, • charts, • Links, • text <p><i>Participate in general discussion.</i></p> 4. In pairs, apply the following features on the Insert tab to the worksheet you created: <ul style="list-style-type: none"> • Set a themes, • Page Setup, • scale to fit, • Sheet options, • Arrange <p><i>Display their work for general discussion.</i></p> 	<p>30 mins</p>
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3. Review of assessment component of Lesson 11	Ask tutors to read the assessment component of Lesson11 of the course manual and compare with the components prescribed by NTEAP and review as appropriate.	Read the assessment component of Lesson11 of the course manual and compare with the components prescribed by NTEAP and review as appropriate.	10 mins
4. Teaching and learning resources	Ask tutors, in pairs, to search the Web for more images, videos and animated clip arts that can be used for teaching Lesson 11. <i>Allow time for presentation and discussion.</i>	In pairs, to search the Web for more images, videos and animated clip arts that can be used for teaching Lesson 11. <i>Discuss your findings with the general group.</i>	10 mins
5. Evaluation and review of session:	Ask tutors to: 1. Summarize what they learnt in the PD session 11 and Lesson 11. 2. Read on Lesson12 before the next PD session. 3. Invite a critical friend from the same or related discipline to observe them as they teach Lesson 11 in class and provide feedback. NTS: 1A	1. Provide a summary of the main ideas of the PD session for Lesson 11. 2. Read on Lesson 12 before the next PD session. 3. Remember to invite a critical friend from the same or related discipline to observe as you teach Lesson 11 in class and provide feedback. NTS: 1A	10 mins

TUTOR PD SESSION 12 FOR LESSON 12 IN THE COURSE MANUAL SPREADSHEET SOFTWARE 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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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>Start with an Icebreaker</p> <ol style="list-style-type: none"> 1. Ask tutors to write on flipchart their experiences (successes and challenges) as they taught Lesson 11 after the PD session. <p><i>Call them to present their views.</i></p> <p><i>Note: This will be a reflection on the PD Session 11 (Lesson: Spreadsheet Software I).</i></p> <ol style="list-style-type: none"> 2. Invite tutors who observed Lesson 11 taught by tutors after the PD session 11 to share their experiences. 3. Through discussion, ask tutors to summarize the content they learnt on the basics of Spreadsheet software. 4. Ask tutors to open the Workbook they created during PD session 11 and then format the Work book by using any of the features they learnt during PD session 11, Lesson 11. 	<ol style="list-style-type: none"> 1. Write on flipchart your experiences (successes and challenges) as they taught Lesson 11 after the PD session and present your views. 2. If you observed Lesson 11, please share your experiences. 3. Summarize the content they learnt on the basics of Spreadsheet software. 4. Open the Workbook they created during PD session 11 and then format the Work book by using any of the features they learnt during PD session 11, Lesson 11. 	30 mins

<p>12. Concept Development (New learning likely to arise in this lesson)</p>	<p>Ask tutors to:</p> <ol style="list-style-type: none"> Discuss and write the functions of the following features in Spreadsheet Software as indicated in NTS 2C, 2d, 3j. <ul style="list-style-type: none"> Function Library, define names, formula Editing, Calculation <p><i>Allow time for presentation and discussion.</i></p> <p><i>Note: Refer tutors to the course references in the course manual. (p 59).</i></p> <ol style="list-style-type: none"> Show a video tutorial on how to apply features of these Tabs (CONNECTIONS, SORT and FILTER, DATA TOOLS, OUTLINE) in performing task in Spreadsheet Software and ask tutors to share any new concept they have learnt. <i>(Download these videos from the YouTube).</i> 	<ol style="list-style-type: none"> Discuss and write the functions of the following features in Spreadsheet Software as indicated in NTS 2C, 2d, 3j. <ul style="list-style-type: none"> Function Library, define names, formula Editing, Calculation <p><i>Note: Make a presentation of your findings for general discussion.</i></p> <p><i>Note: Refer to the course references in the course manual. (p 59).</i></p> Watch a video tutorial on how to apply features of these Tabs (CONNECTIONS, SORT and FILTER, DATA TOOLS, OUTLINE) in performing task in Spreadsheet Software and ask tutors to share any new concept they have learnt. <i>(Download these videos from the YouTube).</i> 	<p>30 mins</p>
<p>2. Teaching and learning activities for the lesson</p>	<p>Ask tutors to:</p> <ol style="list-style-type: none"> In pairs, retrieve or open the Workbook which they created in PD session 11, Lesson 11. Demonstrate how to calculate values an electronic spreadsheet using the features on the Formula Tab: <ul style="list-style-type: none"> Autosum, Average, Insert Function In pairs, apply the following features to the data you types in your workbooks: <ul style="list-style-type: none"> Proofing, comments, workbook view, Zoom, <p><i>Allow time for general discussion.</i></p>	<p>In pairs,</p> <ol style="list-style-type: none"> To retrieve or open the educational artifacts which they created in PD session 9, Lesson 9. Demonstrate how to calculate values an electronic spreadsheet using the features on the Formula Tab: <ul style="list-style-type: none"> Autosum, Average, Insert Function In pairs, apply the following features to the data you types in your workbooks: <ul style="list-style-type: none"> Proofing, comments, workbook view, Zoom, <p><i>Participate in general discussion.</i></p> 	<p>30 mins</p>

<p>3. Review of assessment component of Lesson 12</p>	<p>Ask tutors to read the assessment component of Lesson 12 of the course manual and compare with the components prescribed by NTEAP and review as appropriate.</p>	<p>Read the assessment component of Lesson 12 of the course manual and compare with the components prescribed by NTEAP and review as appropriate.</p>	<p>10 mins</p>
<p>4. Teaching and learning resources</p>	<p>Ask tutors, in pairs, to search the Web for more images, videos and animated clip arts that can be used for teaching Lesson 12.</p> <p><i>Allow time for presentation and discussion.</i></p>	<p>In pairs, to search the Web for more images, videos and animated clip arts that can be used for teaching Lesson 12.</p> <p><i>Discuss your findings with the general group.</i></p>	<p>10 mins</p>
<p>5. Evaluation and review of session:</p>	<p>Ask tutors to:</p> <ol style="list-style-type: none"> 1. Summarize what they learnt in the PD session 12 and Lesson 12. 2. Invite a critical friend from the same or related discipline to observe them as they teach Lesson 12 in class and provide feedback. NTS: 1A 	<ol style="list-style-type: none"> 1. Provide a summary of the main ideas of the PD session for Lesson 12. 2. Remember to invite a critical friend from the same or related discipline to observe as you teach Lesson 12 in class and provide feedback. NTS: 1A 	<p>10 mins</p>

COMMUNICATION SKILLS

TUTOR PD SESSION FOR LESSON 1 IN THE COURSE MANUAL LESSON TITLE: ACADEMIC DISCOURSE (THE CONCEPT AND FORMS OF COMMUNICATION)

<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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></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>	<ol style="list-style-type: none"> 1. Give tutors post-it-note and ask them to write at least two things they learnt from the NTEAP session. 2. Ask tutors review the assessment components of the course manual in line with the NTEAP. 3. Put tutors in pairs and let them discuss the main purpose of the current PD Session and that of the current lesson 1 of the course manual and ask them to share. 4. Discuss with the group the main Learning Outcomes (LOs) and the Learning Indicators (LIs) raised in the lesson. (NTECF bullet 9) Address issues that may arise. <i>(Refer to the learning outcomes and indicators section of the lesson e.g. how are the indicators related to the learning outcomes? p. 10)</i> 	<ol style="list-style-type: none"> 1. Write at least two things you learnt from the NTEAP session using the post-it-note. 2. Review the assessment components of the course manual in line with the NTEAP. 3. In pairs, discuss the main purpose of the current PD Session and that of the current lesson 1 of the course manual and ask them to share. 4. Discuss the main Learning Outcomes (LOs) and the Learning Indicators (LIs) raised in the lesson. Ask questions for clarification. <i>(Refer to the learning outcomes and indicators section of the lesson e.g. How will the indicators help with achievement of the learning outcomes. p. 10).</i> 	<p>15 mins</p>

<p>Activity 1: Concept Development (New learning likely to arise in this lesson-content): (The New Content)</p>	<ol style="list-style-type: none"> 1. Ask tutors through questions to identify key elements of the lesson description in the manual and address issues that may arise. <i>(Refer to the lesson description in the manual – e.g., what are the main issues to be covered in the lesson? p. 9)</i> 2. Ask tutors to brainstorm on the concept and forms of communication (to come up with creative ideas) and clarify issues that may arise from the discussion. <i>(Refer to the section on topics and subtopics in the current course manual) E.g., what is the concept and forms of communication?)</i> 3. Discuss with tutors the challenges they might encounter when presenting the topic. 	<ol style="list-style-type: none"> 1. Answer questions and ask questions for clarification to identify key elements of the lesson description in the course manual and address issues that may arise. <i>(Refer to the lesson description in the course manual p. 9).</i> 2. Brainstorm (and come out with creative ideas) on the main content to be covered in the lesson and clarify issues that may arise from the discussion. <i>(Refer to the section on topics and subtopics in the current course manual. E.g., what is the concept and forms of communication?).</i> 3. Discuss any challenges you anticipate in presenting the topic. 	<p>40 mins</p>
<p>Activity 2: Teaching and learning activities for the lesson</p>	<ol style="list-style-type: none"> 1. Lead discussion through questions and answers on the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula. <i>(Refer to the teaching and learning activities section of the course manual p. 10).</i> 2. Let them discuss the effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and Gender Equality and Social Inclusion (GESI) in the lessons in both the College of Education (B.ED) and Basic School Curricula. (NTS 1a, 1b, 3g). 3. Ask one tutor to model a selected activity in a teaching situation (pp. 10-11). 	<ol style="list-style-type: none"> 1. Discuss through questions and answers the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the B.Ed and Basic School Curricula. <i>(Refer to the teaching and learning activities section of the course manual) (p. 10).</i> 2. Discuss the effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and Gender Equality and Social Inclusion (GESI) in the lesson in both the College of Education (B.ED) and Basic School Curricula. (NTS 1a, 1b, 3g). 3. Demonstrate with a selected activity and use it in real classroom teaching situation. 	<p>35 mins</p>

Activity 3: Resources	Discuss with tutors: <ol style="list-style-type: none"> 1. The main teaching and learning resources including ICTs and how they will be used in the lesson to promote learning at both the New 4-Year B.Ed and Basic levels. (p. 12). 2. The required text and how it will be used in the lesson to promote learning. 3. The additional reading materials needed and how they will be used in the lesson. 	Discuss: <ol style="list-style-type: none"> 1. The main teaching and learning resources and how you will use them to enhance learning of the topic at both the New 4-Year B.Ed and Basic levels. 2. The required text and how it will be used in the lesson to promote learning. 3. The additional reading materials needed and how you will use them to promote learning. 	15 mins
Review of Assessment Component of the Lesson	Ask tutors to read the assessment component of the lesson of the course manual and compare with the component prescribed by NTEAP and review as appropriate.	Read the assessment component of lesson 1 of the course manual and compare with the component prescribed by NTEAP and review as appropriate.	15 mins
Evaluation and review of session:	<ol style="list-style-type: none"> 1. Use questions to recap the main issues in the PD session and discuss any outstanding issues that relate to it for clarification. 2. Discuss with tutors the assessment instruments and procedures used in this lesson for assessing student teachers as prescribed in the NTEAP. 3. Encourage tutors to read the topics to be treated in the next PD session. 	<ol style="list-style-type: none"> 1. Discuss any outstanding issues that relate to the current lesson for clarification. 2. Discuss the assessment instruments and procedures used in this lesson for assessing student teachers. 3. Discuss the topics to be treated in advance to enable them to prepare adequately for those topics. 	15 mins
Follow up (Teaching)	Remind tutors to invite a critical friend from the same or related area to observe their lesson during teaching and provide feedback. (NTS 1a).	Invite a critical friend from the same or related area to observe their lesson during teaching and provide feedback.	

TUTOR PD SESSION FOR LESSON 2 IN THE COURSE MANUAL

LESSON TITLE: ACADEMIC DISCOURSE (BARRIERS TO EFFECTIVE COMMUNICATION)

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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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	<ol style="list-style-type: none"> 1. Ask tutors to write down the main ideas raised in the previous PD Session on the concept and forms of communication. (E.g. What are the forms of communication?) and reflect on the lesson observed by a colleague on the application of the previous PD session in the classroom. 2. Put tutors in pairs and let them discuss the main purpose of the current PD Session and that of lesson 2 (Academic Discourse (Barriers to effective communication) p.13 of the course manual and ask them to share. 3. Discuss with the group the main learning outcomes and the learning indicators raised in the lesson. (NTECF bullet 9) Address issues that may arise. (Refer to the learning outcomes and indicators section of the lesson e.g. how are the indicators related to the learning outcome? p.14). 	<ol style="list-style-type: none"> 1. Write down the main ideas raised in the previous PD Session on the concept and forms of communication and reflect on the lesson observed by a colleague on the application of the previous PD session in the classroom. 2. In pairs, discuss the main purpose of the current PD Session and that of lesson 2 Academic Discourse (Barriers to effective communication) p.13 of the course manual and ask them to share. 3. 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? p.14). 	15 mins

<p>Activity 1: Concept Development (New learning likely to arise in this lesson -content): (The New Content)</p>	<ol style="list-style-type: none"> 1. Use question and answer technique to identify key elements of the lesson description in the manual and address issues that may arise. <i>(Refer to the lesson description in the manual – e.g., what are the main issues to be covered in the lesson? p.15).</i> 2. Using think-pair-share strategy, ask tutors to come out with the main content to be covered in the lesson and clarify issues that may arise from the discussion. <i>(Refer to the section on topics and subtopics in the current course manual) E.g., what are the main barriers to effective communication?).</i> 3. Put tutors in groups to discuss the challenges they might encounter when presenting the topic. 4. Let at least a group/pair make a presentation on the challenges for whole group discussion. 	<ol style="list-style-type: none"> 1. Answer and ask questions for clarification to identify key elements of the lesson description in the course manual and address issues that may arise. <i>(Refer to the lesson description in the course manual p.15).</i> 2. Through the think-pair-share, state the main content to be covered in the lesson and clarify issues that may arise from the discussion. <i>(Refer to the section on topics and subtopics in the current course manual. E.g., psychological noise, inattentiveness.</i> 3. In groups, discuss any challenges you anticipate in presenting the topic. 4. Make a presentation for whole group discussion. 	40 mins
<p>Activity 2: Teaching and learning activities for the lesson</p>	<ol style="list-style-type: none"> 1. Have tutors do discussion on the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula. (refer to the teaching and learning activities section of the course manual p. 15) (NTS 1a, 1b, 3f). 2. Ask tutors to discuss the effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson in both the College of Education and Basic School Curricula. 3. Lead them to demonstrate the selected activities in real classroom teaching situation. 	<ol style="list-style-type: none"> 1. Discuss the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the B.Ed and Basic School Curricula. <i>(Refer to the teaching and learning activities section of the course manual p. 15) (NTS 1a, 1b, 2a).</i> 2. Discuss the effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson in both the College of Education and Basic School Curricula. 3. Demonstrate the selected activities in real classroom teaching situation 	35 mins

<p>Activity 3: Resources</p>	<p>1. Lead tutors to examine the main teaching and learning resources and how they will be used in the lesson to promote learning. (p.18).</p> <p>2. Discuss with tutor the:</p> <ul style="list-style-type: none"> • Required text and how they will be used in the lesson to promote learning. • Additional reading materials needed and how they will be used in the lesson. 	<p>1. Examine the main teaching and learning resources and how you will use them to enhance learning of the topic. (p.18).</p> <p>2. Discuss:</p> <ul style="list-style-type: none"> • The required text and how they will be used in the lesson to promote learning. • Discuss the additional reading materials needed and how you will use them to promote learning. 	<p>15 mins</p>
<p>4. Review of Assessment Component of the Lesson</p>	<p>Ask tutors to read the assessment component of the lesson of the course manual and compare with the component prescribed by NTEAP and review as appropriate.</p>	<p>Read the assessment component of the lesson of the course manual and compare with the component prescribed by NTEAP and review as appropriate.</p>	
<p>5. Evaluation and review of session:</p>	<p>1. Discuss with tutors any outstanding issues that relate to the current lesson for clarification.</p> <p>2. Discuss with tutors the assessment instruments and procedures used in this lesson for assessing student teachers.</p> <p>3. Discuss with tutors the topics to be treated in advance to enable them to prepare adequately for those topics.</p>	<p>1. Discuss any outstanding issues that relate to the current lesson for clarification.</p> <p>2. Discuss the assessment instruments and procedures used in this lesson for assessing student teachers.</p> <p>3. Discuss the topics to be treated in advance to enable them to prepare adequately for those topics.</p>	<p>15 mins</p>
<p>Follow up (Teaching)</p>	<p>Remind tutors to invite a critical friend from the same or related area to observe their lesson during teaching and provide feedback. (NTS 1a).</p>	<p>Invite a critical friend from the same or related area to observe their lesson during teaching and provide feedback.</p>	

TUTOR PD SESSION FOR LESSONS 3 IN THE COURSE MANUAL

LESSON 3 TOPIC: DEVELOPING LANGUAGE SKILLS (ACADEMIC LISTENING)

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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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	<ol style="list-style-type: none"> 1. Ask tutors to work in pairs to do a semantic map as recap of the previous PD Session on Barriers to effective communication and share with others. 2. Ask tutors to reflect on the lesson observed by a colleague on the application of the previous PD session in the classroom. 3. Put tutors in pairs and let them discuss the main purpose of the current PD Session and that of lesson 3 (Developing Language Skills-Academic Listening) and ask them to share with the group. 4. Discuss with the tutors (group) the main Learning Outcomes and the Learning Indicators raised in lesson 3.(NTS 2c). Address issues that may arise. <i>(Refer to the learning outcomes and indicators section of the lessons e.g. how are the learning indicators appropriately matched with the learning outcomes? p.20).</i> 	<ol style="list-style-type: none"> 1. In pairs, do a semantic map as recap of the previous PD Session on Barriers to effective communication and share with others. 2. Reflect through discussion the lesson observed by a colleague on the application of the previous PD session in the classroom. 3. In pairs, discuss the main purpose of the current PD Session and that of lesson 3 (Developing Language Skills- Academic Listening) and share with the larger group. 4. Discuss the main learning outcomes and the learning indicators raised in lesson 3 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? p.20).</i> 	15 mins

<p>Activity 1: Concept Development (New learning likely to arise in this lesson -content): (The New Content)</p>	<ol style="list-style-type: none"> 1. Ask tutors through questions to examine key elements of lesson 3 descriptions in the manual and address issues that may arise. <i>(Refer to the lesson descriptions in the manual – e.g., What are main issues raised in the lesson?) p.20.</i> 2. Ask tutors to brainstorm on the main content to be covered in lesson 3 and clarify issues that may arise from the discussion. <i>(Refer to the section on topics and subtopics in the current course manual) p.21.</i> 3. Brainstorm with tutors the challenges they might encounter when presenting the topic in the lesson. 	<ol style="list-style-type: none"> 1. Answer questions and asking questions for clarification, examine key elements of lesson 3 descriptions in the manual and address issues that may arise. <i>(Refer to the lesson descriptions in lesson 3 of the manual) p.20.</i> 2. Brainstorm on the main content to be covered in the lesson and clarify issues that may arise from the discussion. <i>(Refer to the section on topics and subtopics in the current course manual) . p.21.</i> 3. Brainstorm on any challenges you anticipate in presenting the topic in the lesson. 	40 mins
<p>Activity 2: Teaching and learning activities for the lesson</p>	<ol style="list-style-type: none"> 1. Lead discussion through questions and answers on the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula (NTS 1a, 2a, 3f) <i>(Refer to the teaching and learning activities section of the course manual p.21-22).</i> 2. Let the tutors discuss in pairs the effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson in both the College of Education and Basic School Curricula. 3. Ask tutors to describe how they will use a selected activity in real classroom situation. 	<ol style="list-style-type: none"> 1. Discuss through the use of questions and answers the various the various teaching and learning activities used in the lesson delivery and how they will promote the delivery of the New 4-year B.Ed. and Basic School Curricula (NTS 1a, 1b, 3f) <i>(Refer to the teaching and learning activities section of the course manual p.21-22).</i> 2. Discuss in pairs, the effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson in both the College of Education and Basic School Curricula. 3. Describe to the group how you will use a selected activity in real classroom situation. 	35 mins

Activity 3: Resources	<ol style="list-style-type: none"> 1. Discuss with tutors the main teaching and learning resources available in teaching the lesson and how they will use them effectively to promote learning at both the New 4-Year B.Ed and Basic levels. 2. Discuss with tutors the units/chapters from the required text and additional reading texts including ICTs and indicate how they will be used in the lesson to promote learning. 	<ol style="list-style-type: none"> 1. Discuss the main teaching and learning resources available in teaching the lesson and how you will use them effectively to promote learning at both the New 4-Year B.Ed and Basic levels. 2. Discuss the units/chapters from the required textbook and the additional texts including ICTs and indicate how you will use them in the lesson to promote learning. 	15 mins
4. Review of Assessment Component of the Lesson	Ask tutors to read the assessment component of the lesson of the course manual and compare with the component prescribed by NTEAP and review as appropriate.	Read the assessment component of the lesson of the course manual and compare with the component prescribed by NTEAP and review as appropriate.	
5. Evaluation and review of session:	<ol style="list-style-type: none"> 1. Ask tutors to identify any outstanding issues related to the current lesson for clarification. 2. Discuss with tutors the assessment instruments and procedures used in this lesson for assessing student teachers. 3. Ask tutors to read lesson 4 for the next PD session. 	<ol style="list-style-type: none"> 1. Identify any outstanding issues that relate to the current lesson for clarification. 2. Discuss the assessment instruments and procedures used in this lesson for assessing student teachers. 3. Read lesson 4 for the next PD session. 	15 mins
Follow up (Teaching)	Remind tutors to invite a critical friend from the same or related area to observe their lesson during teaching and provide feedback. (NTS 1a)	Invite a critical friend from the same or related area to observe their lesson during teaching and provide feedback.	

TUTOR PD SESSION FOR LESSONS 4 IN THE COURSE MANUAL LESSON 4 TOPIC: DEVELOPING LANGUAGE SKILLS (ACADEMIC SPEAKING).

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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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	<ol style="list-style-type: none"> 1. Use leading and probing questions to recap the main issues raised in the previous PD Session on developing language skills (Academic listening). 2. Ask tutors to reflect on the lesson observed by a colleague on the application of the previous PD session in the classroom. 3. Put tutors in pairs and let them discuss the main purpose of the current PD Session and that of current lessons on <i>Developing language skills (Academic Speaking)</i> and ask them to share with the group. 4. Discuss with the tutors (group) the main Learning Outcomes and the Learning Indicators raised in lesson 4. Address issues that may arise. (<i>Refer to the learning outcomes and indicators section of the lessons e.g. how are the learning indicators appropriately matched with the learning outcomes? p.25).</i> 	<ol style="list-style-type: none"> 1. Discuss the main issues raised in the previous PD session on developing language skills (Academic listening). 2. Reflect through discussion the lesson observed by a colleague on the application of the previous PD session in the classroom. 3. In pairs, discuss the main purposes of the current PD Session and that of current lessons on <i>Developing language skills (Academic Speaking)</i> and share with the group. 4. Discuss the main learning outcomes and the learning indicators raised in lesson 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? p.25).</i> 	15 mins

<p>Activity 1: Concept Development (New learning likely to arise in this lesson -content): (The New Content)</p>	<ol style="list-style-type: none"> 1. Ask tutors through questions to identify key elements of the lesson descriptions in the manual and address issues that may arise (NTS 2c). <i>(Refer to the lesson descriptions in the manual – e.g., what are the main issues to be covered in the lesson for the PD Session).</i> 2. Ask tutors to brainstorm on the main content to be covered in lesson 4 of the PD session and clarify issues that may arise from the discussion. <i>(Refer to the section on topics and subtopics in the current course manual for the PD session) E.g., what are types of speaking? p. 26) Suggested Answers: ceremonial, demonstrative, persuasive, informative speaking etc.</i> 3. Discuss with tutors the challenges they might encounter when presenting the topic and suggest ways to address them. 	<ol style="list-style-type: none"> 1. Answer questions and ask questions for clarification to identify key elements of the lesson descriptions in the course manual and address issues that may arise. <i>(Refer to the lesson descriptions in the manual of the lesson for the PD Session).</i> 2. Brainstorm on the main content to be covered in lesson 4 and clarify issues that may arise from the discussion. <i>(Refer to the section on topics and subtopics in the current course manual . E.g., what are types of speaking?p. 26).</i> 3. Discuss any challenges you anticipate in presenting the topic and suggest ways of addressing such challenges. 	<p>40 mins</p>
<p>Activity 2: Teaching and learning activities for the lesson</p>	<ol style="list-style-type: none"> 1. Discuss with tutors the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of GESI, the New 4-year B.Ed. and Basic School Curricula (NTS 1a, 2a, 3f) <i>(Refer to the teaching and learning activities section of the lesson in the manual in the PD session p.26).</i> 2. Ask tutors to brainstorm on the effectiveness of the activities and strategies used in the lesson and how they will be used to enhance the core and transferable skills and GESI in the lesson in both the College of Education and Basic School Curricula. 3. Lead them to demonstrate the selected activities in real classroom situation or close to reality. 	<ol style="list-style-type: none"> 1. Discuss the various teaching and learning activities used in the lesson delivery and how you will promote the content delivery of GESI, the New 4-year B.Ed. and Basic School Curricula (NTS 1a, 2a, 3f) <i>(Refer to the teaching and learning activities section of the lesson discussed in the manual in the PD session p.26).</i> 2. Discuss the effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson in both the College of Education and Basic School Curricula. 3. Demonstrate the selected activities in real classroom situation or close to reality. 	<p>35 mins</p>

<p>Activity 3: Resources</p>	<ol style="list-style-type: none"> 1. Discuss with tutors the main teaching and learning resources including ICTs for the lesson and how they will be used to promote learning as discussed in the manual. 2. Discuss with tutors the required text and how they will be used in the lesson to promote learning. 3. Discuss with tutors the additional reading materials needed and how they will be used in the lesson. 	<ol style="list-style-type: none"> 1. Discuss the main teaching and learning resources including ICTs for the lesson and how you will use them to promote learning as discussed in the manual. 2. Discuss the required text and how they will be used in the lesson to promote learning. 3. Discuss the additional reading materials needed and how you will use them to promote learning. 	<p>15 mins</p>
<p>4. Review of Assessment Component of the Lesson</p>	<p>Ask tutors to read the assessment component of the lesson of the course manual and compare with the component prescribed by NTEAP and review as appropriate.</p>	<p>Read the assessment component of the lesson of the course manual and compare with the component prescribed by NTEAP and review as appropriate.</p>	
<p>5. Evaluation and review of session:</p>	<ol style="list-style-type: none"> 1. Discuss with tutors any outstanding issues that relate to the current lesson for clarification. 2. Discuss with tutors the assessment instruments and procedures used in this lesson for assessing student teachers. 3. Ask tutors to read the topic for the next PD session. 	<ol style="list-style-type: none"> 1. Discuss any outstanding issues that relate to the current lesson for clarification. 2. Discuss the assessment instruments and procedures used in this lesson for assessing student teachers. 3. Tutors read the topics for the next PD session. 	<p>15 mins</p>
<p>Follow up (Teaching)</p>	<p>Ask tutors to identify a critical friend who took part in the PD session to sit in their class during lesson and report on observation during the next PD session for discussion.</p>	<p>Invite a critical friend from the same or related area to observe their lesson during teaching and provide feedback.</p>	

TUTOR PD SESSION FOR LESSON 5 IN THE COURSE MANUAL

LESSON 5 TOPIC: DEVELOPING LANGUAGE SKILLS (READING SKILLS- TYPES AND EXAMPLES OF READING)

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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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	<ol style="list-style-type: none"> 1. Using question and answer technique, recap the main issues raised in the previous lesson-Developing Language skills (Academic Speaking). 2. Ask tutors to reflect on the lesson observed by a colleague on the application of the previous PD session in the classroom. 3. In pairs, ask tutors to discuss the main purpose of the current PD Session and that of the current lesson on Developing Language Skills (Reading Skills - Types and Examples of Reading)in the course manual. 4. Lead discussion with the group on the main learning outcomes and the learning indicators raised in the lesson. Address issues that may arise. (NTS 3e). <i>(Refer to the learning outcomes and indicators section of the lesson e.g. how are the indicators related to the learning outcomes? p.30)</i> 	<ol style="list-style-type: none"> 1. Respond to the questions to help you recap the main issues raised in the previous lesson- Developing Language skills (Academic Speaking). 2. Reflect through discussion the lesson observed by a colleague on the application of the previous PD session in the classroom. 3. In pairs, discuss the main purpose of the current PD Session and that of the current lesson on Developing Language Skills (Reading Skills-Types and Examples of Reading)in the course manual. 4. 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 p.30)</i> 	15 mins

<p>Activity 1: Concept Development (New learning likely to arise in this lesson -content) : (The New Content)</p>	<ol style="list-style-type: none"> Using question and answer technique, lead tutors to identify the key elements of the lesson on Developing Language Skills (Reading Skills- Types and Examples of Reading)as outlined in the manual and address issues that may arise. <i>(Refer to the lesson description in the manual p.29).</i> Lead discussion on the main content to be covered in Developing Language Skills (Reading Skills- Types and Examples of Reading)and clarify issues that may arise from the discussion. <i>(Refer to the section on topics and subtopics in the current course manual p. 30)</i> Ask tutors to discuss with you the challenges they might encounter when presenting the topic. 	<ol style="list-style-type: none"> Answer and ask questions for clarification and identify key elements of the lesson on Developing Language Skills (Reading Skills- Types and Examples of Reading) as outlined in the manual and address issues that may arise. <i>(Refer to the lesson description in the course manual p.29).</i> Discuss the main content to be covered in Developing Language Skills (Reading Skills- Types and Examples of Reading)and clarify issues that may arise from the discussion. <i>(Refer to the section on topics and subtopics in the current course manual p.30.</i> Discuss any challenges you anticipate in presenting the topic. 	<p>40 mins</p>
<p>Activity 2: Teaching and learning activities for the lesson</p>	<ol style="list-style-type: none"> Using question and answer technique, discuss the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula (NTS 1a, 2a, 3f) <i>(Refer to the teaching and learning activities section of the course manual p.30).</i> Lead discussion on the effectiveness of the activities and strategies in achieving the lesson objectives and how they will be used to enhance the core and transferable skills and GESI in the lesson. Lead tutors to use the concepts they have learnt/ acquired from the lesson in context or in real life situation. <i>(Let them use the concepts; skimming, scanning, intensive and extensive reading etc).</i> 	<ol style="list-style-type: none"> Discuss the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula (NTS 1a, 2a, 3f) <i>(Refer to the teaching and learning activities section of the course manual p.30).</i> 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 and GESI in the lesson. Use the concepts you have acquired from the lesson in context or in real life situation. 	<p>35 mins</p>

Activity 3: Resources	<ol style="list-style-type: none"> 1. Lead discussion on the main teaching and learning resources including ICTs and how they will be used in the lesson to promote learning. 2. Ask tutors discuss the required texts and how they will use them in the lesson to promote learning. 3. Lead discussion with tutors on the recommended additional reading materials they need and how they will use them in the lesson to promote learning. 	<ol style="list-style-type: none"> 1. Discuss the main teaching and learning resources including ICTs and how you will use them to enhance learning of the topic. 2. Discuss the required texts and how you will use them in the lesson to promote learning. 3. Discuss the recommended additional reading materials needed and demonstrate how you will use them to promote learning. 	15 mins
4. Review of Assessment Component of the Lesson	Ask tutors to read the assessment component of the lesson of the course manual and compare with the component prescribed by NTEAP and review as appropriate.	Read the assessment component of the lesson of the course manual and compare with the component prescribed by NTEAP and review as appropriate.	
5. Evaluation and review of session:	<ol style="list-style-type: none"> 1. Using question and answer techniques, recap the main issues in the PD session and discuss any outstanding issues that relate to it for clarification. 2. Lead discussion with tutors on the assessment instruments and procedures used in this lesson for assessing student teachers. 3. Guide tutors to read the topics to be treated in the next PD session. 	<ol style="list-style-type: none"> 1. Discuss any outstanding issues that relate to the current lesson for clarification. 2. Discuss the assessment instruments and procedures used in this lesson for assessing student teachers 3. Discuss the topics to be treated in the next PD session. 	15 mins
Follow up (Teaching)	Remind tutors to invite a critical friend from the same or related area to observe their lesson during teaching and provide feedback. (NTS 1a).	Invite a critical friend from the same or related area to observe their lesson during teaching and provide feedback.	

TUTOR PD SESSION FOR LESSON 6 IN THE COURSE MANUAL

LESSON TOPIC: DEVELOPING LANGUAGE SKILLS-ACADEMIC READING (DEVELOPING CRITICAL AND ANALYTIC READING)

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 Leading the session. <i>What the SL/ HoDs will have to say during each stage of the session</i>	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	<ol style="list-style-type: none"> Using the snowballing game, have individual tutor ask or answer a question each on what they had learned in the previous PD Session on the topic, Developing Language skills (<i>Developing Reading skills-types and examples of reading</i>) Ask tutors through discussion to reflect on the lesson observed by a colleague on the application of the previous PD session in the classroom. Have tutors brainstorm and discuss with their elbow partners the purpose of the current PD Session and that of lesson 6 (<i>Developing Critical and Analytic Reading</i>) of the course manual and ask them to share with the larger group. Put tutors in groups to discuss the main learning outcomes and the learning indicators raised in the lesson. Address issues that may arise. (<i>Refer to the learning outcomes and indicators section of the lesson e.g. how are the indicators related to the learning outcomes? p.34</i>) 	<ol style="list-style-type: none"> Be in a circle. One person should be in the middle of the circle with a ball. The one in the middle will ask any question on the previous PD Session on the topic, Developing Language skills (<i>Developing Reading skills-types and examples of reading</i>) 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. Reflect through discussion the lesson observed by a colleague on the application of the previous PD session in the classroom. Brainstorm on Developing Critical and Analytic Reading and discuss with your elbow partners. Share your findings with the larger group. Discuss in groups the main leaning outcomes and learning indicators raised in the lesson. Ask questions for clarification. (<i>Refer to the learning outcomes and indicators section of the lesson e.g. how are the indicators related to the learning outcome? p.34</i>) 	15 mins

<p>Activity 1: Concept Development (New learning likely to arise in this lesson -content): (The New Content)</p>	<ol style="list-style-type: none"> 1. Use question and answer technique to identify key elements of the lesson description in the manual and address issues that may arise. (NTS 3e). <i>(Refer to the lesson description in the manual – e.g., what are the main issues to be covered in the lesson?)</i> 2. Using “find someone who can...” to ask tutors to come out with the main content to be covered in the lesson and clarify issues that may arise from the discussion. <i>(Refer to the section on topics and subtopics in the current course manual) E.g., What is crucial and analytic reading?).</i> 3. Put tutors in groups to discuss the challenges they might encounter when presenting the topic. 4. Let at least a group make a presentation on the challenges for whole group discussion. 	<ol style="list-style-type: none"> 1. Answer and ask questions for clarification to identify key elements of the lesson description in the course manual and discuss issues that may arise. <i>(Refer to the lesson description in the course manual).</i> 2. Stand up and move to a friend. Ask him/ her to provide you with answers to the following: <ul style="list-style-type: none"> • <i>What is crucial and analytic reading?</i> • <i>How can critical and analytic reading be developed in learners?</i> • <i>What are the effects of crucial and analytic reading on academic success?</i> <p>Each tutor should contact more than one friend for answers to these questions.</p> 3. In groups, discuss any challenges you anticipate in presenting the topic. 4. Make a presentation (oral) for whole group discussion. 	<p>40 mins</p>
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<p>Activity 2: Teaching and learning activities for the lesson</p>	<ol style="list-style-type: none"> 1. Have tutors in groups of 3 to discuss on the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula. (NTS 1a, 2a, 3f) <i>(Refer to the teaching and learning activities section of the course manual pp.34-35).</i> 2. Ask tutors to examine the effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson and put their answers on flip chart for presentation. 3. Lead them to demonstrate the selected activities in real classroom teaching situation. 	<ol style="list-style-type: none"> 1. In groups of 3 discuss the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula. (NTS 1a, 2a, 3f) <i>(refer to the teaching and learning activities section of the course manual pp.34-35).</i> 2. Examine the effectiveness of these activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson. Provide your answers on a flip chart. 3. Demonstrate the selected activities in real classroom teaching situation. 	35 mins
<p>Activity 3: Resources</p>	<ol style="list-style-type: none"> 1. Have tutors in groups to identify and list the main teaching and learning resources including ICTs and show how they can be used in the lesson to promote learning. 2. Discuss with tutors the required text and how they will be used in the lesson to promote learning. 3. Discuss with tutors the additional reading materials needed and how they will be used in the lesson. 	<ol style="list-style-type: none"> 1. In your groups, identify and list the main teaching and learning resources including ICTs and show how you will use them to enhance learning of the topic. Present your work on a flip chart for gallery walk. 2. Discuss the required text and how they will be used in the lesson to promote learning. 3. Discuss the additional reading materials needed and how you will use them to promote learning. 	15 mins
<p>4. Review of Assessment Component of the Lesson</p>	<p>Ask tutors to read the assessment component of the lesson of the course manual and compare with the component prescribed by NTEAP and review as appropriate.</p>	<p>Read the assessment component of the lesson of the course manual and compare with the component prescribed by NTEAP and review as appropriate.</p>	

<p>5. Evaluation and review of session:</p>	<ol style="list-style-type: none"> 1. By way of recap, ask tutors to write two things they have learnt and one thing they may need further assistance in order to grasp. 2. Discuss with tutors the assessment instruments and procedures used in this lesson for assessing student teachers. 3. Ask tutors to read the topics to be treated in the next PD session. 	<ol style="list-style-type: none"> 1. Write two things you have learnt and one thing you may need further assistance in order to grasp. 2. 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 procedures would you use in assessing your student teachers? 3. Read on Developing Language Skills- Types and examples of academic writing for the next PD session. 	<p>15 mins</p>
<p>Follow up (Teaching)</p>	<p>Critical friend from the same or related area to observe their lesson during teaching and provide feedback. (NTS 1a).</p>	<p>Invite a critical friend from the same or related area to observe their lesson during teaching and provide feedback.</p>	

**TUTOR PD SESSION FOR LESSONS 7 IN THE COURSE MANUAL
LESSON 7 TOPIC: DEVELOPING LANGUAGE SKILLS (TYPES AND
EXAMPLES OF ACADEMIC WRITING)**

<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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></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>	<ol style="list-style-type: none"> 1. Use leading and probing questions to recap the main issues raised in the previous PD Session on Developing language Skills – Academic Reading (developing critical and analytic reading). 2. Ask tutors to reflect on the lesson observed by a colleague on the application of the previous PD session in the classroom. 3. Put tutors in pairs and let them discuss the main purposes of the current PD Session –Lesson 7 - Session on Developing language Skills – Academic Reading (developing critical and analytic reading) of the course manual and ask them to share with the group. 4. Discuss with the group the main learning outcomes and the learning indicators outlined in the lesson. Ask tutors address issues that may arise. (NTS 1a). <i>(Refer to the learning outcomes and indicators section of the lessons e.g. how are the learning indicators appropriately matched with the learning outcomes? p. 38)</i> 	<ol style="list-style-type: none"> 1. Discuss the main issues raise in the previous PD session on Developing language Skills – Academic Reading (developing critical and analytic reading). 2. Reflect on the lesson observed by a colleague on the application of the previous PD session in the classroom. 3. In pairs, discuss the main purposes of the current PD Session on – Lesson 7 - Session on Developing language Skills – Academic Reading (developing critical and analytic reading) of the course manual and share with the group. 4. Discuss the main learning outcomes and the learning indicators outlined in the 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 -content): (The New Content)</p>	<ol style="list-style-type: none"> 1. Ask tutors through questions to examine the key elements of the description of lesson 7 in the manual and address issues that may arise. <i>E. g. What are the main issues raised in the lesson?</i> 2. Ask tutors to brainstorm on the main content of Lesson 7 and clarify issues that may arise from the discussion. <i>(Refer to pp. 38-40).</i> 3. Discuss with tutors the challenges they might encounter when presenting the topic and how to address them. 	<ol style="list-style-type: none"> 1. Answer and ask questions for clarification to examine the key elements of the descriptions of lesson 7 in the manual and address issues that may arise. 2. Brainstorm on the main content of Lesson 7 and help clarify issues that may arise from the discussion. 3. Discuss any challenges you anticipate in presenting the topic and brainstorm on how you will address them. 	40 mins
<p>Activity 2: Teaching and learning activities for the lesson</p>	<ol style="list-style-type: none"> 1. Lead discussion through questions and answers on the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula (NTS 1a, 2a, 3f) <i>(Refer to the teaching and learning activities section of the course manual p.38-40).</i> 2. Let the tutors discuss in pairs the effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson in both the College of Education and Basic School Curricula. 3. Ask tutors to describe how they will use a selected activity in real classroom situation. 	<ol style="list-style-type: none"> 1. Discuss through the use of questions and answers the various teaching and learning activities used in the lesson delivery and how they will promote the delivery of the the New 4-year B.Ed. and Basic School Curricula (NTS 1a, 2a, 3f) <i>(Refer to the teaching and learning activities section of the course manual p.38-40).</i> 2. Discuss in pairs, the effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson in both the College of Education and Basic School Curricula. 3. Describe to the group how you will use a selected activity in real classroom situation. 	35 mins

<p>Activity 3: Resources</p>	<ol style="list-style-type: none"> 1. Discuss with tutors the main teaching and learning resources available in teaching the lesson and how they will use them effectively to promote learning at both the New 4-Year B.Ed and Basic levels. 2. Discuss with tutors the units/ chapters from the required text and additional reading texts including ICTs and indicate how they will be used in the lesson to promote learning. 	<ol style="list-style-type: none"> 1. Discuss the main teaching and learning resources available in teaching the lesson and how you will use them effectively to promote learning at both the New 4-Year B.Ed and Basic levels. 2. Discuss the units/chapters from the required textbook and the additional texts including ICTs and indicate how you will use them in the lesson to promote learning. 	<p>15 mins</p>
<p>4. Review of Assessment Component of the Lesson</p>	<p>Ask tutors to read the assessment component of the lesson of the course manual and compare with the component prescribed by NTEAP and review as appropriate.</p>	<p>Read the assessment component of the lesson of the course manual and compare with the component prescribed by NTEAP and review as appropriate.</p>	<p>15 mins</p>
<p>5. Evaluation and review of session:</p>	<ol style="list-style-type: none"> 1. Ask tutors to identify any outstanding issues related to the current lesson for clarification. 2. Discuss with tutors the assessment instruments and procedures used in this lesson for assessing student teachers. 3. Ask tutors to read lesson 8 for the next PD session. 	<ol style="list-style-type: none"> 1. Identify any outstanding issues that relate to the current lesson for clarification. 2. Discuss the assessment instruments and procedures used in this lesson for assessing student teachers. 3. Read lesson 8 for the next PD session. 	<p>15 mins</p>
<p>Follow up (Teaching)</p>	<p>Remind tutors to invite a critical friend from the same or related area to observe their lesson during teaching and provide feedback. (NTS 1a).</p>	<p>Invite a critical friend from the same or related area to observe their lesson during teaching and provide feedback.</p>	

TUTOR PD SESSION FOR LESSON 8 IN THE COURSE MANUAL

LESSON TOPIC 8: PROCESSES IN ACADEMIC WRITING (PRODUCT AND PROCESS)

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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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	<ol style="list-style-type: none"> 1. Ask tutors to work in pairs to do a semantic map as recap of the previous PD Session on Developing language Skills – Types and Examples of Academic Writing and share with others. 2. Ask tutors to reflect on the lesson observed by a colleague on the application of the previous PD session in the classroom. 3. Put tutors in pairs and let them discuss the main purpose of the current PD Session and that of current lessons (<i>Developing Language Skills-Academic Listening</i>) and ask them to share with the group. 4. Discuss with the tutors (group) the main Learning Outcomes and the Learning Indicators raised in lesson 8. Address issues that may arise. (<i>Refer to the learning outcomes and indicators section of the lessons e.g. how are the learning indicators appropriately matched with the learning outcomes? p. 42</i>). 	<ol style="list-style-type: none"> 1. In pairs, do a semantic map as recap of the previous PD Session on Developing language Skills Types and Examples of Academic Writing and share with others. 2. Reflect through discussion the lesson observed by a colleague on the application of the previous PD session in the classroom. 3. In pairs, discuss the main purpose of the current PD Session and that of current lessons (<i>Developing Language Skills-Academic Listening</i>) and share with the larger group. 4. Discuss the main learning outcomes and the learning indicators raised in lesson 8 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? p. 42</i>) 	15 mins

<p>Activity 1: Concept Development (New learning likely to arise in this lesson -content): (The New Content)</p>	<ol style="list-style-type: none"> 1. Ask tutors through questions to examine key elements of the descriptions of lesson 8 in the manual and address issues that may arise. <i>(NTS 2b) (Refer to the lesson descriptions in the manual – e.g., What are main issues raised in the lesson? p. 41).</i> 2. Ask tutors to brainstorm on the main content to be covered in lesson 8 and clarify issues that may arise from the discussion. <i>(Refer to the section on topics and subtopics in the current course manual p. 41).</i> 3. Brainstorm with tutors the challenges they might encounter when presenting the topic in the lesson. 	<ol style="list-style-type: none"> 1. Answer questions and asking questions for clarification, examine key elements of lesson 8 descriptions in the manual and address issues that may arise. <i>(Refer to the lesson descriptions in lesson 8 of the manual p. 41).</i> 2. Brainstorm on the main content to be covered in the lesson and clarify issues that may arise from the discussion. <i>(Refer to the section on topics and subtopics in the current course manual . p. 41).</i> 3. Brainstorm on any challenges you anticipate in presenting the topic in the lesson. 	<p>40 mins</p>
<p>Activity 2: Teaching and learning activities for the lesson</p>	<ol style="list-style-type: none"> 1. Lead discussion through questions and answers on the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula. <i>(NTS 1a, 2a, 3f) (Refer to the teaching and learning activities section of the course manual pp. 42-44).</i> 2. Let the tutors discuss in pairs the effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson in both the College of Education and Basic School Curricular. 3. Ask tutors to describe how they will use a selected activity in real classroom situation. 	<ol style="list-style-type: none"> 1. Discuss through the use of questions and answers the various the various teaching and learning activities used in the lesson delivery and how they will promote the delivery of the New 4-year B.Ed. and Basic School Curricula <i>(NTS 1a, 2a, 3f) (Refer to the teaching and learning activities section of the course manual p.42-44).</i> 2. Discuss in pairs, the effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson in both the College of Education and Basic School Curricular. 3. Describe to the group how you will use a selected activity in real classroom situation. 	<p>35 mins</p>

Activity 3: Resources	<ol style="list-style-type: none"> 1. Discuss with tutors the main teaching and learning resources available in teaching the lesson and how they will use them effectively to promote learning at both the New 4-Year B.Ed and Basic levels. 2. Discuss with tutors the units/ chapters from the required text and additional reading texts including ICTs and indicate how they will be used in the lesson to promote learning. 	<ol style="list-style-type: none"> 1. Discuss the main teaching and learning resources available in teaching the lesson and how you will use them effectively to promote learning at both the New 4-Year B.Ed and Basic levels. 2. Discuss the units/ chapters from the required textbook and the additional texts including ICTs and indicate how you will use them in the lesson to promote learning. 	15 mins
4. Review of Assessment Component of the Lesson	<p>Ask tutors to read the assessment component of the lesson of the course manual and compare with the component prescribed by NTEAP and review as appropriate.</p>	<p>Read the assessment component of the lesson of the course manual and compare with the component prescribed by NTEAP and review as appropriate.</p>	
5. Evaluation and review of session:	<ol style="list-style-type: none"> 1. Ask tutors to identify any outstanding issues related to the current lesson for clarification. 2. Discuss with tutors the assessment instruments and procedures used in this lesson for assessing student teachers. 3. Ask tutors to read lesson 9 for the next PD session. 	<ol style="list-style-type: none"> 1. Identify any outstanding issues that relate to the current lesson for clarification. 2. Discuss the assessment instruments and procedures used in this lesson for assessing student teachers. 3. Read lesson 9 for the next PD session. 	15 mins
Follow up (Teaching)	<p>Remind tutors to invite a critical friend from the same or related area to observe their lesson during teaching and provide feedback. (NTS 1a).</p>	<p>Invite a critical friend from the same or related area to observe their lesson during teaching and provide feedback.</p>	

TUTOR PD SESSION FOR LESSON 9 IN THE COURSE MANUAL LESSON TOPIC 9: DEVELOPING CRITICAL WRITING SKILLS

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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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	<ol style="list-style-type: none"> 1. Ask tutors to work in pairs to recap the previous PD Session on Processes in Academic Writing (Product and Process) and share with others. 2. Ask tutors to reflect on the lesson observed by a colleague on the application of the previous PD session in the classroom. 3. Put tutors in pairs and let them discuss the main purpose of the current PD Session and that of lesson 9 (<i>Processes in Academic Writing (Product and Process)</i>) and ask them to share with the group. 4. Discuss with the tutors (group) the main Learning Outcomes and the Learning Indicators raised in lesson 9. Address issues that may arise. (NTS 1a). (<i>Refer to the learning outcomes and indicators section of the lessons e.g. how are the learning indicators appropriately matched with the learning outcomes? p. 46</i>). 	<ol style="list-style-type: none"> 1. In pairs, recap the previous PD Session on Processes in Academic Writing (Product and Process) and share with others. 2. Reflect through discussion the lesson observed by a colleague on the application of the previous PD session in the classroom. 3. In pairs, discuss the main purpose of the current PD Session and that of lesson 9 (<i>Processes in Academic Writing (Product and Process)</i>) and share with the larger group. 4. Discuss the main learning outcomes and the learning indicators raised in lesson 9 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? p. 46</i>) 	15 mins

<p>Activity 1: Concept Development (New learning likely to arise in this lesson -content): (The New Content)</p>	<ol style="list-style-type: none"> 1. Ask tutors through questions to examine key elements of the descriptions of lesson 9 in the manual and address issues that may arise. <i>(Refer to the lesson descriptions in the manual – e.g., What are main issues raised in the lesson? p. 45)</i> 2. Ask tutors to brainstorm on the main content to be covered in lesson 9 and clarify issues that may arise from the discussion. <i>(Refer to the section on topics and subtopics in the current course manual pp. 46-47)</i> 3. Discuss with tutors the challenges they might encounter when presenting the topic in the lesson. 	<ol style="list-style-type: none"> 1. Answer questions and asking questions for clarification, examine key elements of lesson 9 descriptions in the manual and address issues that may arise. <i>(Refer to the lesson descriptions in lesson 9 of the manual p. 45).</i> 2. Brainstorm on the main content to be covered in the lesson and clarify issues that may arise from the discussion. <i>(Refer to the section on topics and subtopics in the current course manual) pp. 46-47.</i> 3. Discuss any challenges you anticipate in presenting the topic in the lesson. 	40 mins
<p>Activity 2: Teaching and learning activities for the lesson</p>	<ol style="list-style-type: none"> 1. Lead discussion through questions and answers on the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula (NTS 1a, 2a, 3f) <i>(Refer to the teaching and learning activities section of the course manual pp. 46-48)</i> 2. Let the tutors think-pair-share their views on the effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson in both the College of Education and Basic School Curricular. 3. Ask tutors to describe how they will use a selected activity in real classroom situation. 	<ol style="list-style-type: none"> 1. Discuss through the use of questions and answers the various the various teaching and learning activities used in the lesson delivery and how they will promote the delivery of the New 4-year B.Ed. and Basic School Curricula (NTS 1a, 2a, 3f) <i>(Refer to the teaching and learning activities section of the course manual pp. 46-48.</i> 2. Think-Pair-Share your views on the effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson in both the College of Education and Basic School Curricular. 3. Describe to the group how you will use a selected activity in real classroom situation. 	35 mins

<p>Activity 3: Resource</p>	<ol style="list-style-type: none"> 1. Discuss with tutors the main teaching and learning resources available in teaching the lesson and how they will use them effectively to promote learning at both the New 4-Year B.Ed and Basic levels. 2. Discuss with tutors the units/ chapters from the required text and additional reading texts including ICTs and indicate how they will be used in the lesson to promote learning. 	<ol style="list-style-type: none"> 1. Discuss the main teaching and learning resources available in teaching the lesson and how you will use them effectively to promote learning at both the New 4-Year B.Ed and Basic levels. 1. Discuss the units/chapters from the required textbook and the additional texts including ICTs and indicate how you will use them in the lesson to promote learning. 	<p>15 mins</p>
<p>4. Review of Assessment Component of the Lesson</p>	<p>Ask tutors to read the assessment component of the lesson of the course manual and compare with the component prescribed by NTEAP and review as appropriate.</p>	<p>Read the assessment component of the lesson of the course manual and compare with the component prescribed by NTEAP and review as appropriate.</p>	
<p>5. Evaluation and review of session:</p>	<ol style="list-style-type: none"> 1. Ask tutors to identify any outstanding issues related to the current lesson for clarification. 2. Discuss with tutors the assessment instruments and procedures used in this lesson for assessing student teachers. 3. Ask tutors to read lesson 10 for the next PD session. 	<ol style="list-style-type: none"> 1. Identify any outstanding issues that relate to the current lesson for clarification. 2. Discuss the assessment instruments and procedures used in this lesson for assessing student teachers. 3. Read lesson 10 for the next PD session. 	<p>15 mins</p>
<p>Follow up (Teaching)</p>	<p>Remind tutors to invite a critical friend from the same or related area to observe their lesson during teaching and provide feedback. (NTS 1a).</p>	<p>Invite a critical friend from the same or related area to observe their lesson during teaching and provide feedback.</p>	

TUTOR PD SESSION FOR LESSON 10 IN THE COURSE MANUAL LESSON TOPIC 10: STUDY SKILLS (NOTE TAKING AND NOTE MAKING)

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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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	<ol style="list-style-type: none"> 1. Put tutors in groups and let them recap the previous PD Session on Processes in Academic Writing (Product and Process) and share with others. 2. Ask tutors to reflect on the lesson observed by a colleague on the application of the previous PD session in the classroom. 3. Put tutors in pairs and let them discuss the main purpose of the current PD Session and that of lesson 10 (Study Skills-Note Taking and Note Making) and ask them to share with the group. 4. Discuss with the tutors (group) the main Learning Outcomes and the Learning Indicators raised in lesson 10. Address issues that may arise. (<i>Refer to the learning outcomes and indicators section of the lessons e.g. how are the learning indicators appropriately matched with the learning outcomes? p. 50</i>). 	<ol style="list-style-type: none"> 1. In groups, recap the previous PD Session on Processes in Academic Writing (Product and Process) and share with others. 2. Reflect through discussion the lesson observed by a colleague on the application of the previous PD session in the classroom. 3. In pairs, discuss the main purpose of the current PD Session and that of lesson 10 (Study Skills-Note Taking and Note Making) and share with the larger group. 4. Discuss the main learning outcomes and the learning indicators raised in lesson 10 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? p. 50</i>). 	15 mins

<p>Activity 1: Concept Development (New learning likely to arise in this lesson - content): (The New Content)</p>	<ol style="list-style-type: none"> 1. Ask tutors through questions to examine key elements of the descriptions of lesson 10 in the manual and address issues that may arise. <i>(NTS 1b) (Refer to the lesson descriptions in the manual – e.g., What are main issues raised in the lesson? p. 49).</i> 2. Ask tutors to share what they have read on the main content to be covered in lesson 10 and clarify issues that may arise from the discussion. <i>(Refer to the section on topics and subtopics in the current course manual pp. 50-52).</i> 3. Brainstorm with tutors the challenges they might encounter when presenting the topic in the lesson. 	<ol style="list-style-type: none"> 1. Answer questions and asking questions for clarification, examine key elements of lesson 10 descriptions in the manual and address issues that may arise. <i>(Refer to the lesson descriptions in lesson 10 of the manual p. 49).</i> 2. Share what you have read on the main content to be covered in the lesson and clarify issues that may arise from the discussion. <i>(Refer to the section on topics and subtopics in the current course manual pp. 50-52).</i> 3. Brainstorm on any challenges you anticipate in presenting the topic in the lesson. 	<p>40 mins</p>
<p>Activity 2: Teaching and learning activities for the lesson</p>	<ol style="list-style-type: none"> 1. Lead discussion through questions and answers on the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula (NTS 1a, 2a, 3f) <i>(Refer to the teaching and learning activities section of the course manual pp. 50-52).</i> 2. Let the tutors think-pair-share their views on the effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson in both the College of Education and Basic School Curricular. 3. Ask tutors to demonstrate how they will use a selected activity in real classroom situation. 	<ol style="list-style-type: none"> 1. Discuss through the use of questions and answers the various teaching and learning activities used in the lesson delivery and how they will promote the delivery of the New 4-year B.Ed. and Basic School Curricula (NTS 1a, 2a, 3f) <i>(Refer to the teaching and learning activities section of the course manual pp. 50-52).</i> 2. Think-pair-share your views on the effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson in both the College of Education and Basic School Curricular. 3. Demonstrate to the group how you will use a selected activity in real classroom situation. 	<p>35 mins</p>

Activity 3: Resources	<ol style="list-style-type: none"> 1. Let tutor assess the main teaching and learning resources available in teaching the lesson and how they will use them effectively to promote learning at both the New 4-Year B.Ed and Basic levels. 2. Discuss with tutors the units/ chapters from the required text and additional reading texts including ICTs and indicate how they will be used in the lesson to promote learning. 	<ol style="list-style-type: none"> 1. Assess the main teaching and learning resources available in teaching the lesson and how you will use them effectively to promote learning at both the New 4-Year B.Ed and Basic levels. 2. Discuss the units/ chapters from the required textbook and the additional texts including ICTs and indicate how you will use them in the lesson to promote learning. 	15 mins
4. Review of Assessment Component of the Lesson	<p>Ask tutors to read the assessment component of the lesson of the course manual and compare with the component prescribed by NTEAP and review as appropriate.</p>	<p>Read the assessment component of the lesson of the course manual and compare with the component prescribed by NTEAP and review as appropriate.</p>	
5/ Evaluation and review of session:	<ol style="list-style-type: none"> 1. Ask tutors to identify any outstanding issues related to the current lesson for clarification. 2. Discuss with tutors the assessment instruments and procedures used in this lesson for assessing student teachers. 3. Ask tutors to read lesson 11 for the next PD session. 	<ol style="list-style-type: none"> 1. Identify any outstanding issues that relate to the current lesson for clarification. 2. Discuss the assessment instruments and procedures used in this lesson for assessing student teachers. 3. Read lesson 11 for the next PD session. 	15 mins
Follow up (Teaching)	<p>Remind tutors to invite a critical friend from the same or related area to observe their lesson during teaching and provide feedback. (NTS 1a).</p>	<p>Invite a critical friend from the same or related area to observe their lesson during teaching and provide feedback.</p>	

TUTOR PD SESSION FOR LESSON 11 IN THE COURSE MANUAL LESSON TOPIC 11: STUDY SKILLS (TIME MANAGEMENT AND EXAMINATION PREPARATION SKILLS)

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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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	<ol style="list-style-type: none"> 1. Ask tutors to work in pairs to do a semantic map as recap of the previous PD Session on Study Skills-Note Taking and Note Making and share with others. 2. Ask tutors to reflect on the lesson observed by a colleague on the application of the previous PD session in the classroom. 3. Put tutors in pairs and let them discuss the main purpose of the current PD Session and that of lesson 11 (<i>Study Skills (Time Management and Examination Preparation Skills)</i>) and ask them to share with the group. 4. Discuss with the tutors the main Learning Outcomes and the Learning Indicators raised in lesson 11. Address issues that may arise. (<i>Refer to the learning outcomes and indicators section of the lessons e.g. how are the learning indicators appropriately matched with the learning outcomes? p. 55).</i> 	<ol style="list-style-type: none"> 1. In pairs, do a semantic map as recap of the previous PD Session on Study Skills-Note Taking and Note Making and share with others. 2. Reflect through discussion the lesson observed by a colleague on the application of the previous PD session in the classroom. 3. In pairs, discuss the main purpose of the current PD Session and that of lesson 11 (<i>Study Skills (Time Management and Examination Preparation Skills)</i>) and share with the larger group. 4. Discuss the main learning outcomes and the learning indicators raised in lesson 11 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? p. 55).</i> 	15 mins

<p>Activity 1: Concept Development (New learning likely to arise in this lesson -content): (The New Content)</p>	<ol style="list-style-type: none"> 1. Ask tutors through questions to examine key elements of the descriptions of lesson 11 in the manual and address issues that may arise. (<i>Refer to the lesson descriptions in the manual – e.g., What are main issues raised in the lesson? p. 54</i>). 2. Ask tutors to examine the main content to be covered in lesson 11 and clarify issues that may arise. (NTS 1b) (<i>Refer to the section on topics and subtopics in the current course manual pp. 55-57</i>). 3. Brainstorm with tutors the challenges they might encounter when presenting the topic in the lesson. 	<ol style="list-style-type: none"> 1. Answer questions and asking questions for clarification, examine key elements of lesson 11 descriptions in the manual and address issues that may arise. (<i>Refer to the lesson descriptions in lesson 11 of the manual p. 54</i>). 2. Examine the main content to be covered in the lesson and clarify issues that may arise. (<i>Refer to the section on topics and subtopics in the current course manual pp. 55-57</i>). 3. Brainstorm on any challenges you anticipate in presenting the topic in the lesson. 	<p>40 mins</p>
<p>Activity 2: Teaching and learning activities for the lesson</p>	<ol style="list-style-type: none"> 1. Ask tutors to the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula (NTS 1a, 2a, 3f) (<i>Refer to the teaching and learning activities section of the course manual pp. 55-57</i>). 2. Let the tutors discuss in pairs the effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson in both the College of Education and Basic School Curricular. 3. Ask tutors to describe how they will use a selected activity in real classroom situation. 	<ol style="list-style-type: none"> 1. Examine the various teaching and learning activities used in the lesson delivery and how they will promote the delivery of the New 4-year B.Ed. and Basic School Curricula (NTS 1a, 2a, 3f) (<i>Refer to the teaching and learning activities section of the course manual pp. 55-57</i>). 2. Discuss in pairs, the effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson in both the College of Education and Basic School Curricular. 3. Describe to the group how you will use a selected activity in real classroom situation. 	<p>35 mins</p>

<p>Activity 3: Resource</p>	<ol style="list-style-type: none"> 1. Let tutors examine the main teaching and learning resources available in teaching the lesson and how they will use them effectively to promote learning at both the New 4-Year B.Ed and Basic levels. 2. Discuss with tutors the units/ chapters from the required text and additional reading texts including ICTs and indicate how they will be used in the lesson to promote learning. 	<ol style="list-style-type: none"> 1. Examine the main teaching and learning resources available in teaching the lesson and how you will use them effectively to promote learning at both the New 4-Year B.Ed and Basic levels. 2. Discuss the units/ chapters from the required textbook and the additional texts including ICTs and indicate how you will use them in the lesson to promote learning. 	<p>15 mins</p>
<p>Review of Assessment Component of the Lesson 1</p>	<p>Ask tutors to read the assessment component of the lesson of the course manual and compare with the component prescribed by NTEAP and review as appropriate.</p>	<p>Ask tutors to read the assessment component of the lesson of the course manual and compare with the component prescribed by NTEAP and review as appropriate.</p>	
<p>5. Evaluation and review of session</p>	<ol style="list-style-type: none"> 1. Ask tutors to identify any outstanding issues related to the current lesson for clarification. 2. Discuss with tutors the assessment instruments and procedures used in this lesson for assessing student teachers. 3. Ask tutors to read lesson 12 for the next PD session. 	<ol style="list-style-type: none"> 1. Identify any outstanding issues that relate to the current lesson for clarification. 2. Discuss the assessment instruments and procedures used in this lesson for assessing student teachers. 3. Read lesson 12 for the next PD session. 	<p>15 mins</p>
<p>Follow up (Teaching)</p>	<p>Remind tutors to invite a critical friend from the same or related area to observe their lesson during teaching and provide feedback. (NTS 1a).</p>	<p>Invite a critical friend from the same or related area to observe their lesson during teaching and provide feedback.</p>	

TUTOR PD SESSION FOR LESSON 12 IN THE COURSE MANUAL

LESSON TOPIC 12: DOCUMENTING (REFERENCING) SOURCES

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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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	<ol style="list-style-type: none"> 1. Ask tutors to work in pairs to do a semantic map as recap of the previous PD Session on Study Skills (<i>Time Management and Examination Preparation Skills</i>) and share with others. 2. Ask tutors to reflect on the lesson observed by a colleague on the application of the previous PD session in the classroom. 3. Put tutors in pairs and let them discuss the main purpose of the current PD Session and that of current lesson (Documenting – Referencing-Sources) and ask them to share with the group. 4. Discuss with the tutors (group) the main Learning Outcomes and the Learning Indicators raised in lesson 12. Address issues that may arise. (<i>Refer to the learning outcomes and indicators section of the lessons e.g. how are the learning indicators appropriately matched with the learning outcomes? p. 60</i>) 	<ol style="list-style-type: none"> 1. In pairs, do a semantic map as recap of the previous PD Session on Study Skills (Time Management and Examination Preparation Skills) and share with others. 2. Reflect through discussion the lesson observed by a colleague on the application of the previous PD session in the classroom. 3. In pairs, discuss the main purpose of the current PD Session and that of current lessons (Documenting – Referencing-Sources) and share with the larger group. 4. Discuss the main learning outcomes and the learning indicators raised in lesson 12 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? p. 60</i>) 	15 mins

<p>Activity 1: Concept Development (New learning likely to arise in this lesson - content): (The New Content)</p>	<ol style="list-style-type: none"> 1. Ask tutors through questions to examine key elements of the descriptions of lesson 12 in the manual and address issues that may arise. <i>(Refer to the lesson descriptions in the manual – e.g., What are main issues raised in the lesson? p. 59).</i> 2. Ask tutors to brainstorm on the main content to be covered in lesson 12 and clarify issues that may arise from the discussion. (NTS 1b) <i>(Refer to the section on topics and subtopics in the current course manual pp. 60-63)</i> 3. Brainstorm with tutors the challenges they might encounter when presenting the topic in the lesson. 	<ol style="list-style-type: none"> 1. Answer questions and asking questions for clarification, examine key elements of lesson 12 descriptions in the manual and address issues that may arise. <i>(Refer to the lesson descriptions in lesson 12 of the manual p. 59).</i> 2. Brainstorm on the main content to be covered in the lesson and clarify issues that may arise from the discussion. <i>(Refer to the section on topics and subtopics in the current course manual pp. 60-63).</i> 3. Brainstorm on any challenges you anticipate in presenting the topic in the lesson. 	40 mins
<p>Activity 2: Teaching and learning activities for the lesson</p>	<ol style="list-style-type: none"> 1. Lead discussion through questions and answers on the various teaching and learning activities used in the lesson delivery and how they will promote the content delivery of the New 4-year B.Ed. and Basic School Curricula (NTS 1a, 2a, 3f) <i>(Refer to the teaching and learning activities section of the course manual pp. 61-62).</i> 2. Let the tutors critique the effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson in both the College of Education and Basic School Curricular. 3. Ask tutors to demonstrate how they will use a selected activity in real classroom situation. 	<ol style="list-style-type: none"> 1. Discuss through the use of questions and answers the various the various teaching and learning activities used in the lesson delivery and how they will promote the delivery of the New 4-year B.Ed. and Basic School Curricula (NTS 1a, 2a, 3f) <i>(Refer to the teaching and learning activities section of the course manual pp. 61-62)</i> 2. Critique the effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills and GESI in the lesson in both the College of Education and Basic School Curricular. 3. Demonstrate to the group how you will use a selected activity in real classroom situation. 	35 mins

Activity 3: Resources	<ol style="list-style-type: none"> 1. Discuss with tutors the main teaching and learning resources available in teaching the lesson and how they will use them effectively to promote learning at both the New 4-Year B.Ed and Basic levels. 2. Discuss with tutors the units/ chapters from the required text and additional reading texts including ICTs and indicate how they will be used in the lesson to promote learning. 	<ol style="list-style-type: none"> 3. Discuss the main teaching and learning resources available in teaching the lesson and how you will use them effectively to promote learning at both the New 4-Year B.Ed and Basic levels. 4. Discuss the units/ chapters from the required textbook and the additional texts including ICTs and indicate how you will use them in the lesson to promote learning. 	15 mins
4. Review of Assessment Component of the Lesson	Ask tutors to read the assessment component of the lesson of the course manual and compare with the component prescribed by NTEAP and review as appropriate.	Read the assessment component of the lesson of the course manual and compare with the component prescribed by NTEAP and review as appropriate.	
5. Evaluation and review of session	<ol style="list-style-type: none"> 1. Ask tutors to identify any outstanding issues related to the current lesson for clarification. 2. Discuss with tutors the assessment instruments and procedures used in this lesson for assessing student teachers. 	<ol style="list-style-type: none"> 1. Identify any outstanding issues that relate to the current lesson for clarification. 2. Discuss the assessment instruments and procedures used in this lesson for assessing student teachers. 	15 mins
Follow up (Teaching)	Remind tutors to invite a critical friend from the same or related area to observe their lesson during teaching and provide feedback. (NTS 1a).	Invite a critical friend from the same or related area to observe their lesson during teaching and provide feedback.	

INTRODUCTION TO INTEGRATED SCIENCE II

TUTOR PD SESSION 1 FOR LESSON 1 IN THE COURSE MANUAL THE CONCEPT OF ENERGY

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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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	<ol style="list-style-type: none"> 1. Start the session with an icebreaker. 2. Reflection: Ask tutors if they faced challenges in their lessons from the last PD session NB: Note down issues arising for clarification. NTS: 1b. 3. Ask Tutors to scan the Course Manual (CM) in pairs (Lesson 1; pp. 8- 12) and note down the main purpose Course Learning Outcomes (CLOs), Learning Indicators (LIs), and other distinctive aspects of the lessons. NTS: 2b 4. Ask tutors to share across groups. <p><i>NB: Distinctive aspects: CLOs- LIs, Teaching/Learning strategies, Assessment, core transferable skills & cross cutting issues, GESI issues in groupings Issues arising- how different/similar are they from previous lesson.</i></p>	<ol style="list-style-type: none"> 1. Start the session with an ice breaker. 2. Reflection: Share any challenges you faced in your classroom after the last PD session. 3. NTS: 1b 3. Scan the Course Manual (CM) in pairs (Lesson 1; pp. 8- 12) and note down the main purpose, Course Learning Outcomes (CLOs), Learning Indicators (LIs), and other distinctive aspects of the lessons. NTS: 2b. 4. Share your findings with other groups. 	20 mins

<p>Activity 1: Concept: Development (New learning likely to arise in this lesson)</p>	<p>Ask tutors:</p> <ol style="list-style-type: none"> In whole group, to identify and discuss concepts to be developed in lessons 1 (Refer to CM pp. 812). <p><i>NB: Concepts to be developed:</i> <i>1.1 Recap of Semester 1 lessons and challenges thereof as well as introducing the course manual for Y1S2. 1.2 Forms and Sources of Energy and Fuels. 1.3 Energy Changes and Transformation.</i></p> <ol style="list-style-type: none"> To write down possible challenging areas and misconceptions in teaching the concept of Energy on A4 sheets. Share the concepts identified in pairs and across pairs. 	<ol style="list-style-type: none"> In a whole group, identify and discuss concepts to be developed in Lesson 1 (Refer to CM pp. 8-12). On A4 sheets, write down the possible challenging areas and misconceptions in teaching the concept of Energy and share in pairs and across pairs. 	20 mins
<p>Activity 2: Teaching and learning activities for the less</p>	<ol style="list-style-type: none"> Ask tutors to be in pairs to read through the teaching and learning activities in lesson 1 (refer to CM pages 8-12) and list areas that require clarification and discuss them with the whole group. Ask one tutor to read out the activities of lesson 1 (concentrate on the 3rd ,4th and 5th activities in lesson 1 (Refer to CM pg.10). and hold a whole group discussion on the teaching and learning strategies and how they promote content delivery of the Basic School Science Curriculum (BSSC) and Gender Equality and Social Inclusion (GESI) NTS: 1a, 1b; 2a, 2c; 2d,3f, 3g. Guide tutors to identify and discuss strategies that may be used to develop the core and transferable competencies from the CM and the BSC in pairs. (Refer to BSSC for lower primary pp. 27, 42, 57, and 58; upper primary Pgs. 10, 11, 25, 26, 40 and 41). 	<ol style="list-style-type: none"> In pairs, read through the teaching and learning activities in lesson 1 pages 8-12 of the CM and list areas that require clarification and discuss them with the whole group. Discuss the teaching and learning strategies (concentrate on the 3rd ,4th and 5th activities in lessons 1 (Refer to CM Pg. 10-11) and hold a whole group discussion on them and indicate how they promote the content delivery of the Basic School Science Curriculum (BSSC) and Gender Equality and Social Inclusion (GESI). NTS: 1a, 1b; 2a, 2c; 2d, 3f, 3g. Identify and discuss strategies that may be used to develop the core and transferable competencies from the CM and the BSSC in pairs. (Refer to BSSC for lower primary pp. 27, 42, 57, and 58; upper primary Pgs. 10, 11, 25, 26, 40 and 41). 	50 mins

Activity 3: Teaching and Learning Resources	<p>Ask tutors to identify the needed resources for teaching and learning the concept of Energy including ICTs in pairs. NTS: 3j.</p> <p><i>NB: (Massive Open Online Resources, MOOCs/ Video simulations on Energy; PD Theme 4, pg. 2346).</i></p> <p>Some Online Resources https://www.youtube.com/watch?v=fjuvatloSzY https://www.youtube.com/watch?v=QOLBegPWzrg https://www.youtube.com/watch?v=63tOY2ACoh4 NTS: 3j, 3</p>	<p>In pairs, identify the needed resources including ICTs for teaching and learning the concept of energy in lesson 1. (PD Theme 4, pg. 23-46) NTS: 3j</p> <p>Some Online Resources</p> <p>https://www.youtube.com/watch?v=fjuvatloSzY https://www.youtube.com/watch?v=QOLBegPWzrg https://www.youtube.com/watch?v=63tOY2ACoh4 NTS: 3j, 3m</p>	<p>10 mins</p>
Activity 4: Review of assessment component of Lesson 1	<p>Ask tutors to read the assessment component of Lesson 1 of the course manual and compare with the components prescribed by NTEAP and review as appropriate.</p>	<p>Read the assessment component of Lesson 1 of the course manual and compare with the components prescribed by NTEAP and review as appropriate.</p>	<p>10 mins</p>
Activity 5: Evaluation and review of session	<ol style="list-style-type: none"> 1. Guide tutors to summarise the discussions so far. 2. Remind tutors to invite a critical friend from the same or related area to observe their lesson during teaching and provide feedback. NTS: 1a 	<ol style="list-style-type: none"> 1. Summarise the discussions so far. 2. You are reminded to invite a critical friend from the same or related area to sit in your lesson and observe during teaching and provide feedback. NTS: 1a 	<p>10 mins</p>

TUTOR PD SESSION 2 FOR LESSON 2 IN THE COURSE MANUAL HOW TO TEACH THE CONCEPT OF ENERGY TO ELEMENTARY SCHOOL 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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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	<ol style="list-style-type: none"> 1. Start the session with an ice breaker. 2. Ask tutors to review and reflect individually on the previous PD Session (Concept of Energy) by finding out from tutors and the Critical friend some of the challenges encountered in the previous lesson. Let them write on Post-it-notes and share with the whole group. 3. Ask tutors to brainstorm on the purpose for the lesson, 'How to teach the concept of Energy to Elementary School Learners' and share with the whole group. 4. Ask tutors to think, pair and share important and distinctive aspects of the lesson 2 	<ol style="list-style-type: none"> 1. Start the session with an ice breaker. 2. Review and reflect individually on the previous PD Session (Concept of Energy) and the feedback from your Critical friend some of the challenges encountered in the previous Lesson. Write them on Post-it-notes and share with the whole group. 3. Brainstorm on the purpose of the lesson, 'How to teach the concept of Energy to Elementary School Learners' and share with the whole group. 4. Think, pair and share any important and distinctive aspects of lesson 2. 	20 mins

<p>Activity 1: Concept Development (New learning likely to arise in this lesson)</p>	<ol style="list-style-type: none"> 1. Ask tutors to identify and discuss in pairs the new concepts in Lesson 2 (Refer to CM pp. 14-16) such as: <ul style="list-style-type: none"> • How to teach Energy to the Elementary School Learners. • Teaching forms and sources of energy to elementary school learners • Teaching Energy changes and transformations to elementary school learners. 2. Ask tutors in groups to come out with possible challenges in Lesson 2 and how they could be addressed. 	<ol style="list-style-type: none"> 1. Discuss in pairs to identify the new concepts in Lesson 2 (Refer to CM pp. 1416) 2. Identify possible challenges in the Lesson 2 and how they could be resolved. 	<p>20 mins</p>
<p>Activity 2: Teaching and learning activities for the lesson</p>	<ol style="list-style-type: none"> 1. Ask tutors to read through the teaching and learning activities in the CM, pp. 14-16 individually and identify the specific CLOs and LIs of the lesson. 2. Ask tutors to come out with possible teaching approaches that will help student teachers to teach the concept of energy to elementary school learners. 3. Ask tutors to hold a whole group discussion on the teaching approaches and how they promote content delivery of the BSC and GESI. 4. Ask tutors to think, pair and share the strategies that may be used to develop the core and transferable competencies from the CM and the BSC (Refer to BSSC for lower primary pp. 27, 42, 57, and 58; upper primary pp. 10, 11, 25, 26, 40 and 41.) 	<ol style="list-style-type: none"> 1. Read through the teaching and learning activities in the CM, pp. 14-16 individually and identify specific CLOs and LIs of the lesson and areas that need further clarification. 2. Discuss the possible teaching approaches that will help student teachers to teach the concept of energy to elementary school learners. 3. Hold a whole group discussion on teaching approaches and indicate how they promote the content delivery of the BSC and GESI. 4. Think, pair and share the strategies that may be used to develop the core and transferable competencies from the CM and the BSC (Refer to BSSC for lower primary pp. 27, 42, 57, and 58; upper primary pp. 10, 11, 25, 26, 40 and 41). 	<p>50 mins</p>

Activity 3: Teaching and Learning Resource	<p>Ask tutors to suggest resources that are needed to develop the new concepts identified.</p> <p><i>NB: Provide teaching and learning resources as specified in the CM.</i> <i>Resources: Cardboard sheets to make charts.</i></p>	<p>Suggest resources that are needed to develop the new concepts identified.</p>	<p>15 mins</p>
Activity 4: Review of assessment component of Lesson 2	<p>Ask tutors to read the assessment component of Lesson 2 of the course manual and compare with the components prescribed by NTEAP and review as appropriate.</p>	<p>Read the assessment component of Lesson 2 of the course manual and compare with the components prescribed by NTEAP and review as appropriate.</p>	<p>10 mins</p>
Activity 5: Evaluation and review of session:	<ol style="list-style-type: none"> 1. Ask tutors to identify and discuss any outstanding misconceptions that arose from the PD session for further clarification. 2. Encourage tutors to invite a critical friend to observe their lesson during teaching and provide feedback. NTS: 1a,1b 3. Ask tutors to read on Lesson 3 before the next PD session. 	<ol style="list-style-type: none"> 1. Identify and discuss any outstanding misconceptions' that require clarification for discussion. 2. Invite a critical friend to observe your lesson during teaching and provide feedback. NTS: 1a, 1b 3. Read on Lesson 3 before the next PD session. 	<p>15 mins</p>

TUTOR PD SESSION 3 FOR LESSON 3 IN THE COURSE MANUAL LEARNING ABOUT BASIC ELECTRONICS

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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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	<ol style="list-style-type: none"> 1. Start the session with an ice breaker. 2. Reflection: Ask tutors to reflect on the previous session by finding out from tutors and the Critical friend some of the challenges encountered in the previous lesson. Let them write on Post-it-notes and share with the whole group. 3. Ask tutors to discuss their understanding of Basic Electronics in pairs. 4. Ask tutors to think, pair and share the distinctive aspects of Lesson 3 (<i>Refer to CM pp. 17-21</i>). 	<ol style="list-style-type: none"> 1. Start the session with an ice breaker. 2. Reflection: State some of the challenges you encountered in the previous lesson on Post-it-notes and share with the whole group. 3. In pairs, write down your understanding of Basic Electronics. 4. Think, pair and share the distinctive aspects of Lesson 3 (<i>Refer to CM pp. 17-21</i>). 	20 mins
Activity 1: Concept Development (New learning likely to arise in this lesson)	<ol style="list-style-type: none"> 1. Ask tutors to sit in pairs to identify the concept to be developed on the lesson 'Basic Electronics'. <i>NB: Concepts to be developed:</i> <ul style="list-style-type: none"> • <i>Identification of household electronic appliances</i> • <i>Uses of house hold electronic appliances</i> 2. Ask tutors to identify any possible challenges and barriers that may be encountered during the teaching of Lesson 3. 	<ol style="list-style-type: none"> 1. Work in pairs and share your ideas on the concept to be developed on the lesson 'Basic Electronics'. 2. Identify any possible challenges and barriers that may be encountered during the teaching of Lesson 3. 	20 mins

Activity 2: Teaching and learning activities for the lesson	<ol style="list-style-type: none"> 1. Ask one or two tutors to read out the teaching and learning activities of lesson 3 while others listen. 2. Ask tutors to discuss the step-by-step processes that are involved in the activities of lesson 3 and how they promote content delivery of the BSC and GESI. 3. Supervise the tutors as one undertakes the activities as you provide assistance. 4. Ask tutors to note areas that need clarification in pairs and discuss with the whole group. 	<ol style="list-style-type: none"> 1. One or two Tutors should read out the teaching and learning activities of lesson 3. 2. Discuss the step-by-step processes involved in the activities of lesson 3 and how they promote content delivery of the BSC and GESI. 3. Perform the activities in the lesson using available resources. 4. Note areas that need clarification in pairs and do a whole group discussion. 	50 mins
Activity 3: Teaching and Learning Resources	<p>In groups, ask tutors to identify resources necessary for teaching Lesson 3 on Basic Electronics the CM and the BSSC and share their findings across groups.</p> <p><i>NB: Resources to be provided: electrical items they use in the home, mobile phones, wrist watches, cameras, torches etc. (Refer to BSSC for lower primary pp. 29, 43 and 58; upper primary pp. 10,27, 41 and 42.</i></p>	<p>In your groups, identify the resources necessary for teaching and learning the concept 'Basic Electronics'. Share your findings across groups. (Refer to BSSC for lower primary pp. 29, 43 and 58; upper primary pp. 10,27, 41 and 42</p>	10 mins
Activity 4: Review of assessment component of Lesson 3	<p>Ask tutors to read the assessment component of Lesson 3 of the course manual and compare with the components prescribed by NTEAP and review as appropriate.</p>	<p>Read the assessment component of Lesson 3 of the course manual and compare with the components prescribed by NTEAP and review as appropriate.</p>	10 mins
Activity 5: Evaluation and review of session:	<ol style="list-style-type: none"> 1. Remind tutors to invite a critical friend to observe their lesson and give feedback. 2. Remind tutors to read on lesson 4 before the next PD session. 	<ol style="list-style-type: none"> 1. You are reminded to invite a critical friend to sit in observe your lesson and give feedback. 2. Read through lesson 4 before the next PD session. 	10 mins

TUTOR PD SESSION 4 FOR LESSON 4 IN THE COURSE MANUAL FIRST AID

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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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	<ol style="list-style-type: none"> 1. Start the session with an Ice Breaker. 2. Reflection: Ask tutors to share some of the challenges encountered in applying the knowledge gained from the last PD session in teaching of Lesson 3. 3. Ask tutors to brainstorm and write down their individual understanding of First Aid. 4. Ask tutors to think, pair and share distinctive aspects of Lesson 4. 	<ol style="list-style-type: none"> 1. Start the session with an ice breaker. 2. Reflection: List some of the challenges you encountered in applying the knowledge gained from the last PD session Lesson 3. 3. Brainstorm and write down your understanding of First Aid. 4. Think, pair and share distinctive aspects of Lesson 4. 	20 mins
Activity 1: Concept Development (New learning likely to arise in this lesson:	Ask tutors to identify and discuss the underlying concepts of 'First Aid' and discuss the possible barriers and misconceptions inherent in its study. <i>Concepts to be developed:</i> <ul style="list-style-type: none"> • <i>First aid and basic kit</i> • <i>Basic recovery skills</i> • <i>Cardio-Pulmonary Resuscitation (CPR)</i> 	Identify and discuss underlying concepts of 'First Aid' and discuss the possible barriers and misconceptions inherent in it.	20 mins

<p>Activity 2: Teaching and learning activities for the lesson</p>	<ol style="list-style-type: none"> 1. Ask one tutor to read out the activities for Lesson 4. 2. Ask tutors to discuss in pairs the step-by-step processes that are involved in the activities of Lesson 4 emphasising on approaches that enhance GESI. 3. Ask one tutors to undertake the activities on First Aid as you provide assistance. 4. Ask tutors to note areas that need clarification in pairs and discuss with the whole group. 5. Ask tutors to think, pair and share the strategies that may be used to develop the core and transferable competencies from the CM. 6. Ask individual tutors to design innovative activities on 'First Aid'. 7. Ask for areas of difficulties in activities with the group. 	<ol style="list-style-type: none"> 1. One tutor reads out the activities of Lesson 4. 2. In pairs, discuss the step-by-step processes that are involved in the activities of Lesson 4 emphasising on approaches that enhance GESI. 3. Demonstrate one of the activities on First Aid. (Refer to CM, Pg. 24). 4. Note areas that need clarification in pairs and discuss with the whole group. 5. Think, pair and share the strategies that may be used to develop the core and transferable competencies from the CM. 6. Individually design innovative activities on 'First Aid.' 7. Take note of areas of difficulties and discuss them. 	50 mins
<p>Activity 3: Teaching and Learning Resources</p>	<p>Ask tutors, in pairs, to come out with the teaching and learning resources needed for the activities of Lesson 4, share across pairs and subsequently, with the whole group.</p> <p><i>Resources Needed: Cardboard sheets, Poster paper, first aid box, ICTs such as computer with internet access, smart phone, tablets, videos and simulations.</i></p>	<p>In pairs, identify the resources necessary for teaching the concepts under study, share across pairs and subsequently, with the whole group.</p>	10 mins
<p>Activity 4: Review of assessment component of Lesson 4</p>	<p>Ask tutors to read the assessment component of Lesson 4 of the course manual and compare with the components prescribed by NTEAP and review as appropriate.</p>	<p>Read the assessment component of Lesson 4 of the course manual and compare with the components prescribed by NTEAP and review as appropriate.</p>	10 mins

Activity 5: Evaluation and review of session:	<ol style="list-style-type: none"> 1. Ask tutors to raise any unresolved issues for clarification. 2. Remind tutors to invite a critical friend to observe their lesson in class and provide feedback. 3. Remind tutors to read on lesson 5 before the next PD session. 	<ol style="list-style-type: none"> 1. Raise any unresolved issues for clarification. 2. Invite a critical friend to observe your lesson in class and provide feedback. 3. Read on lesson 5 before the next PD session. 	10 mins
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TUTOR PD SESSION 5 FOR LESSON 5 IN THE COURSE MANUAL TEACHING ABOUT PERSONAL BODY CARE

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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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	<ol style="list-style-type: none"> 1. Start the session with an ice breaker 2. Reflection: Ask tutors how the knowledge gained from the last PD session influenced the teaching and learning of lesson 4. 3. Lead tutors to brainstorm on the purpose of Lesson 5 and share their findings. 4. Ask tutors to scan through lesson 5 and identify any distinctive aspects and raise for discussion (Refer to CM, pp. 26-29). 	<ol style="list-style-type: none"> 1. Start the session with an ice breaker . 2. Reflection: How did the knowledge gained from the last PD session influenced the teaching and learning of lesson 4. 3. Brainstorm on the purpose of Lesson 5 and share your findings. 4. Scan through lesson 5 and identify any distinctive aspects and raise for discussion (Refer to CM, pp. 26-29). 	20 mins
Activity 1: Concept Development (New learning likely to arise in this lesson):	<ol style="list-style-type: none"> 1. Ask tutors to identify and discuss in pairs the new concepts in Lesson 5 (Refer to CM pp. 26-30) such as: <ul style="list-style-type: none"> • <i>Teaching health and hygiene</i> • <i>Infections and diseases</i> 2. Ask tutors to identify possible challenges/ misconceptions associated with teaching 'Personal Body Care' that are likely to arise in the lesson and how they could be resolved. 	<ol style="list-style-type: none"> 1. Discuss in pairs to identify the new concepts in Lesson 5 (<i>Refer to CM pp. 26-30</i>). 2. Identify possible challenges/ misconceptions associated with teaching 'Personal Body Care' that are likely to arise in the lesson and how they could be resolved. 	20 mins

<p>Activity 2: Teaching and learning activities for the lesson</p>	<ol style="list-style-type: none"> 1. Ask tutors to read through the teaching and learning activities (<i>Refer to CM, pp. 28-29</i>) individually and identify specific CLOs and LIs of the lesson and areas that need clarification. 2. Ask tutors to come out with possible learning approaches that will help student teachers to teach the concept of 'Personal Body Care' to elementary school learners. 3. Ask tutors to hold a whole group discussion on the teaching and learning strategies and how they promote content delivery of the BSC and GESI. 4. Ask tutors to think, pair and share the strategies that may be used to develop the core and transferable competencies from the CM and the BSC (<i>Refer to BSSC for lower primary pp. 31, 32, and 33; upper primary pp. 13, 14, and 15</i>). 	<ol style="list-style-type: none"> 1. Read through the teaching and learning activities of lesson 5 (<i>Refer to CM, pp. 28-29</i>) individually and identify areas that need further clarification. 2. Discuss the possible learning approaches that will help student teachers to teach the concept of 'Personal Body Care' to elementary school learners. 3. Hold a whole group discussion on the approaches and indicate how they promote the content delivery of the BSC and GESI. 4. Think, pair and share the strategies that may be used to develop the core and transferable competencies from the CM and the BSC (<i>Refer to BSSC for lower primary (Refer to BSSC for lower primary pp. 31, 32, and 33; upper primary pp. 13, 14, and 15)</i>). 	
<p>Activity 3: Teaching and Learning Resources</p>	<p>Ask tutors to suggest resources that are needed to develop the new concepts identified (<i>Refer to CM, pp. 26-30</i>).</p> <p><i>NB: Provide teaching and learning resources as specified in the CM.</i></p> <p>Some online Resources: https://study.com/academy/lesson/the-importance-of-personal-hygiene.html https://www.youtube.com/watch?v=gHV6WC-TEwY https://www.youtube.com/watch?v=jQ2e0KH5Wrl</p>	<p>Suggest resources that are needed to develop the new concepts identified for Lesson 5 (<i>Refer to CM, pp. 26-30</i>).</p> <p>Some Online Resources: https://study.com/academy/lesson/the-importance-of-personal-hygiene.html</p>	<p>10 mins</p>

Activity 4: Review of assessment component of Lesson 5	Ask tutors to read the assessment component of Lesson 5 of the course manual and compare with the components prescribed by NTEAP and review as appropriate.	Read the assessment component of Lesson 5 of the course manual and compare with the components prescribed by NTEAP and review as appropriate.	10 mins
Activity 5: Evaluation and review of session	<ol style="list-style-type: none"> 1. Guide tutors to summarise the discussions so far. 2. Remind tutors to invite a critical friend from the same or related area to observe their lesson during teaching and provide feedback. NTS: 1a 3. In preparation for the next PD session, ask tutors to read on lesson 6. 	<ol style="list-style-type: none"> 1. Summarise the discussions so far. 2. You are reminded to invite a critical friend from the same or related area to sit in your lesson and observe during teaching and provide feedback. NTS: 1a. 3. In preparation for the next PD session, read on Lesson 6. 	10 mins

TUTOR PD SESSION 6 FOR LESSON 6 IN THE COURSE MANUAL HUMANS AND THEIR ENVIRONMENT

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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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	<ol style="list-style-type: none"> 1. Start the session with an ice breaker. 2. Reflection: Ask tutors to identify and describe the challenges in their lessons from the last PD session in pairs. Note down issues arising and cross share with others. 3. Ask tutors to scan the CM (Lesson 6; pp. 31-34) and note down the main purpose, distinctive aspects of the lessons to share across groups. 	<ol style="list-style-type: none"> 1. Start the session with an ice breaker. 2. Reflection: In Pairs, discuss briefly the challenges encountered during the previous lesson in your classroom after the last PD session and cross share with others. 3. Scan through Lesson 6. Write the main purpose and distinctive aspects of the lesson down in pairs and cross share with other groups. 	20 mins
Activity 1: Concept Development (New learning likely to arise in this lesson).	<ol style="list-style-type: none"> 1. Using whole group discussion, ask tutors to identify concepts in the lesson 'Humans and their Environment' (refer to CM, pp 31-34). 2. Ask tutors to find possible challenging areas in teaching the concept, associated with Humans and their Environment. 3. Require of tutors to identify misconceptions that are likely to be common among student teachers/students learning science on Humans and their Environment. 	<ol style="list-style-type: none"> 1. Identify and discuss concepts associated with Humans and their Environment in lessons 6 (refer to CM, pp 31-34). 2. Identify possible challenging areas in teaching the concepts associated with Humans and their Environment 3. Identify misconceptions that are likely to be common among student teachers/ students learning science on Humans and their Environment. 	20 mins

<p>Activity 2: Teaching and learning activities for the lesson</p>	<ol style="list-style-type: none"> 1. Ask tutors to read through the teaching and learning activities in lesson 6 (refer to CM, pp. 31-34) and list areas that require clarification. 2. Ask tutors to discuss generally, the teaching and learning strategies and specifically discuss writing scientific reports with the appropriate format (Theme 8, Unit 6 pp. 54). <p><i>NB: Teaching and learning strategies needing attention; Mini report writing, Scientific report writing, how to use MOOCs and video simulation resources for teaching the concepts.</i></p> <p><i>A scientific report is a document that describes the process, progress, and or results of technical or scientific finding or the state of a technical or scientific research problem. It might also include conclusions and recommendations of the study.</i></p> <p>SUGGESTED STRUCTURE FOR A SCIENTIFIC REPORT</p> <ol style="list-style-type: none"> i. Title- For each activity there must be a title or heading ii. Aim iii. Hypothesis iv. A list of equipment and/or materials v. Method vi. Results vii. Discussion or Analysis viii. Conclusion. 	<ol style="list-style-type: none"> 1. Read through the teaching and learning activities in lesson 6 (refer to CM, pp. 31-34) and list areas that requires clarification. 2. Discuss generally, the teaching and learning strategies and specifically discuss how to write scientific reports with the appropriate format (Theme 8, Unit 6 pp. 54). <p><i>NB: Teaching and learning strategies needing attention; Mini report writing, Scientific report writing, how to use MOOCs and video simulation resources for teaching the concepts.</i></p> <p><i>A scientific report is a document that describes the process, progress, and or results of technical or scientific finding or the state of a technical or scientific research problem. It might also include conclusions and recommendations of the study.</i></p> <p>SUGGESTED STRUCTURE FOR A SCIENTIFIC REPORT</p> <ol style="list-style-type: none"> i. Title- For each activity there must be a title or heading ii. Aim iii. Hypothesis iv. A list of equipment and/or materials v. Method vi. Results vii. Discussion or Analysis viii. Conclusion. 	50 mins
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Activity 3: Teaching and Learning Resources	Ask tutors to think, pair, and share the needed resources for teaching and learning the concepts. NB: (Massive Open Online Resources, MOOCs/ developing Video simulations on Humans and their Environment).	Think, pair, and share the needed resources for teaching and learning the concepts. NB: (Massive Open Online Resources, MOOCs/ developing Video simulations on Humans and their Environment).	10 mins
Activity 4: Review of assessment component of Lesson 6	Ask tutors to read the assessment component of Lesson 1 of the course manual and compare with the components prescribed by NTEAP and review as appropriate	Read the assessment component of Lesson 1 of the course manual and compare with the components prescribed by NTEAP and review as appropriate.	10 mins
Activity 5: Evaluation and review of session:	<ol style="list-style-type: none"> 1. Lead discussion on outstanding issues related to the lesson. 2. Remind tutors to invite a critical friend to observe their lessons and provide feedback during the enactment. 3. Remind tutors to read through lessons 8 before the next PD session. 	<ol style="list-style-type: none"> 1. Bring out any issues that require clarification for discussion. 2. Invite a critical friend to sit in your lesson and observe and share his/ her observation during the next PD Session. 3. Read through lessons 8 before the next PD session. 	10 mins

TUTOR PD SESSION 7 FOR LESSON 7 IN THE COURSE MANUAL COURSE REVIEW 1 (MID-SEMESTER)

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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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	<ol style="list-style-type: none"> 1. Ask tutors to begin the session with an ice breaker from any member of the group. 2. Ask tutors to tell how useful the previous PD sessions on lessons 1 - 6 influenced their teaching over the weeks. 3. Ask tutors to read the introductory section and discuss the important or distinctive aspects of the review section in the course manual. 	<ol style="list-style-type: none"> 1. Begin the session with an ice breaker from any member of the group. 2. Tell how useful the previous PD sessions on lessons 1 - 6 influenced your teaching over the weeks. 3. Read the introductory section and discuss the important or distinctive aspects of the review section in the course manual. 	30 mins
Activity 1: Concept Development (New learning likely to arise in this lesson)	<ol style="list-style-type: none"> 1. Ask tutors to identify weaknesses and strengths in learning the science lessons for the period under review individually. 2. Ask tutors in pairs to make a list of weaknesses and strengths on poster papers for sharing (PD Theme 4, pp. 111). 3. Ask tutors to list and discuss all misconceptions identified during the lessons for the period under review especially those that are new to them and try to find the right explanation for them. 	<ol style="list-style-type: none"> 1. Identify weaknesses and strengths in learning the science lessons for the period under review individually. 2. In pairs, make a list of weaknesses and strengths on poster papers for sharing (PD Theme 4, pp. 111). 3. List and discuss all misconceptions identified during the lessons for the period under review especially those that are new to you and try to find the right explanation for them. 	30 mins

<p>Activity 2: Teaching and learning activities for the lesson</p>	<ol style="list-style-type: none"> 1. Ask tutors to discuss how through mixed and same group work they protected vulnerable student teachers and established an interactive and inclusive classroom atmosphere. 2. Ask tutors state how collaboration is established through modelling and group work taking into consideration GESI issues in the B.Ed. curriculum. 	<ol style="list-style-type: none"> 1. Discuss how through mixed and same group work you protected vulnerable student teachers and established an interactive and inclusive classroom atmosphere. 2. State how collaboration is established through modelling and group work taking into consideration GESI issues in the B.Ed. curriculum. 	<p>30 mins</p>
<p>Activity 3: Teaching and Learning Resources</p>	<p>Ask tutors to list and discuss resources, including ICT tools that they used in the teaching and learning of lessons 1 - 6 taking into consideration GESI issues.</p>	<p>List and discuss resources, including ICT tools, that you used in the teaching and learning of lessons 1 - 6 taking into consideration GESI issues.</p>	<p>15 mins</p>
<p>Activity 4: Review of Assessment Components of Lesson</p>	<p>Ask tutors to discuss the assessment strategies they used in Lessons 1 – 6 in the Course Manual how they reflect the demands of NTEAP.</p>	<p>Discuss the assessment strategies you used in Lessons 1 – 6 in the Course Manual and how they reflect the demands of NTEAP.</p>	<p>15 mins</p>

TUTOR PD SESSION 8 FOR LESSON 8 IN THE COURSE MANUAL TEACHING CONCEPT ABOUT SCIENCE AND TECHNOLOGY I

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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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	<ol style="list-style-type: none"> 1. Start the session with an ice breaker. 2. Reflection: Guide tutors to identify and describe the challenges in their lessons from the last PD session and after the course review with their students individually. Let them note down issues for discussion as a group. 3. Ask Tutors to scan the CM (Lesson 8; pp. 39-42) in pairs and note down the main purpose, distinctive aspects of the lesson on a Post-it-note and share across groups. <p><i>NB: distinctive aspects: CLOs-Lis and how the Lis can be achieved, Teaching/Learning strategies, Assessment, core transferable skills & cross cutting issues, gender issues in groupings.</i></p>	<ol style="list-style-type: none"> 1. Start the session with an ice breaker. 2. Reflection: Identify and describe the challenges in your lessons from the last PD session and from the course review you had with your students. Note down issues arising and discuss them after the course review with students individually. 3. Scan through Lesson 8 in pairs (<i>Refer to CM, pp. 39-42</i>). Write the main purpose and distinctive aspects of the lesson on a Post-it-note and share across groups. 	20 mins
Activity 1: Concept Development (New learning likely to arise in this lesson)	<ol style="list-style-type: none"> 1. Using concept maps, ask tutors to identify the concepts in Lesson 8; 'Teaching concepts about Science and Technology (<i>Refer to CM, pp.39-42</i>). <i>NB: Concepts to be developed</i> <ul style="list-style-type: none"> • Natural Resources and their Uses (Renewable and non-renewable resources) • Effects of human activities on the environment and how to disseminate information 2. Ask tutors to identify any possible challenges and barriers that may be encountered during the teaching of the lesson. 	<ol style="list-style-type: none"> 1. Using concept maps, identify the concepts in Lessons 8; 'Teaching concepts about Science and Technology (<i>refer to CM, pp.39-42</i>) . 2. Identify any possible challenges and barriers that may be encountered during the teaching of the lesson. 	20 mins

Activity 2: Teaching and learning activities for the lesson	<ol style="list-style-type: none"> 1. Ask tutors in pairs to read through the teaching and learning activities in Lesson 8 (<i>Refer to CM, pp. 41-42</i>) and list areas that requires clarification. 2. Ask tutors to brainstorm and write down their individual understanding of Science and Technology and how they are related and share with the larger group. 3. Guide tutors to discuss generally, the teaching and learning strategies in Lesson 8 and indicate how they promote content delivery of the BSC and GESI. <p>PD Theme 8, p.40 NTS 1b, 2b, 3a, ps. 13-15 BSSC for Lower Primary by NaCCA, pp. 33,47 & 61</p>	<ol style="list-style-type: none"> 1. Read through the teaching and learning activities in Lesson 8 (<i>Refer to CM, pp. 41-42</i>) and list areas that requires clarification. 2. Brainstorm and write down your understanding of Science and Technology and how they are related and share with the larger group. 3. Discuss generally, the teaching and learning strategies in Lesson 8 and indicate how they promote content delivery of the BSC and GESI. <p>PD Theme 8, p.40 NTS 1b, 2b, 3a, ps. 13-15 BSSC for Lower Primary by NaCCA, pp. 33,47 & 61</p>	50 mins
Activity 3: Teaching and Learning Resources	<p>In groups, guide tutors to identify resources necessary for teaching the lesson and share across groups.</p> <p><i>NB: Some Resources</i> <i>Magazines and Other Newsprint, Role play and videos on human activities that degraded the environment. Provide tutors with YouTube links on teaching science and technology</i></p>	<p>In your groups, identify the resources necessary for teaching and learning the concept 'Science and Technology'. Share your findings with the whole group.</p> <p>(NTS 3e, p. 15)</p>	10 mins
Activity 4: Review of assessment component of Lesson 7	<p>Ask tutors to read the assessment component of Lesson 7 in the course manual and compare with the components prescribed by NTEAP and review as appropriate.</p>	<p>Read the assessment component of Lesson 7 in the course manual and compare with the components prescribed by NTEAP and review as appropriate.</p>	10 mins

<p>Activity 5: Evaluation and review of session:</p>	<ol style="list-style-type: none"> 1. Ask tutors to summarize the discussions so far on post-it-notes. Ask two tutors to share their summaries. 2. Remind tutors to read through lessons 9 before the next PD session and also to invite a critical friend to observe their lesson and provide a feedback to them. <p>NTS 3p, p. 15), NTS 1a, p. 13</p>	<ol style="list-style-type: none"> 1. Summarize the discussions so far on post-it-notes. Two tutors share their summaries. 2. Read through lessons 9 before the next PD session and also invite a critical friend to observe your lesson and provide a feedback to you. <p>NTS 3p, p. 15), NTS 1a, p. 13</p>	<p>10 mins</p>
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TUTOR PD SESSION 9 FOR LESSON 9 IN THE COURSE MANUAL TEACHING CONCEPTS ABOUT SCIENCE AND TECHNOLOGY 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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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	<ol style="list-style-type: none"> 1. Ask tutors to start the session with an ice breaker 2. Reflection: Ask tutors to identify and describe the challenges they faced in their lessons from the last PD session on teaching concepts about Science and Technology I in pairs and cross share. NTS: 1b 3. Ask tutors to write down and share issues arising from the feedback from their critical friends after observing their previous lesson on 'Teaching Concepts about Science and Technology I'. 4. Ask Tutors to scan the Course Manual (CM) in pairs (refer to Lesson 9; pp. 43 - 46) and write down the main purpose, Course Learning Outcomes (CLOs), Learning Indicators (LIs), and other distinctive aspects of the lesson. NTS: 2b 5. Ask tutors to share their findings with the larger group. <p><i>NB: Distinctive aspects: CLOs, LIs, Teaching/Learning strategies, Assessment, core transferable skills & cross cutting issues, GESI issues in groupings.</i></p>	<ol style="list-style-type: none"> 1. Start the session with an ice breaker. 2. Reflection: In pairs, identify and describe the challenges you faced in your lessons from the last PD session on teaching concepts about Science and Technology I in pairs and cross share. NTS: 1b 3. Write down and share issues arising from the feedback from your critical friend after observing your previous lesson on 'Teaching Concepts about Science and Technology I'. 4. Scan the Course Manual (CM) in pairs (refer to Lesson 9; pp. 43 - 46) and write down the main purpose, Course Learning Outcomes (CLOs), Learning Indicators (LIs), and other distinctive aspects of the lesson. NTS: 2b 5. Share your findings with the larger group. 	20 mins

<p>Activity 1: Concept Development (New learning likely to arise in this lesson)</p>	<ol style="list-style-type: none"> 1. Ask tutors to identify and discuss as a group the concepts in Lesson 9; 'Teaching Concepts about Science and Technology II'. (CM: pp 43 – 46). <p><i>NB: Concepts to be developed:</i></p> <ol style="list-style-type: none"> i. Identify industries and their features. ii. Connecting resources in the immediate environment to industries. iii. Designing activities to teach industrialisation to basic school learners. <ol style="list-style-type: none"> 2. Ask tutors to identify any possible challenges, barriers and misconceptions that are likely to be encountered during the teaching of the lesson 9 'Teaching Concepts about Science and Technology II' 	<ol style="list-style-type: none"> 1. Identify and discuss as a group the concepts in Lesson 9; 'Teaching Concepts about Science and Technology II'. (CM: pp 43 – 46). 2. Identify any possible challenges, barriers and misconceptions that are likely to be encountered during the teaching of lesson 9 on 'Teaching Concepts about Science and Technology II' 	20 mins
<p>Activity 2: Teaching and learning activities for the lesson</p>	<ol style="list-style-type: none"> 1. Ask tutors to be in pairs to read through the teaching and learning activities in lesson 9 (refer to CM p 45) and list areas that require clarification and discuss them with the whole group. 2. Ask one tutor to read out the activities of Lesson 9 (Refer to CM p.45) whole group discussion on the teaching and learning strategies and how they promote content delivery of the Basic School Curriculum (BSC) and Gender Equality and Social Inclusion (GESI) <p>NTS: 1a, 1b; 2a, 2c; 2d,3f, 3</p> <ol style="list-style-type: none"> 3. Ask one tutor to do a peer teaching on the activity, nature and features of industries in Lesson 9 (Refer to CM, p. 45) and discuss the lesson at the end of the teaching. <p><i>NB: Teaching and learning strategies needing attention is e-learning: MOOCs (YouTube, etc)</i></p>	<ol style="list-style-type: none"> 1. In pairs read through the teaching and learning activities in lesson 9 (refer to CM p 45) and list areas that require clarification and discuss them with the whole group. 2. Read out the activities of Lesson 9 (Refer to CM p.45) and hold a whole group discussion on the teaching and learning strategies and how they promote content delivery of the Basic School Curriculum (BSC) and Gender Equality and Social Inclusion (GESI) <p>NTS: 1a, 1b; 2a, 2c; 2d,3f, 3g</p> <ol style="list-style-type: none"> 3. Do a peer teaching on the activity, nature and features of industries in lesson 9 (Refer to CM, p. 45) and discuss the lesson at the end of the teaching. 	50 mins

<p>Activity 3: Teaching and Learning Resources</p>	<p>Ask tutors in pairs to identify the resources necessary for teaching and learning the concept 'Teaching Concept about Science and Technology II'. Let them share their findings with the whole group. NTS: 3j</p> <p><i>(Massive Open Online Resources, MOOCs/ developing Video simulations teaching concepts about Science and Technology II) https://study.com/academy/lesson/how-science-technology-are-related.html</i></p> <p>(PD Theme 4, pp. 23-46, NTS: 3j, 3m)</p>	<p>In pairs, identify the resources necessary for teaching and learning the concept 'Teaching Concept about Science and Technology II'. Share your findings with the whole group. NTS: 3j</p> <p><i>(Massive Open Online Resources, MOOCs/ developing Video simulations teaching concepts about Science and Technology II) https://study.com/academy/lesson/how-science-technology-are-related.html</i></p> <p>(PD Theme 4, pgs. 23-46, NTS: 3j, 3m)</p>	<p>10 mins</p>
<p>Activity 4: Review of assessment component of the Lesson</p>	<p>Ask tutors to read the assessment component of Lesson 9 of the course manual and compare with the components prescribed by NTEAP and review as appropriate. (CM p. 6)</p>	<p>Read the assessment component of Lesson 9 of the course manual and compare with the components prescribed by NTEAP and review as appropriate. (CM p. 6)</p>	<p>10 mins</p>
<p>Activity 5: Evaluation and review of session</p>	<ol style="list-style-type: none"> 1. Ask tutors to summarise the discussions so far. 2. Ask tutors to invite a critical friend from the same or related area to observe their lesson during teaching and provide feedback. NTS: 1a 3. Remind tutors to read through lesson 10 before coming for the next PD session. 	<ol style="list-style-type: none"> 1. Summarise the discussions so far. 2. Invite a critical friend from the same or related area to observe your lesson during teaching and provide feedback. NTS: 1a 3. Read through lesson 10 before coming for the next PD session. 	<p>10 mins</p>

TUTOR PD SESSION 10 FOR LESSON 10 IN THE COURSE MANUAL BUILDING A SCIENCE PORTFOLIO I

<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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></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>	<ol style="list-style-type: none"> 1. Ask tutors to start the session with an ice breaker 2. Ask tutors to individually reflect on the previous session Lesson 9 with the help of their Critical friend to identify some challenges encountered. Let them write on Post-it-notes and share with the whole group. NTS: 1b, 2b, 3a 3. Ask tutors to read through the CLOs of Lesson 9; possible barriers, lesson delivery mode, purpose and the Learning Indicators (LIs) to familiarise themselves with them. <p>Refer to CM pp. 47-48. (NTS 2b) <i>NB: Distinctive aspects: CLOs-LIs, Teaching/Learning strategies, Assessment, core transferable skills & cross cutting issues, GESI issues in groupings</i> <i>Issues arising. How different/similar are they from previous lesson.</i></p>	<ol style="list-style-type: none"> 1. Start the session with an ice breaker 2. Individually reflect on the previous session Lesson 9 with the help of your Critical friend to identify some challenges encountered. Write them on Post-it-notes and share with the whole group. NTS: 1b, 2b, 3a 3. Read through the CLOs, possible barriers, lesson delivery mode and the Learning Indicators (LIs) to familiarise yourselves with them. <p>Refer to CM pp. 47-48. (NTS 2b)</p>	<p>20 mins</p>

Activity 1: Concept Development (New learning likely to arise in this lesson)	<ol style="list-style-type: none"> 1. Ask tutors in a whole group discussion to identify concepts to be developed in Lesson 10. <i>(Refer to CM pp 49-50)</i> <i>NB: the essence of a science portfolio professional portfolio development.</i> 2. Ask tutors to list challenges inherent in the concept of Building a Science Portfolio in pairs and discuss with the whole group. 	<ol style="list-style-type: none"> 1. In a whole group discussion identify concepts to be developed in Lesson 10. <i>(Refer to CM pp 49-50)</i> 2. List challenges inherent in the concept of Building a Science Portfolio in pairs and discuss with the whole group. 	20 mins
Activity 2: Teaching and learning activities for the lesson	<ol style="list-style-type: none"> 1. Ask one tutor to read through the teaching and learning activities in Lesson 10 (refer to CM p. 49) while others listen and list areas that require clarification and discuss them with the whole group. 2. Ask tutors to discuss the step-by-step processes that are involved in the activities of Lesson 10 <i>(Refer to CM p. 53)</i> NTS: 1a, 1b; 2c; 3f, 3g. 3. Ask tutors to think, pair, share the meaning and importance of building a Science Portfolio. Refer to NTEAP 4. Ask tutors in a whole group discussion to identify the main features of Building a Science Portfolio <i>(Refer to CM, pp. 47-50)</i>. 	<ol style="list-style-type: none"> 1. Read through the teaching and learning activities in lesson 10 <i>(Refer to CM p. 49)</i> while others listen and list areas that require clarification and discuss them with the whole group. 2. Discuss the step-by-step processes that are involved in the activities of Lesson 10 <i>(Refer to CM p. 53)</i> 3. Think, pair, share the meaning and importance of a Science Portfolio. Refer to NTEAP. 4. In a whole group discussion, identify the main features of Building a Science Portfolio <i>(Refer to CM, pp. 47-50)</i> 	50 mins
Activity 3: Teaching and Learning Resources	Ask tutors to identify the needed resources for teaching and learning the concept " Building a Science Portfolio I " in pairs. NTS: 3j <i>NB: (Massive Open Online Resources, MOOCs/ Video simulations on Building a Science Portfolio)</i> (PD Theme 4, pg. 23-46, NTS: 3j, 3m)	In pairs, identify the needed resources for teaching and learning the concept " Building a Science Portfolio I " pairs. NTS: 3j <i>NB: (Massive Open Online Resources, MOOCs/ Video simulations on Building a Science Portfolio)</i> (PD Theme 4, pg. 23-46, NTS: 3j, 3m)	

<p>Activity 4: Review of assessment component of Lesson 10</p>	<p>Ask tutors to read the assessment component of Lesson 10 of the course manual and compare with the components prescribed by NTEAP and review as appropriate.</p>	<p>Read the assessment component of Lesson 10 of the course manual and compare with the components prescribed by NTEAP and review as appropriate.</p>	<p>10 mins</p>
<p>Activity 5: Evaluation and review of session</p>	<ol style="list-style-type: none"> 1. Guide tutors to summarise the discussions so far. 2. Remind tutors to invite a critical friend from the same or related area to observe their lesson during teaching and provide feedback. NTS: 1a. 3. Remind tutors to read lesson 11 before the next PD session 	<ol style="list-style-type: none"> 1. Summarise the discussions so far. 2. Invite a critical friend from the same or related area to sit in your lesson and observe during teaching and provide feedback. NTS: 1a. 3. Read lesson 11 before the next PD session 	<p>10 mins</p>

TUTOR PD SESSION 11 FOR LESSON 11 IN THE COURSE MANUAL BUILDING A SCIENCE PORTFOLIO 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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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	<ol style="list-style-type: none"> 1. Start the session with an icebreaker. 2. Reflection: Ask tutors if they faced challenges in their lessons from the last PD session. <i>NB: Note down issues arising for clarification.</i> 3. Ask Tutors to scan the Course Manual, Lesson 11 (pp. 51- 53) and write down the main purpose, distinctive aspects of the lessons in pairs. 4. Ask tutors to share their findings across groups. <p>NB: Distinctive aspects: <i>CLOs-LIs, Teaching/Learning strategies, Assessment, core transferable skills & cross cutting issues, GESI issues in groupings.</i></p> <p>Issues arising - how different/similar are they from previous lesson.</p>	<ol style="list-style-type: none"> 1. Start the session with an ice breaker. 2. Reflection: Share any challenges you faced in your classroom after the last PD session. 3. Scan through the CM (lesson 11; pp. 51-53), write down the main purpose, distinctive aspects of the lessons in pairs. 4. Share your findings with other groups. 	20 mins

<p>Activity 1: Concept Development (New learning likely to arise in this lesson)</p>	<p>1. Ask tutors in whole group to identify and discuss concepts to be developed in lessons 11 (<i>Refer to CM Pp. 51-53</i>).</p> <p><i>NB: Concepts to be developed: Teaching a Portfolio</i></p> <p>2. Ask tutors to write down possible challenging areas and misconceptions in the lesson 'Building a Science Portfolio II' on A4 sheets. Share the concepts identified in pairs and across pairs.</p>	<p>1. In whole group, identify and discuss concepts to be developed in lessons 11 (<i>Refer to CM Pp. 51-53</i>).</p> <p>2. Write down possible challenging areas and misconceptions in the lesson 'Building a Science Portfolio II' on A4 sheets. Share the concepts identified in pairs and across pairs.</p>	<p>20 mins</p>
<p>Activity 2: Teaching and learning activities for the lesson</p>	<p>1. Ask tutors to sit in pairs to read through the teaching and learning activities in Lesson 11 (<i>refer to CM p 53</i>) and list areas that require clarification and discuss them with the whole group.</p> <p>2. Ask one tutor to read out the activities of Lesson 11 (<i>Refer to CM p. 53</i>) and hold a whole group discussion on the teaching and learning strategies and how they promote content delivery of the Basic School Science Curriculum (BSSC) and Gender Equality and Social Inclusion (GESI). NTS: 1a, 1b; 2c; 3f, 3g</p> <p>3. Ask tutors to identify and discuss strategies that may be used to develop the core and transferable competencies from the CM and the BSSC in pairs.</p>	<p>1. In pairs, read through the teaching and learning activities in Lesson 11 (<i>Refer to CM p 53</i>) and list areas that require clarification and discuss them with the whole group.</p> <p>2. Read out the activities of Lesson 11 (<i>Refer to CM p. 53</i>) and hold a whole group discussion on the teaching and learning strategies and how they promote content delivery of the Basic School Science Curriculum (BSSC) and Gender Equality and Social Inclusion (GESI) NTS: 1a, 1b; 2c; 3f, 3g.</p> <p>3. Identify and discuss strategies that may be used to develop the core and transferable competencies from the CM and the BSSC in pairs.</p>	<p>50 mins</p>

Activity 3: Teaching and Learning Resources	<p>Ask tutors in pairs to identify the needed resources for teaching and learning how to Building a Science Portfolio including use of ICTs.</p> <p>(Projector, Pens, Papers; PD Theme 4, p. 53)</p>	<p>In pairs, identify the needed resources for teaching and learning how to Building a Science Portfolio including use of ICTs.</p> <p>(Projector, Pens, Papers) PD Theme 4, p. 53</p>	<p>10 mins</p>
Activity 4: Review of assessment component of the Lesson	<p>Ask tutors to read the assessment component of Lesson 11 from the course manual and compare with the components prescribed by NTEAP and review as appropriate.</p>	<ul style="list-style-type: none"> • Read the assessment component of Lesson 11 from the course manual and compare with the components prescribed by NTEAP and review as appropriate. 	<p>10 mins</p>
Activity 5: Evaluation and review of session	<ol style="list-style-type: none"> 1. Ask tutors to summarise the discussions so far. 2. Ask tutors to invite a critical friend from the same or related subject area to observe their lesson during teaching and provide feedback. NTS: 1a 3. Ask tutors to recap all that they have done during the PD sessions of the semester and discuss how they influenced teaching and learning. 	<ol style="list-style-type: none"> 1. Summarise the discussions so far. 2. Invite a critical friend from the same or related subject area to observe your lesson during teaching and provide feedback. NTS: 1a 3. Recap all that you have done during the PD sessions of the semester and discuss how they influenced teaching and learning. 	

TUTOR PD SESSION 12 FOR LESSON 12 IN THE COURSE MANUAL COURSE REVIEW 2 (END OF SEMESTER)

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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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	<ol style="list-style-type: none"> 1. Ask tutors to begin the session with an ice breaker from any member of the group. 2. Ask tutors to tell how useful the previous PD sessions on lessons 8 - 11 influenced their teaching over the weeks. 3. Ask tutors to read the introductory section and discuss the important or distinctive aspects of the review section in the course manual. 	<ol style="list-style-type: none"> 1. Begin the session with an ice breaker from any member of the group. 2. Tell how useful the previous PD sessions on lessons 8 - 11 influenced your teaching over the weeks. 3. Read the introductory section and discuss the important or distinctive aspects of the review section in the course manual. 	30 mins
Activity 1: Concept Development (New learning likely to arise in this lesson)	<ol style="list-style-type: none"> 1. Ask tutors to identify weaknesses and strengths in learning the science lessons for the period under review individually. 2. Ask tutors in pairs to make a list of weaknesses and strengths on poster papers for sharing (PD Theme 4, pp. 111) 3. Ask tutors to list and discuss all misconceptions identified during the lessons for the period under review especially those that are new to them and try to find the right explanation for them. 	<ol style="list-style-type: none"> 1. Identify weaknesses and strengths in learning the science lessons for the period under review individually. 2. In pairs, make a list of weaknesses and strengths on poster papers for sharing (PD Theme 4, pp. 111). 3. List and discuss all misconceptions identified during the lessons for the period under review especially those that are new to you and try to find the right explanation for them. 	30 mins

Activity 2: Teaching and learning activities for the lesson	<ol style="list-style-type: none"> 1. Ask tutors to discuss how through mixed and same group work they protected vulnerable student teachers and established an interactive and inclusive classroom atmosphere. 2. Ask tutors state how collaboration is established through modelling and group work taking into consideration GESI issues in the B.Ed. curriculum. 	<ol style="list-style-type: none"> 1. Discuss how through mixed and same group work you protected vulnerable student teachers and established an interactive and inclusive classroom atmosphere. 2. State how collaboration is established through modelling and group work taking into consideration GESI issues in the B.Ed. curriculum. 	30 mins
Activity 3: Teaching and Learning Resources	Ask tutors to list and discuss resources, including ICT tools that they used in the teaching and learning of lessons 8 - 11 taking into consideration GESI issues.	List and discuss resources, including ICT tools, that you used in the teaching and learning of lessons 8 - 11 taking into consideration GESI issues.	15 mins
Activity 4: Review of Assessment Components of Lesson	Ask tutors to discuss the assessment strategies they used in Lessons 8 – 11 in the Course Manual how they reflect the demands of NTEAP.	Discuss the assessment strategies you used in Lessons 8 – 11 in the Course Manual and how they reflect the demands of NTEAP.	15 mins

FRENCH

TUTOR PD SESSION 1 FOR LESSON 1 IN THE COURSE MANUAL STRUCTURE AND USAGE OF THE FRENCH LANGUAGE I (WRITTEN)

<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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></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>	<ol style="list-style-type: none"> 1. Start the PD Session with an Ice Breaker in French (a song/poem/ short game). 2. Ask tutors to tell how useful the previous PD session on NTEAP was and how it would influence their teaching in the current semester, especially the assessment component of this course. NTS 3k, m, o. 3. Ask tutors, individually, to read and explain the main goal of the French Course Manual. Ref. to Course Manual p. 1 4. Let tutors, in pairs, identify the distinct aspects of the lesson and share their observations. 5. Ask tutors to read the description of Lesson 1 on p. 7 of the Course Manual silently and take note of salient points. 6. Ask tutors, in pairs, to discuss the Learning Outcomes (LOs) and Learning Indicators (LIs) and explain what is expected to be achieved and share with the whole group. Ref. to course manual p. 8 	<ol style="list-style-type: none"> 1. Start the PD Session with an Ice Breaker in French (a song/ poem/short game). 2. Tell how useful the previous PD session was and it would influence your teaching in this semester, especially the assessment component of this course. NTS 3k, m, o. 3. Individually, read and explain the main goal of the French Course Manual. Ref. to Course Manual p. 1. 4. In pairs, identify the distinct aspects of the lesson and share your observations 5. Read the description of Lesson 1 on p. 7 of the Course Manual silently and take note of salient points. 6. In pairs, discuss the Learning Outcomes (LOs) and Learning Indicators (LIs) and explain what is expected to be achieved and share with the whole group. Ref. to course manual p. 8 	<p>20 mins</p>

<p>Activity 1: Concept Development (New learning likely to arise in this lesson):</p>	<ol style="list-style-type: none"> 1. Ask tutors, in groups, to read the sub-topics of Lesson 1 and discuss them. Ref. to the course manual pp. 8-9 2. Ask tutors, in groups, to identify possible challenging areas in teaching the concepts/sub-topics. 	<ol style="list-style-type: none"> 1. In groups, read the sub-topics of Lesson 1 and discuss them. Ref. to the course manual pp. 8-9 2. In groups, identify possible challenging areas in teaching the concepts/sub-topics. 	25 mins
<p>Activity 2: Teaching and learning activities for the lesson</p>	<ol style="list-style-type: none"> 1. Ask tutors in groups to read the teaching and learning activities and identify areas that require clarification. 2. Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion. 3. Ask tutors, in groups, to discuss and share with the whole group how to integrate the core transferable skills in the lesson and GESI into the teaching and learning activities for both the B. Ed. and the Basic school curricula. NTS 1a, 1b, 2c, 3f, 3g 4. Lead tutors through the use of YouTube videos/short text/ jigsaw to prepare teaching and learning activities to teach the Lesson <i>“Structure and Usage of the French language I (Written)”</i>. Ask them to present their works on flip charts 5. Ask two tutors from each group to carry out peer teaching of the lesson prepared. NTS 3h. 6. Ask a two-member panel (critical friends) to use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson. 7. Ask tutors in their groups to identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. NTS 3h, j <p>NOTE: Expected answers: Critical thinking, Collaboration in groups, Digital literacy/ ICT. Cultural diversity, Equity and inclusivity in group works. Talk for learning, role-play, find someone who...!</p>	<ol style="list-style-type: none"> 1. In your groups, read the teaching and learning activities and identify areas that require clarification. 2. Present the areas you identified in the teaching and learning activities for whole group discussion. 3. In small groups, discuss and subsequently share with the whole group, ways to integrate the core transferable skills and GESI into the teaching and learning activities for both the B. Ed. and the Basic School curricula. NTS 1a, 1b, 2c, 3f, 3g 4. Through the use of YouTube videos/short text/ jigsaw in groups, prepare teaching and learning activities to teach the Lesson <i>“Structure and Usage of the French language I (Written)”</i>. Present your work on flip charts. 5. Carry out peer teaching of the lesson prepared. NTS 3h, j 6. Use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson. 7. Identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. NTS 3h, j 	30 mins

Activity 3: Teaching and Learning Resources	<ol style="list-style-type: none"> 1. Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics. <i>Ref. to Course Manual pp. 8-9 NTS:3j, 3m</i> 2. Ask the individual groups to share the findings on the appropriate resources needed for the teaching and learning of the concept/sub-topics with the larger group. 3. Ask tutors to identify other resources that could be used in the delivery of the lesson prepared. 	<ol style="list-style-type: none"> 1. In your groups, identify and discuss the appropriate teaching and learning resources needed to teach the concept/sub-topics? <i>Ref. to Course Manual pp. 8-9 NTS:3j, 3m</i> 2. In your individual groups, share the findings on the appropriate resources needed to teach and learn the concept/sub-topics with the larger group. 3. Identify other resources that could be used in the delivery of the lesson prepared. 	20 Mins
Activity 4: Review Assessment Component	<p>Ask tutors to read the assessment component of Lesson 1 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o.</p>	<p>Read the assessment component of Lesson 1 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o.</p>	15 Mins
Activity 5: Evaluation and review of session:	<ol style="list-style-type: none"> 1. Ask tutors to individually write down issues observed about the session and share them with the whole group for further discussion. <i>Note: Nominate a secretary to write down the concerns to be addressed in the subsequent session</i> 2. Remind tutors to identify a Critical Friend from the same or related area, to observe their lesson and be prepared to share the feedback with the whole group during the next session. NTS 1a 	<ol style="list-style-type: none"> 1. Write down issues observed about the session and share them with the whole group for further discussion. 2. Remember to identify a Critical Friend from the same or related area, to observe your lesson and be prepared to share the feedback with the whole group during the next session. NTS 1a 	10 mins

TUTOR PD SESSION 2 FOR LESSON 2 IN THE COURSE MANUAL STRUCTURE AND USAGE OF THE FRENCH LANGUAGE II (WRITTEN)

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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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	<ol style="list-style-type: none"> 1. Start the PD Session with an Ice Breaker in French (a song/poem/short game). 2. Ask Critical Friend and tutors to reflect individually on Lesson 1 and share what they learnt. 3. Ask tutors to read Lesson 2's description on p. 10 in the Course Manual. 4. Ask tutors to identify types of verbs eg. <i>verbestransitifs, intransitifs, pronominaux, etc.</i> 5. Ask tutors to read silently the lesson description once more and share important concepts indicated therein. 6. Let tutors, in pairs, discuss the LOs and LIs in the Course Manual and share their findings. Refer to <i>Course Manual pp. 10 -11</i> 	<ol style="list-style-type: none"> 1. Start the PD Session with an Ice Breaker in French (a song/ poem/short game). 2. Reflect individually on Lesson 1 and share what you learnt. 3. What is the main purpose of the lesson in the Course Manual? 4. Mention some examples of the types of verbs identified 5. Share the important concepts indicated in the lesson. 6. In pairs, discuss the LOs and LIs in the Course Manual and share your findings. <i>Refer to Course Manual pp. 10 - 11</i> 	15 mins
Activity 1: Concept Development (New learning likely to arise in this lesson)	<ol style="list-style-type: none"> 1. In groups, let tutors read the topics of the Lesson 2 and discuss possible subtopics under them. <i>Ref. to the Course Manual pp. 11 to 12</i> 2. Let tutors in groups identify possible challenging areas in teaching the subtopics / concepts. 	<ol style="list-style-type: none"> 1. In groups, read the topics of the Lesson 2 and discuss possible subtopics under them. <i>Ref. to the Course Manual pp. 11 to 12</i> 2. In groups, reflect on the possible challenging areas in teaching the subtopics/concepts? 	25 mins

<p>Activity 2: Teaching and learning activities for the lesson</p>	<ol style="list-style-type: none"> 1. Let tutors in groups, read the teaching and learning activities on pp. 11-12 and identify areas that require clarification. 2. Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion. 3. Ask tutors to discuss in groups and share with the whole group how to integrate the core transferable skills and GESI in the lesson into the teaching and learning activities for both the B.Ed. and the Basic School curricula. NTS 1a, 1b, 2c, 3f, 3g 4. Lead tutors in groups, to discuss and prepare teaching and learning activities for using YouTube videos/short texts/ jigsaw to teach the topic "<i>types de verbes</i>". 5. Let a tutor from each group carry out peer teaching of the lesson prepared. 6. Let a two-member panel use the Lesson Observation Guide to critique /assess the lesson delivery and share observations with the whole class. <p>Reflection</p> <ol style="list-style-type: none"> 7. Let tutors in their groups identify the core transferable skills and gender issues raised during the lesson delivery and explain how they were addressed. 8. Let tutors identify other resources that could be used in the delivery of the lesson note. <p>Expected answers:</p> <ul style="list-style-type: none"> • Critical thinking, Collaboration in groups, Digital literacy/ ICT • Cultural diversity, Equity and inclusivity in group works • Talk for learning, role-play, find someone who... 	<ol style="list-style-type: none"> 1. In your groups, read the teaching and learning activities on pp. 11-12 and identify areas that require clarification. 2. A tutor in the group presents areas identified in the teaching and learning activities for whole group discussion. 3. In small groups, discuss and share with the whole group how to integrate the core transferable skills and GESI in the lesson into the teaching and learning activities in both the B.Ed. and the Basic School curricula NTS 1a, 1b, 2c, 3f, 3g 4. In groups, discuss and prepare teaching and learning activities for using YouTube videos/ short texts/ jigsaw to teach the topic "<i>types de verbes</i>". 5. One tutor from each group comes forward to peer teach the lesson prepared. 6. A two-member panel uses the Lesson Observation Guide to critique /assess the lesson delivery and share observations with the whole class. <p>Reflection</p> <ol style="list-style-type: none"> 7. In your groups, identify the core transferable skills and gender issues used in the lesson delivery and explain how they were addressed. 8. What other resources could be used in the delivery of the lesson note? 	45 mins
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Activity 3: Teaching and Learning Resources	<ol style="list-style-type: none"> 1. Lead tutors in groups to identify and discuss appropriate resources needed to teach and learn the subtopics/concepts. Ref. to Course Manual p. 13 NTS:3j, 3m 2. Let the individual groups share with the larger group, the appropriate teaching and learning resources needed to teach the subtopics/ concepts. Ref. to Course Manual p. 13 	<ol style="list-style-type: none"> 1. In your groups, identify and discuss appropriate teaching and learning resources needed to teach the subtopics/ concepts as indicated in the Course Manual. Ref. to Course Manual p. 13 NTS:3j, 3m 2. In your individual groups, share with the larger group, your findings on the appropriate resources needed to teach and learn the concepts. 	15 mins.
Activity 4: Review Assessment Component	<p>Ask tutors to read the assessment component of the Lesson 2 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate.</p>	<p>Read the assessment component of the Lesson 2 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate.</p>	10 mins.
Activity 5: Evaluation and review of session:	<ol style="list-style-type: none"> 1. Ask tutors to individually write down issues observed about the lesson delivered and share their observations with the whole group for clarification. 2. Invite individual tutors who did the peer teaching, to share the advance preparation they have done towards the preparation and delivery of the lesson. 3. Ask individual tutors to point out unresolved issues that may need further attention. <p><i>Note: Nominate a secretary to write down the concerns to be addressed in the subsequent session.</i></p> <p>Remind tutors to identify a Critical Friend from the same or related area, to observe their lesson during the enactment. Let the Critical friend share his or her observation during the next PDS. NTS 1a</p>	<ol style="list-style-type: none"> 1. Share the issues you have about the lesson delivered for clarification? 2. Share the advance preparation you have done that facilitated the preparation and the delivery of the lesson 3. What unresolved issues are there to be attended to? <p><i>Note the reminder to identify a Critical Friend who participated in the PD session, to sit and to observe your lesson. He/he would share his/her observation during the next PDS.</i></p> <p>NTS 1a</p>	10 mins

TUTOR PD SESSION 3 FOR LESSON 3 IN THE COURSE MANUAL STRUCTURE AND USAGE OF THE FRENCH LANGUAGE III (WRITTEN)

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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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	<ol style="list-style-type: none"> 1. Start the PD Session with an Ice Breaker in French (a song/poem/short game). 2. Ask Critical Friend and tutors to reflect individually on Lesson 1 and share what they learnt. 3. Ask tutors to read Lesson 3's description on page 14 as outlined in the Course Manual. 4. Ask tutors to identify the nouns and the types of pronouns as indicated in the lesson. 5. Ask tutors to read the lesson description silently and share ideas on the concepts mentioned therein. 6. Let tutors in pairs discuss the LOs and LIs in the Course Manual and share their findings. <i>Refer to Course Manual p. 15</i> 	<ol style="list-style-type: none"> 1. Start the PD Session with an Ice Breaker in French (a song/ poem/short game). 2. Reflect individually on Lesson 1 and share what you learnt. 3. What is the main purpose of the lessons in the Course Manual? 4. What are the nouns and the types of pronouns identified in the Course Manual ? 5. Read and share ideas on the concepts mentioned in the lesson description. 6. In pairs, discuss the LOs and the LIs in the Course Manual and share your findings. <i>Refer to Course Manual p. 15</i> 	15 mins
Activity 1: Concept Development (New learning likely to arise in this lesson)	<ol style="list-style-type: none"> 1. Let tutors read the Lesson 3's description once more in groups, identify key concepts in the lesson and discuss them. <i>Ref. to the Course Manual p. 14</i> 2. Let tutors, in groups, identify possible challenging areas in teaching the concepts. 	<ol style="list-style-type: none"> 1. In groups, read the Lesson 3's description, identify the key concepts and discuss them. <i>Ref. to the Course Manual p. 14</i> 2. In groups, what are the possible challenging areas in teaching the concepts? 	25 mins

<p>Activity 2: Teaching and learning activities for the lesson</p>	<ol style="list-style-type: none"> 1. Ask tutors in groups to read the teaching and learning activities on p.16 and identify areas that require clarification. 2. Ask a tutor in each group to present the areas identified in the teaching and learning activities for whole group discussion. 3. Ask tutors to discuss in groups and share with the whole group how to integrate the core transferable skills and GESI in the lesson into the teaching and learning activities for both the B.Ed and the Basic School curricula. NTS 1a, 1b, 2c, 3f, 3g 4. Lead Tutors to discuss in groups and prepare teaching and learning activities on using YouTube videos/ short text/ jigsaw to teach the topic “Aspects de la conjugaison : les finales des personnes”. 5. Let tutors write on a flip chart, in groups, teaching and learning activities for teaching the topic “Aspects de la conjugaison: les finales des personnes” using YouTube videos short text/ jigsaw. 6. Let two tutors from each group carry out peer teaching of the lesson prepared. 7. Let a two-member panel use Lesson Observation Guide to critique /assess the lesson delivery and share their observation with the whole group. <p>Reflection</p> <ol style="list-style-type: none"> 8. Let tutors in their groups identify the core and transferable skills used during the lesson delivery and explain how they were executed. 9. Let tutors identify other resources that could be used in the delivery of the lesson note. <p>NOTE- Expected answers:</p> <ul style="list-style-type: none"> • Critical thinking, Collaboration in groups, Digital literacy/ ICT • Cultural diversity, Equity and inclusivity in group works. • Talk for learning, role play, find someone who. 	<ol style="list-style-type: none"> 1. In your groups, read the teaching and learning activities p.16 and identify areas that require clarification. 2. A tutor in each group presents the areas identified in the teaching and learning activities for whole group discussion. 3. In small groups, discuss and share with the whole group how to integrate the core transferable skills and GESI in the lesson into the teaching and learning activities for both the B.Ed and the Basic School curricula. NTS 1a, 1b, 2c, 3f, 3g 4. In groups, write on a flip chart teaching and learning activities for teaching the topic “Aspects de la conjugaison : les finales des personnes” using YouTube videos short text/ jigsaw. 5. In groups, write on a flip chart teaching and learning activities for teaching the topic “Aspects de la conjugaison : les finales des personnes” using YouTube videos short text/ jigsaw. 6. Two tutors from each group come forward and peer teach the lesson prepared. 7. A two-member panel uses the Lesson Observation Guide to critique /assess the lesson delivery and share their observations with the whole group. <p>Reflection</p> <ol style="list-style-type: none"> 8. In your groups, identify the core and transferable skills used in the lesson delivery and explain how they were executed. 9. What other resources could be used in the delivery of the lesson note. 	<p>45 mins</p>
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<p>Activity 3: Teaching and Learning Resources</p>	<p>1. Lead tutors in groups to identify and discuss the appropriate resources needed to teach and learn the concepts.</p> <p>NTS:3j, 3m</p> <p>2. Let the individual groups share with the larger group their findings on the appropriate resources needed to teach and learn the concepts. <i>Ref. to Course Manual p.17</i></p>	<p>1. In your groups, identify and discuss the appropriate teaching and learning resources needed to teach the concepts.</p> <p>NTS:3j, 3m</p> <p>2. Individual groups share with the larger group the appropriate resources needed to teach and learn the concepts. <i>Ref. to Course Manual p.17</i></p>	15 mins
<p>Activity 4: Review Assessment Component</p>	<p>Ask tutors to read the assessment component of the Lesson 3 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate.</p>	<p>Read the assessment component of the Lesson 3 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate.</p>	10 mins
<p>Activity 5: Evaluation and review of session</p>	<p>1. Ask tutors to individually write down issues observed about the lesson delivered and share them with the whole group for further discussion.</p> <p>2. Invite individual tutors who did the peer teaching, to share the advance preparation they have done towards the preparation and delivery of the lesson.</p> <p>3. Ask individual tutors to point out unresolved issues that may need attention.</p> <p><i>Note: Nominate a secretary to write down the concerns to be addressed in the subsequent session</i></p> <p>4. Remind tutors to identify a Critical Friend from the same or related area, to observe their lesson during the enactment. Let the Critical friend share his or her observations during the next PDS. NTS 1a</p>	<p>1. Share the issues / concerns you have about the lesson delivered for further discussion and clarification.</p> <p>2. Share the advance preparation you have done that facilitated the preparation and delivery of the lesson</p> <p>3. What unresolved issues are there to be attended to?</p> <p>4. Note the reminder to identify a Critical Friend who participated in the PD session, to sit and observe your lesson. He/she would share his/her observations during the next PDS. NTS 1a</p>	10 mins

TUTOR PD SESSION 4 FOR LESSON 4 IN THE COURSE MANUAL WRITTEN COMPREHENSION 1: BASIC ORTHOGRAPHY & VOCABULARY

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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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	<ol style="list-style-type: none"> 1. Start the PD Session with an Ice Breaker in French (a song/poem/ short game). 2. Ask Critical friend and tutors to reflect individually on Lesson 3 and share what they learnt. 3. Ask tutors to read Lesson 4's description on page 18 as stated in the Course Manual. 4. Ask tutors, in pairs, to identify the key concepts of Lesson 4 and share with the rest of members. <i>Refer to Course Manual p. 18</i> 5. Have tutors, in pairs, discuss the LOs and LIs and explain what is expected to be achieved and share with the whole group. <i>Refer to Course Manual p. 19</i> 	<ol style="list-style-type: none"> 1. Start the PD Session with an Ice Breaker in French (a song/ poem/short game). 2. Reflect individually on Lesson 3 and share what you learnt. 3. Read Lesson 4's description on page 18 as stated in the course manual. 4. Read, identify and share the concepts mentioned in the lesson description. <i>Refer to Course Manual p. 18</i> 5. In pairs, discuss the LOs and the LIs in the Course Manual and share your findings. <i>Refer to Course Manual p. 19</i> 	15 mins
Activity 1: Concept Development (New learning likely to arise in this lesson)	<ol style="list-style-type: none"> 1. In groups, let tutors read the Lesson 4's description again and identify key concepts developed in the lesson and discuss them. <i>Ref. to the Course Manual pp. 18</i> 2. Lead tutors, in groups, to identify possible challenging areas in teaching the concepts. 	<ol style="list-style-type: none"> 1. In groups, read the Lesson 4's description, identify the key concepts in the lesson and discuss them. <i>Ref. to the Course Manual pp. 18</i> 2. In groups, what are the possible challenging areas in teaching the concepts? 	20 mins

<p>Activity 2: Teaching and learning activities for the lesson</p>	<ol style="list-style-type: none"> 1. Ask tutors in groups to read the teaching and learning activities on page 20 and identify areas that require clarification. 2. Ask a tutor in each group to present the areas identified in the teaching and learning activities for whole group discussion. 3. Ask tutors to discuss in groups and share with the whole group how to integrate the core transferable skills and GESI in the lesson into the teaching and learning activities for both the B.Ed. and the Basic school curricula. 4. Ask tutors to discuss in groups and prepare teaching and learning activities on using YouTube videos/short text/ jigsaw to teach the topic “Written Comprehension 1: Basic Orthography & Vocabulary”. Ask them to present their works as outlined on flip charts 5. Ask two tutors from each group to carry out peer teaching of the lesson prepared. 6. Ask a two-member panel to use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group. 7. Ask tutors in groups to identify the core transferable skills and gender issues addressed during the lesson delivery and explain how they were executed. NTS 3h, j <p>NOTE</p> <p>Expected answers:</p> <ul style="list-style-type: none"> • Critical thinking, Collaboration in groups, Digital literacy/ ICT • Cultural diversity, Equity and inclusivity in group works • Talk for learning, role play, find someone who... 	<ol style="list-style-type: none"> 1. In your groups read the teaching and learning activities on page 20 and identify areas that require clarification. 2. A tutor in each group presents the areas identified in the teaching and learning activities for whole group discussion. 3. In small groups discuss and share with the whole group how to integrate the core transferable skills and GESI in the lesson into the teaching and learning activities for both the B.Ed. and the Basic school curricula. 4. In groups write on a flip chart teaching and learning activities for teaching the topic “Written Comprehension 1: Basic Orthography & Vocabulary”. using YouTube videos/short text/ jigsaw. Present your work as outlined on flip charts. 5. Carry out peer teaching of the lesson prepared. 6. Use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole class. 7. In your groups, identify the core transferable skills and gender issues addressed during the lesson delivery and explain how they were executed. NTS 3h, j 	<p>50 mins.</p>
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Activity 3: Teaching and Learning Resources	<ol style="list-style-type: none"> 1. Ask tutors to identify other resources that could be used in the delivery of the lesson note. 2. Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics. Ref. to Course Manual pp. 21 NTS:3j, 3m 3. Ask the individual groups to share the findings on the appropriate resources needed for the teaching and learning of the concept/sub-topics with the larger group. 4. Ask tutors to identify other resources that could be used in the delivery of the lesson prepared. 	<ol style="list-style-type: none"> 1. What other resources could be used in the delivery of the lesson note? 2. In your groups, identify and discuss the appropriate teaching and learning resources needed to teach the concept/sub-topics. Ref. to Course Manual pp. 21 NTS:3j, 3m 3. In your individual groups, share the findings on the appropriate resources needed to teach and learn the concept/sub-topics with the larger group. 4. Identify other resources that could be used in the delivery of the lesson prepared. 	10 mins
Activity 4: Review Assessment Component	<p>Ask tutors to read the assessment component of Lesson 1 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o.</p>	<p>Read the assessment component of Lesson 1 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o.</p>	10 mins
Activity 5: Evaluation and review of session	<ol style="list-style-type: none"> 1. Give tutors Sticker Notes and task them to individually put down issues/remarks about the session and post them on the board. 2. Invite a tutor to read all remarks on the Sticker Notes to the whole group for discussion. 3. Ask a tutor to point out key outstanding and critical issues that need holistic attention. <p><i>Note: Nominate a secretary to write down the concerns to be addressed in the subsequent session</i></p> <ol style="list-style-type: none"> 4. Remind tutors to identify a Critical Friend from the same or related area, to observe their lesson and be prepared to share the feedback with the whole group during the next session. NTS 1a 	<ol style="list-style-type: none"> 1. Put down on Sticker Notes, issues or remarks on the session which need to be addressed. Post them on the board. 2. One tutor reads all the remarks to the larger group for discussion. 3. Point out key and outstanding issues that may need holistic attention. 4. Remember to identify a Critical Friend from the same or related area, to observe your lesson and be prepared to share the feedback with the whole group during the next session. NTS 1a 	15 mins

TUTOR PD SESSION 5 FOR LESSON 5 IN THE COURSE MANUAL WRITTEN COMPREHENSION: BASIC ORTHOGRAPHY & VOCABULARY 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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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	<ol style="list-style-type: none"> 1. Breaker in French (a song/poem/ short game). 2. Ask the Critical Friend and tutors to share their observations and challenges encountered in the previous week's lesson delivery. 3. Ask tutors to read the description of Lesson 5 on page 22 in the Course Manual. 4. Ask a tutor to read out the Learning Outcome (LOs) and Learning Indicators (LIs) for Lesson 5. <i>Refer to Course Manual pg. 23</i> 5. Ask tutors to read silently the barriers to the Lesson as indicated in the Course Manual. Refer to Course Manual p. 26 6. Lead whole group discussion on the barriers identified and propose ways to overcome them in the delivery. 	<ol style="list-style-type: none"> 1. Start the PD Session with an Ice Breaker in French (a song/ poem/short game). 2. Share the observations and challenges encountered in the previous week's lesson delivery 3. Read the description of Lesson 5 on page 22 in the Course Manual 4. Read out the Learning Outcome (LOs) and Learning Indicators LIs for Lesson 5 to the group. <i>Refer to Course Manual pg. 23</i> 5. Read silently the barriers to the Lesson as indicated in the Course Manual. Refer to Course Manual p. 26 6. Discuss the barriers identified and propose ways to overcome them in the delivery. 	15 mins
Activity 1: Concept Development (New learning likely to arise in this lesson)	<ol style="list-style-type: none"> 1. Ask tutors, in groups, to read the sub-topics of Lesson 5 and discuss them. <i>Ref. to the Course Manual p. 22</i> 2. Ask tutors, in groups, to identify possible challenging areas in teaching the concepts/sub-topics. 	<ol style="list-style-type: none"> 1. In groups, read the sub-topics of Lesson 5 and discuss them. <i>Ref. to the Course Manual p.22</i> 2. In groups, identify possible challenging areas in teaching the concepts/sub-topics. 	20 mins

<p>Activity 2: Teaching and learning activities for the lesson</p>	<ol style="list-style-type: none"> 1. Ask tutors in groups to read the teaching and learning activities and identify areas that require clarification. <i>(refer to page 24)</i> 2. Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion. 3. Ask tutors, in groups, to discuss and share with the whole group how to integrate the core transferable skills and GESI in the lesson into the teaching and learning activities for both the B. Ed. and the Basic school curricula. NTS 1a, 1b, 2c, 3f, 3g. 4. Lead tutors through the use of images/pictures to prepare teaching and learning activities to teach the Lesson “Written Comprehension: Basic orthography & Vocabulary II” for whole group discussion. Ask them to present their works on flip charts. 5. Ask two tutors from each group to carry out peer teaching of the lesson prepared. NTS 3h 6. Ask a two-member panel (critical friends) to use the Lesson Observation Guide to assess the lesson delivery and share their observations with the whole group after the lesson. 7. Ask tutors in their groups to identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. NTS 3h, j <p>NOTE: Expected answers: Critical thinking, Collaboration in groups, Digital literacy/ ICT. Cultural diversity, Equity and inclusivity in group works. Talk for learning, role-play, find someone who...!</p>	<ol style="list-style-type: none"> 1. In your groups, read the teaching and learning activities and identify areas that require clarification. <i>(refer to page 24)</i> 2. Present the areas you identified in the teaching and learning activities for whole group discussion. 3. In small groups, discuss and subsequently share with the whole group, ways to integrate the core transferable skills and GESI into the teaching and learning activities for both the B. Ed. and the Basic School curricula. NTS 1a, 1b, 2c, 3f, 3g 4. Through the use of images/ pictures, prepare teaching and learning activities to teach the Lesson “Written Comprehension: Basic orthography & Vocabulary II” for whole group discussion. Present your work on flip charts. 5. Carry out peer teaching of the lesson prepared. NTS 3h 6. Use the Lesson Observation Guide to assess the lesson delivery and share your observations with the whole group after the lesson. 7. Identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. NTS 3h, j 	<p>50 mins.</p>
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Activity 3: Teaching and Learning Resources	<ol style="list-style-type: none"> 1. Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics. (Refer to Course Manual pages 25) NTS:3j, 3m 2. Ask the individual groups to share the findings on the appropriate resources needed for the teaching and learning of the concept/sub-topics with the larger group. 3. Ask tutors to identify other resources that could be used in the delivery of the lesson prepared. 	<ol style="list-style-type: none"> 1. In your groups, identify and discuss the appropriate teaching and learning resources needed to teach the concept/sub-topics? (Refer to Course Manual pages 25) NTS:3j, 3m 2. In your individual groups, share the findings on the appropriate resources needed to teach and learn the concept/sub-topics with the larger group. 3. Identify other resources that could be used in the delivery of the lesson prepared. 	15 mins
Activity 4: Review Assessment Component	<p>Ask tutors to read the assessment component of Lesson 5 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o.</p>	<p>Read the assessment component of Lesson 5 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o.</p>	5 mins
Activity 5: Evaluation and review of session	<ol style="list-style-type: none"> 1. Ask tutors to individually write down issues observed about the session and share them with the whole group for further discussion. <p><i>Note: Nominate a secretary to write down the concerns to be addressed in the subsequent session</i></p> <ol style="list-style-type: none"> 2. Remind tutors to identify a Critical Friend from the same or related area, to observe their lesson and be prepared to share the feedback with the whole group during the next session. NTS 1a 	<ol style="list-style-type: none"> 1. Write down issues observed about the session and share them with the whole group for further discussion. 2. Remember to identify a Critical Friend from the same or related area, to observe your lesson and be prepared to share the feedback with the whole group during the next session. NTS 1a 	15 mins.

TUTOR PD SESSION 6 FOR LESSON 6 IN THE COURSE MANUAL WRITTEN COMPREHENSION: BASIC ORTHOGRAPHY & VOCABULARY III

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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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	<ol style="list-style-type: none"> 1. Start the PD Session with an Ice B1. Start the PD Session with an Ice Breaker in French (a song/ poem/short game). 2. Ask the Critical Friend and tutors to share their observations and challenges encountered in the previous week's lesson delivery. 3. Ask tutors to read the description of Lesson 6 on page 26 in the Course Manual. 4. Ask a tutor to read out the Learning Outcome (LOs) and Learning Indicators (LIs) for Lesson 6. <i>Refer to Course Manual pg. 27</i> 5. Ask tutors to read silently the barriers on page 26 to the Lesson as indicated in the Course Manual. 6. Lead whole group discussion on the barriers identified and proposes ways to overcome them in the delivery. 	<ol style="list-style-type: none"> 1. Start the PD Session with an Ice Breaker in French (a song/ poem/short game). 2. Share your observations and challenges you encountered in the previous week's lesson delivery 3. Read the description of Lesson 6 on page 26 in the Course Manual 4. A tutor reads out the Learning Outcome (LOs) and Learning Indicators LIs for Lesson 6 to the group. <i>Refer to Course Manual pg. 27</i> 5. Read silently the barriers to the delivery of the Lesson as indicated in the Course Manual. 6. Discuss the barriers identified and propose ways to overcome them in the delivery. 	15 mins

<p>Activity 1: Concept Development (New learning likely to arise in this lesson)</p>	<ol style="list-style-type: none"> 1. Ask a tutor to read out the description of Lesson 6 once more to the larger group. <i>(Ref. to the Course Manual page 26)</i> 2. Put tutors into groups to discuss the concepts identified in the course description. 3. Ask tutors in the same groups, to mention possible challenges that may affect the teaching of those concepts. 4. Invite the tutors to share their points with the larger group and propose solutions. 	<ol style="list-style-type: none"> 1. Listen and take note of key concepts from the description of Lesson 6. <i>(Ref. to the Course Manual page 26)</i> 2. In groups, discuss the concepts identified in the course description. 3. In groups, mention possible challenges that may affect the teaching and learning of the concepts identified. 4. In a whole group, share possible challenges and solutions with the larger group. 	20 mins
<p>Activity 2: Teaching and learning activities for the lesson</p>	<ol style="list-style-type: none"> 1. Ask tutors to read the teaching and learning activities and identify challenges 2. Ask tutors to present the challenges identified in the activities for whole group discussion. 3. Ask tutors to discuss in groups and share with the whole group how to integrate the core transferable skills and GESI into the teaching and learning activities for the lesson in both the B.Ed and the Basic school curricula. 4. Ask tutors to present views on the use of audio-visual resources/ jigsaw/ short texts to teach the topic "Expressions et verbes sur les activités quotidiennes" for whole group discussion. Present them on flip charts. 5. Ask two pairs to present the sample lesson for whole group discussion 6. Let a two-member panel use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole class. 7. Ask tutors in their groups identify the core transferable skills and gender issues raised during the lesson delivery and explain how they were addressed. <p>NOTE - Expected responses: Critical thinking, Collaboration in groups, Digital literacy/ ICT Cultural diversity, Equity and inclusivity in group works</p> <p>ii. Talk for learning, role play, find someone who.</p>	<ol style="list-style-type: none"> 1. Read the teaching and learning activities and identify challenges. 2. Present the challenges identified in the activities for discussion. 3. In small groups, discuss and share with the whole group how to integrate the core transferable skills and GESI in the lesson into the teaching and learning activities in both the B.Ed and the Basic school curricula. 4. Present views on how best audio-visual resources/ jigsaw/ short texts to teach the topic "Expressions et verbes sur les activités quotidiennes". Present them on flip charts. 5. Present the sample Lesson for whole group discussion. 6. A two-member panel uses the Lesson Observation Guide to assess the lesson delivery and share observation with the whole class. 7. In your groups, identify the core transferable skills and gender issues used in the lesson delivery and explain how they were addressed. 	50 mins

Activity 3: Teaching and Learning Resources	<ol style="list-style-type: none"> 1. Task tutors in pairs to put down appropriate resources/ materials needed for the delivery of the Lesson. (<i>Ref. to Course Manual page 29</i>) 2. Ask them to pair and share their findings with the larger group. 	<ol style="list-style-type: none"> 1. In pairs, identify, reflect and write down the appropriate resources/ materials needed for the delivery of the Lesson. 2. Pair and share their findings with the larger group for further discussion. 	10 mins
Activity 4: Review Assessment Component	Ask tutors to read the assessment component of Lesson 1 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o.	Read the assessment component of Lesson 1 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o.	10 mins
Activity 5: Evaluation and review of session	<ol style="list-style-type: none"> 1. Task tutors to individually put down concerns/remarks about the session. 2. Invite each tutor to share their remarks with the whole group for discussion. 3. Ask tutors to point out key outstanding and critical issues that may need holistic attention. <p><i>Note: Nominate a secretary to write down the concerns to be addressed in the subsequent session</i></p> <ol style="list-style-type: none"> 4. Remind tutors to identify a Critical Friend from the same or related area, to observe their lesson and be prepared to share the feedback with the whole group during the next session. NTS 1a 	<ol style="list-style-type: none"> 1. Put down issues or remarks on the session which need to be addressed. 2. Share your concerns/ remarks with the larger group for discussion. 3. Point out key and outstanding issues that may need holistic attention. 4. Remember to identify a Critical Friend from the same or related area, to observe your lesson and be prepared to share the feedback with the whole group during the next session. NTS 1a 	15 mins

TUTOR PD SESSION 7 FOR LESSON 7 IN THE COURSE MANUAL WRITTEN COMPREHENSION AND SUMMARY I

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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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	<ol style="list-style-type: none"> 1. Start the PD Session with an Ice Breaker in French (a song/poem/ short game). 2. Ask the Critical Friend and tutors to share their observations and challenges encountered in the previous week's lesson delivery. 3. Ask tutors to read the description of Lesson 7 on page 30 in the Course Manual. 4. Ask a tutor to read out the Learning Outcome (LOs) and Learning Indicators (LIs) for Lesson 7. <i>Refer to Course Manual p 31.</i> 5. Ask tutors to read silently the barriers to the Lesson as indicated in the Course Manual. <i>Refer to Course Manual p. 30</i> 6. Lead whole group discussion on the barriers identified and propose ways to overcome them in the delivery 	<ol style="list-style-type: none"> 1. Start the PD Session with an Ice Breaker in French (a song/ poem/short game). 2. Share your observations and challenges encountered in the previous week's lesson delivery. 3. Read the description of Lesson 7 on page 30 in the Course Manual. 4. Read out the Learning Outcome (LOs) and Learning Indicators LIs for Lesson 7 to the group. <i>Refer to Course Manual pg. 31.</i> 5. Read silently the barriers to the delivery of the Lesson as indicated in the Course Manual. <i>Refer to Course Manual p. 30</i> 6. Discuss the barriers identified and propose ways to overcome them in the delivery. 	15 mins
Activity 1: Concept Development (New learning likely to arise in this lesson)	<ol style="list-style-type: none"> 1. Ask tutors, in groups, to read the sub-topics of Lesson 7 and discuss them. <i>Ref. to the Course Manual p. 32</i> 2. Ask tutors, in groups, to identify possible challenging areas in teaching the concepts/sub-topics. 	<ol style="list-style-type: none"> 1. In groups, read the sub-topics of Lesson 7 and discuss them. <i>Ref. to the Course Manual p.32</i> 2. In groups, identify possible challenging areas in teaching the concepts/ sub-topics. 	20 mins

<p>Activity 2: Teaching and learning activities for the lesson</p>	<ol style="list-style-type: none"> 1. Ask tutors in groups to read the teaching and learning activities and identify areas that require clarification. <i>(Refer to page 32 of the Course Manual)</i> 2. Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion. 3. Ask tutors, in groups, to discuss and share with the whole group how to integrate the core transferable skills in the lesson and GESI into the teaching and learning activities for both the B. Ed. and the Basic school curricula. NTS 1a, 1b, 2c, 3f, 3g. 4. Using Think-pair-share, let tutors discuss how to effectively teach the topic “Written comprehension and summary I (Résumé du texte à l’écrit)”. Ask them to present their works on flip charts. 5. Ask two tutors from each group to carry out peer teaching of the lesson prepared. NTS 3h 6. Ask a two-member panel (critical friends) to use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson. 7. Ask tutors in their groups to identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. NTS 3h, j <p>NOTE: Expected answers:</p> <ul style="list-style-type: none"> • Critical thinking, Collaboration in groups, Digital literacy/ ICT. Cultural diversity, Equity and inclusivity in group works. Talk for learning, role-play, find someone who...! 	<ol style="list-style-type: none"> 1. In your groups, read the teaching and learning activities and identify areas that require clarification. <i>(Refer to page 32 of the Course Manual)</i> 2. Present the areas you identified in the teaching and learning activities for whole group discussion. 3. In small groups, discuss and subsequently share with the whole group, ways to integrate the core transferable skills and GESI into the teaching and learning activities for both the B. Ed. and the Basic School curricula. NTS 1a, 1b, 2c, 3f, 3g 4. Through the use of images/ pictures, prepare teaching and learning activities to teach the Lesson “Written comprehension and summary I (Résumé du texte à l’écrit)” for whole group discussion. Present your work on flip charts. 5. Carry out a peer teaching of the lesson prepared. NTS 3h 6. Use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson. 7. Identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. NTS 3h, j 	<p>50 mins</p>
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Activity 3: Teaching and Learning Resources	<ol style="list-style-type: none"> 1. Task tutors in pairs to put down appropriate resources/ materials needed for the delivery of the Lesson. <i>(Ref. to Course Manual page 33)</i> 2. Ask them to pair and share their findings with the larger group. 	<ol style="list-style-type: none"> 1. In pairs, identify, reflect and write down the appropriate resources/ materials needed for the delivery of the Lesson. <i>(Ref. to Course Manual page 33).</i> 2. Pair and share their findings with the larger group for further discussion. 	15 mins
Activity 4: Review Assessment Component	<p>Ask tutors to read the assessment component of Lesson 7 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o.</p>	<p>Read the assessment component of Lesson 7 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o.</p>	5 mins
Activity 5: Evaluation and review of session	<ol style="list-style-type: none"> 1. Task tutors to individually put down concerns/remarks about the session. 2. Invite each tutor to share their remarks with the whole group for discussion. 3. Ask tutors to point out key outstanding and critical issues that may need holistic attention. <p><i>Note: Nominate a secretary to write down the concerns to be addressed in the subsequent session.</i></p> <ol style="list-style-type: none"> 4. Remind tutors to identify a Critical Friend to observe their lesson to be discussed during the next PDS. 	<ol style="list-style-type: none"> 1. Put down issues or remarks on the session which need to be addressed. 2. Share your concerns/ remarks with the larger group for discussion. 3. Point out key and outstanding issues that may need holistic attention. 4. Remember to identify a Critical Friend to observe your lesson to be discussed during the next PDS. 	15 mins

TUTOR PD SESSION 8 FOR LESSON 8 IN THE COURSE MANUAL WRITTEN COMPREHENSION AND SUMMARY 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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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	<ol style="list-style-type: none"> 1. Start the PD Session with an Ice Breaker in French (a song/poem/ short game). 2. Ask the Critical Friend and tutors to share their observations and challenges encountered in the previous week's lesson delivery. 3. Ask tutors to read the description of Lesson 8 on page 35 in the Course Manual. 4. Ask a tutor to read out the Learning Outcome (LOs) and Learning Indicators (LIs) for Lesson 8. <i>Refer to Course Manual p 36</i> 5. Ask tutors to read silently the barriers to the Lesson as indicated in the Course Manual. <i>Refer to Course Manual p. 35</i> 6. Lead whole group discussion on the barriers identified and proposes ways to overcome them in the delivery. 	<ol style="list-style-type: none"> 1. Start the PD Session with an Ice Breaker in French (a song/ poem/short game). 2. Share your observations and challenges encountered in the previous week's lesson delivery. 3. Read the description of Lesson 8 on page 35 in the Course Manual. 4. Read out the Learning Outcome (LOs) and Learning Indicators (LIs) for Lesson 8. <i>Refer to Course Manual p 36</i> 5. Read silently the barriers to the delivery of the Lesson as indicated in the Course Manual. <i>Refer to Course Manual p. 35.</i> 6. Discuss the barriers identified and propose ways to overcome them in the delivery. 	15 mins
Activity 1: Concept Development (New learning likely to arise in this lesson):	<ol style="list-style-type: none"> 1. Ask tutors, in groups, to read the sub-topics of Lesson 8 and discuss them. <i>Ref. to the Course Manual p. 37</i> 2. Ask tutors, in groups, to identify possible challenging areas in teaching the concepts/sub-topics. 	<ol style="list-style-type: none"> 1. In groups, read the sub-topics of Lesson 8 and discuss them. <i>Ref. to the Course Manual p. 37</i> 2. In groups, identify possible challenging areas in teaching the concepts/ sub-topics. 	20 mins

<p>Activity 2: Teaching and learning activities for the lesson</p>	<ol style="list-style-type: none"> 1. Ask tutors in groups to read the teaching and learning activities and identify areas that require clarification. <i>(Refer to page 36 of the Course Manual)</i> 2. Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion. 3. Ask tutors, in groups, to discuss and share with the whole group how to integrate the core transferable skills in the lesson and GESI into the teaching and learning activities for both the B. Ed. and the Basic school curricula. NTS 1a, 1b, 2c, 3f, 3g. 4. Using Think-pair-share, let tutors discuss how to effectively teach the topic <i>"Written comprehension and summary II (Résumé du texte à l'écrit)"</i>. Ask them to present their works on flip charts. 5. Ask two tutors from each group to carry out peer teaching of the lesson prepared. NTS 3h 6. Ask a two-member panel (critical friends) to use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson. 7. Ask tutors in their groups to identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. NTS 3h, j <p>NOTE:</p> <p>Expected answers:</p> <ul style="list-style-type: none"> • Critical thinking, Collaboration in groups, Digital literacy/ ICT. Cultural diversity, Equity and inclusivity in group works. Talk for learning, role-play, find someone who...! 	<ol style="list-style-type: none"> 1. In your groups, read the teaching and learning activities and identify areas that require clarification. <i>(Refer to page 36 of the Course Manual)</i> 2. Present the areas you identified in the teaching and learning activities for whole group discussion. 3. In small groups, discuss and subsequently share with the whole group, ways to integrate the core transferable skills and GESI into the teaching and learning activities for both the B. Ed. and the Basic School curricula. NTS 1a, 1b, 2c, 3f, 3g 4. Using Think-pair-share, discuss how to effectively teach the topic <i>"Written comprehension and summary II (Résumé du texte à l'écrit)"</i>. Present your work on flip charts. 5. Carry out peer teaching of the lesson prepared. NTS 3h 6. Use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson. 7. Identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. NTS 3h, j 	<p>50 mins</p>
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Activity 3: Teaching and Learning Resources	<ol style="list-style-type: none"> 1. Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics. <i>(Refer to Course Manual pages 37) NTS:3j, 3m</i> 2. Ask the individual groups to share the findings on the appropriate resources needed for the teaching and learning of the concept/sub-topics with the larger group. 3. Ask tutors to identify other resources that could be used in the delivery of the lesson prepared. 	<ol style="list-style-type: none"> 1. In your groups, identify and discuss the appropriate teaching and learning resources needed to teach the concept/sub-topics? <i>(Refer to Course Manual pages 37) NTS:3j, 3m</i> 2. In your individual groups, share the findings on the appropriate resources needed to teach and learn the concept/sub-topics with the larger group. 3. Identify other resources that could be used in the delivery of the lesson prepared. 	15 mins
Activity 4: Review Assessment Component	Ask tutors to read the assessment component of Lesson 8 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o.	Read the assessment component of Lesson 8 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o.	5 mins
Activity 5: Evaluation and review of session:	<ol style="list-style-type: none"> 1. Ask tutors to individually write down issues observed about the session and share them with the whole group for further discussion. <i>Note: Nominate a secretary to write down the concerns to be addressed in the subsequent session</i> 2. Remind tutors to identify a Critical Friend from the same or related area, to observe their lesson and be prepared to share the feedback with the whole group during the next session. NTS 1a 	<ol style="list-style-type: none"> 1. Write down issues observed about the session and share them with the whole group for further discussion. 2. Remember to identify a Critical Friend from the same or related area to observe your lesson and be prepared to share the feedback with the whole group during the next session. NTS 1a 	15 mins

TUTOR PD SESSION 9 FOR LESSON 9 IN THE COURSE MANUAL COMPOSITION: SIMPLE LETTER WRITING SKILLS I

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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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	<ol style="list-style-type: none"> 1. Start the PD Session with an Ice Breaker in French (a song/poem/ short game). 2. Ask the Critical Friend and tutors to share their observations and challenges encountered in the previous week's lesson delivery. 3. Ask tutors to read the description of Lesson 9 on page 38 in the Course Manual. 4. Ask a tutor to read out the Learning Outcome (LOs) and Learning Indicators (LIs) for Lesson 9. <i>Refer to Course Manual p. 39</i> 5. Ask tutors to read silently the barriers to the Lesson as indicated in the Course Manual. Refer to Course Manual p. 38 6. Lead whole group discussion on the barriers identified and proposes ways to overcome them in the delivery. 	<ol style="list-style-type: none"> 1. Start the PD Session with an Ice Breaker in French (a song/ poem/short game). 2. Share the observations and challenges encountered in the previous week's lesson delivery 3. Read the description of Lesson 9 on page 38 in the Course Manual 4. Read out the Learning Outcome (LOs) and Learning Indicators LIs for Lesson 9 to the group. <i>Refer to Course Manual p. 39</i> 5. Read silently the barriers to the Lesson as indicated in the Course Manual. Refer to Course Manual p. 38 6. Discuss the barriers identified and propose ways to overcome them in the delivery. 	15 mins
Activity 1: Concept Development (New learning likely to arise in this lesson)	<ol style="list-style-type: none"> 1. Ask tutors, in groups, to read the sub-topics of Lesson 9 and discuss them. <i>Ref. to the Course Manual p. 40</i> 2. Ask tutors, in groups, to identify possible challenging areas in teaching the concepts/sub-topics. 	<ol style="list-style-type: none"> 1. In groups, read the sub-topics of Lesson 9 and discuss them. <i>Ref. to the Course Manual p.40</i> 2. In groups, identify possible challenging areas in teaching. 	20 mins

<p>Activity 2: Teaching and learning activities for the lesson</p>	<ol style="list-style-type: none"> 1. Ask tutors in groups to read the teaching and learning activities and identify areas that require clarification. <i>(Refer to page 40)</i> 2. Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion. 3. Ask tutors, in groups, to discuss and share with the whole group how to integrate the core transferable skills in the lesson and GESI into the teaching and learning activities for both the B. Ed. and the Basic school curricula. NTS 1a, 1b, 2c, 3f, 3g. 4. Ask tutors to prepare teaching and learning activities to teach the Lesson “Composition: Simple Letter Writing Skills I” using audio-visual resources, jigsaw/ short texts. Ask them to present their works on flip charts. 5. Ask two tutors from each group to carry out peer teaching of the lesson prepared. NTS 3h 6. Ask a two-member panel (critical friends) to use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson. 7. Ask tutors in their groups to identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. NTS 3h, j <p>NOTE: Expected answers:</p> <ul style="list-style-type: none"> • Critical thinking, Collaboration in groups, Digital literacy/ ICT. Cultural diversity, Equity and inclusivity in group works. Talk for learning, role-play, find someone who...! 	<ol style="list-style-type: none"> 1. In your groups, read the teaching and learning activities and identify areas that require clarification. <i>(Refer to page 40)</i> 2. Present the areas you identified in the teaching and learning activities for whole group discussion. 3. In small groups, discuss and subsequently share with the whole group, ways to integrate the core transferable skills and GESI into the teaching and learning activities for both the B. Ed. and the Basic School curricula into the teaching and learning activities. NTS 1a, 1b, 2c, 3f, 3g 4. Prepare teaching and learning activities to teach the Lesson “Composition: Simple Letter Writing Skills I” using audio-visual resources, jigsaw/ short texts. Present your work on flip charts. 5. Carry out peer teaching of the lesson prepared. NTS 3h 6. Use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson. 7. Identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. NTS 3h, j 	<p>50 mins</p>
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Activity 3: Teaching and Learning Resources	<ol style="list-style-type: none"> 1. Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics. (<i>Refer to Course Manual pages 41</i>) NTS:3j, 3m 2. Ask the individual groups to share the findings on the appropriate resources needed for the teaching and learning of the concept/sub-topics with the larger group. 3. Ask tutors to identify other resources that could be used in the delivery of the lesson prepared. 	<ol style="list-style-type: none"> 1. In your groups, identify and discuss the appropriate teaching and learning resources needed to teach the concept/sub-topics? (<i>Refer to Course Manual pages 41</i>) NTS:3j, 3m 2. In your individual groups, share the findings on the appropriate resources needed to teach and learn the concept/sub-topics with the larger group. 3. Identify other resources that could be used in the delivery of the lesson prepared. 	15 mins
Activity 4: Review Assessment Component	Ask tutors to read the assessment component of Lesson 9 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o.	Read the assessment component of Lesson 9 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o.	5 mins
Activity 5: Evaluation and review of session	<ol style="list-style-type: none"> 1. Ask tutors to individually write down issues observed about the session and share them with the whole group for further discussion. <i>Note: Nominate a secretary to write down the concerns to be addressed in the subsequent session</i> 2. Remind tutors to identify a Critical Friend from the same or related area, to observe their lesson and be prepared to share the feedback with the whole group during the next session. NTS 1a 	<ol style="list-style-type: none"> 1. Write down issues observed about the session and share them with the whole group for further discussion. 2. Remember to identify a Critical Friend from the same or related area, to observe your lesson and be prepared to share the feedback with the whole group during the next session. NTS 1a 	15 mins

TUTOR PD SESSION 10 FOR LESSON 10 IN THE COURSE MANUAL COMPOSITION: SIMPLE LETTER WRITING SKILLS 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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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	<ol style="list-style-type: none"> 1. Start the PD Session with an Ice Breaker in French (a song/poem/ short game). 2. Ask the Critical Friend and tutors to share their observations and challenges encountered in the previous week's lesson delivery. 3. Ask tutors to read the description of Lesson 10 on page 42 in the Course Manual. 4. Ask a tutor to read out the Learning Outcome (LOs) and Learning Indicators (LIs) for Lesson 10. <i>Refer to Course Manual p. 43.</i> 5. Ask tutors to read silently the barriers to the Lesson as indicated in the Course Manual. <i>Refer to Course Manual p. 42.</i> 6. Lead whole group discussion on the barriers identified and proposes ways to overcome them in the delivery. 	<ol style="list-style-type: none"> 1. Start the PD Session with an Ice Breaker in French (a song/ poem/short game). 2. Share the observations and challenges encountered in the previous week's lesson delivery. 3. Read the description of Lesson 10 on page 42 in the Course Manual. 4. Read out the Learning Outcome (LOs) and Learning Indicators LIs for Lesson 10 to the group. <i>Refer to Course Manual p. 43</i> 5. Read silently the barriers to the Lesson as indicated in the Course Manual. <i>Refer to Course Manual p. 42.</i> 6. Discuss the barriers identified and propose ways to overcome them in the delivery. 	15 mins
Activity 1: Concept Development (New learning likely to arise in this lesson)	<ol style="list-style-type: none"> 1. Ask tutors, in groups, to read the sub-topics of Lesson 10 and discuss them. <i>Ref. to the Course Manual p. 44</i> 2. Ask tutors, in groups, to identify possible challenging areas in teaching the concepts/sub-topics. 	<ol style="list-style-type: none"> 1. In groups, read the sub-topics of Lesson 10 and discuss them. <i>Ref. to the Course Manual p.44</i> 2. In groups, identify possible challenging areas in teaching. 	20 mins

<p>Activity 2: Teaching and learning activities for the lesson</p>	<ol style="list-style-type: none"> 1. Ask tutors in groups to read the teaching and learning activities and identify areas that require clarification. <i>(Refer to page 44 of the Course Manual)</i> 2. Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion. 3. Ask tutors, in groups, to discuss and share with the whole group how to integrate the core transferable skills in the lesson and GESI into the teaching and learning activities for both the B. Ed. and Basic school curricula. NTS 1a, 1b, 2c, 3f, 3g. 4. Ask tutors to prepare teaching and learning activities to teach the Lesson: Composition: Simple Letter Writing Skills II (Lettres officielles pour demandé'emploi) using audio-visual resources, jigsaw/ short texts. Ask them to present their works on flip charts. 5. Ask two tutors from each group to carry out peer teaching of the lesson prepared. NTS 3h 6. Ask a two-member panel (critical friends) to use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson. 7. Ask tutors in their groups to identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. NTS 3h, j <p>NOTE: Expected answers: Critical thinking, Collaboration in groups, Digital literacy/ ICT. Cultural diversity, Equity and inclusivity in group works. Talk for learning, role-play, find someone who...!</p>	<ol style="list-style-type: none"> 1. In your groups, read the teaching and learning activities and identify areas that require clarification. <i>(Refer to page 44 of the Course Manual)</i> 2. Present the areas you identified in the teaching and learning activities for whole group discussion. 3. In small groups, discuss and subsequently share with the whole group, ways to integrate the core transferable skills and GESI into the teaching and learning activities for both the B. Ed. and the Basic School curricula. NTS 1a, 1b, 2c, 3f, 3g 4. Prepare teaching and learning activities to teach the Lesson: Composition: Simple Letter Writing Skills II (Lettres officielles pour demandé'emploi) using audio-visual resources, jigsaw/ short texts. Present your work on flip charts. 5. Carry out peer teaching of the lesson prepared. NTS 3h 6. Use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson. 7. Identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. NTS 3h, j 	<p>50 mins</p>
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Activity 3: Teaching and Learning Resources	<ol style="list-style-type: none"> 1. Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics. (<i>Refer to Course Manual pages 45</i>) NTS:3j, 3m 2. Ask the individual groups to share the findings on the appropriate resources needed for the teaching and learning of the concept/sub-topics with the larger group. 3. Ask tutors to identify other resources that could be used in the delivery of the lesson prepared. 	<ol style="list-style-type: none"> 1. In your groups, identify and discuss the appropriate teaching and learning resources needed to teach the concept/sub-topics? (<i>Refer to Course Manual pages 45</i>) NTS:3j, 3m 2. In your individual groups, share the findings on the appropriate resources needed to teach and learn the concept/sub-topics with the larger group. 3. Identify other resources that could be used in the delivery of the lesson prepared. 	15 mins
Activity 4: Review Assessment Component	<p>Ask tutors to read the assessment component of Lesson 10 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o.</p>	<p>Read the assessment component of Lesson 10 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o.</p>	5 mins
Activity 5: Evaluation and review of session:	<p>Evaluation and review of session:</p> <ol style="list-style-type: none"> 1. Ask tutors to individually write down issues observed about the session and share them with the whole group for further discussion. <p><i>Note: Nominate a secretary to write down the concerns to be addressed in the subsequent session</i></p> <ol style="list-style-type: none"> 2. Remind tutors to identify a Critical Friend from the same or related area, to observe their lesson and be prepared to share the feedback with the whole group during the next session. NTS 1a 	<ol style="list-style-type: none"> 1. Write down issues observed about the session and share them with the whole group for further discussion. 2. Remember to identify a Critical Friend from the same or related area, to observe your lesson and be prepared to share the feedback with the whole group during the next session. NTS 1a 	15 mins

TUTOR PD SESSION 11 FOR LESSON 11 IN THE COURSE MANUAL THE JHS FRENCH CURRICULUM: TEACHING WRITTEN EXPRESSION, ORTHOGRAPHY & GRAMMAR

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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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	<ol style="list-style-type: none"> 1. Start the PD Session with an Ice Breaker in French (a song/poem/ short game). 2. Ask the Critical Friend and tutors to share their observations and challenges encountered in the previous week's lesson delivery. 3. Ask tutors to read the description of Lesson 11 on page 46 in the Course Manual. 4. Ask a tutor to read out the Learning Outcome (LOs) and Learning Indicators (LIs) for Lesson 11. <i>Refer to Course Manual p. 47</i> 5. Ask tutors to read silently the barriers to the Lesson as indicated in the Course Manual. <i>Refer to Course Manual p. 46</i> 6. Lead whole group discussion on the barriers identified and proposes ways to overcome them in the delivery. 	<ol style="list-style-type: none"> 1. Start the PD Session with an Ice Breaker in French (a song/ poem/short game). 2. Share the observations and challenges encountered in the previous week's lesson delivery 3. Read the description of Lesson 11 on page 46 in the Course Manual 4. Read out the Learning Outcome (LOs) and Learning Indicators LIs for Lesson 11 to the group. <i>Refer to Course Manual p. 47</i> 5. Read silently the barriers to the Lesson as indicated in the Course Manual. <i>Refer to Course Manual p. 46</i> 6. Discuss the barriers identified and propose ways to overcome them in the delivery. 	15 mins
Activity 1: Concept Development (New learning likely to arise in this lesson)	<ol style="list-style-type: none"> 1. Ask tutors, in groups, to read the sub-topics of Lesson 11 and discuss them. <i>Ref. to the Course Manual p. 47</i> 2. Ask tutors, in groups, to identify possible challenging areas in teaching the concepts/sub-topics. 	<ol style="list-style-type: none"> 1. In groups, read the sub-topics of Lesson 11 and discuss them. <i>Ref. to the Course Manual p.47</i> 2. In groups, identify possible challenging areas in teaching. 	20 mins

<p>Activity 2: Teaching and learning activities for the lesson</p>	<ol style="list-style-type: none"> 1. Ask tutors in groups to read the teaching and learning activities and identify areas that require clarification. <i>(Refer to page 47 of the Course Manual)</i> 2. Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion. 3. Ask tutors, in groups, to discuss and share with the whole group how to integrate the core transferable skills in the lesson and GESI into the teaching and learning activities for both the B. Ed. and the Basic school curricula. NTS 1a, 1b, 2c, 3f, 3g. 4. Ask tutors to prepare teaching and learning activities to teach the Lesson: <i>“The JHS French Curriculum: Teaching Written Expression, Orthography & Grammar”</i> using extracts from the JHS French curriculum. Ask them to present their works on flip charts. 5. Ask two tutors from each group to carry out peer teaching of the lesson prepared. NTS 3h 6. Ask a two-member panel (critical friends) to use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson 7. Ask tutors in their groups to identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. NTS 3h, j <p>NOTE: Expected answers: Critical thinking, Collaboration in groups, Digital literacy/ ICT. Cultural diversity, Equity and inclusivity in group works. Talk for learning, role-play, find someone who...!</p>	<ol style="list-style-type: none"> 1. In your groups, read the teaching and learning activities and identify areas that require clarification. <i>(Refer to page 47 of the Course Manual)</i> 2. Present the areas you identified in the teaching and learning activities for whole group discussion. 3. In small groups, discuss and subsequently share with the whole group, ways to integrate the core transferable skills and GESI into the teaching and learning activities for both the B. Ed. and the Basic School curricula. NTS 1a, 1b, 2c, 3f, 3g 4. Prepare teaching and learning activities to teach the Lesson: <i>“The JHS French Curriculum: Teaching Written Expression, Orthography & Grammar”</i> using extracts from the JHS French curriculum. Present your work on flip charts. 5. Carry out peer teaching of the lesson prepared. NTS 3h 6. Use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson. 7. Identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. NTS 3h, j 	<p>50 mins</p>
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Activity 3: Teaching and Learning Resources	<ol style="list-style-type: none"> 1. Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics. <i>(Refer to Course Manual pages 49)</i> <i>NTS:3j, 3m</i> 2. Ask the individual groups to share the findings on the appropriate resources needed for the teaching and learning of the concept/sub-topics with the larger group. 3. Ask tutors to identify other resources that could be used in the delivery of the lesson prepared. 	<ol style="list-style-type: none"> 1. In your groups, identify and discuss the appropriate teaching and learning resources needed to teach the concept/sub-topics? <i>(Refer to Course Manual pages 49)</i> <i>NTS:3j, 3m</i> 2. In your individual groups, share the findings on the appropriate resources needed to teach and learn the concept/sub-topics with the larger group. 3. Identify other resources that could be used in the delivery of the lesson prepared. 	15 mins
Activity 4: Review Assessment Component	Ask tutors to read the assessment component of Lesson 11 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o.	Read the assessment component of Lesson 11 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o.	5 mins
Activity 5: Evaluation and review of session:	<ol style="list-style-type: none"> 1. Ask tutors to individually write down issues observed about the session and share them with the whole group for further discussion. <i>Note: Nominate a secretary to write down the concerns to be addressed in the subsequent session</i> 2. Remind tutors to identify a Critical Friend from the same or related area, to observe their lesson and be prepared to share the feedback with the whole group during the next session. NTS 1a 	<ol style="list-style-type: none"> 1. Write down issues observed about the session and share them with the whole group for further discussion. 2. Remember to identify a Critical Friend from the same or related area, to observe your lesson and be prepared to share the feedback with the whole group during the next session. NTS 1a 	15 mins

TUTOR PD SESSION 12 FOR LESSON 12 IN THE COURSE MANUAL CLASS OBSERVATION SKILLS IN WRITTEN EXPRESSION: OVERVIEW OF THE COURSE

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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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	<ol style="list-style-type: none"> 1. Start the PD Session with an Ice Breaker in French (a song/poem/ short game). 2. Ask the Critical Friend and tutors to share their observations and challenges encountered in the previous week's lesson delivery. 3. Ask tutors to read the description of Lesson 12 on page 50 in the Course Manual. 4. Ask a tutor to read out the Learning Outcome (LOs) and Learning Indicators (LIs) for Lesson 12. <i>Refer to Course Manual p. 51</i> 5. Ask tutors to read silently the barriers to the Lesson as indicated in the Course Manual. <i>Refer to Course Manual p. 50</i> 6. Lead whole group discussion on the barriers identified and proposes ways to overcome them in the delivery. 	<ol style="list-style-type: none"> 1. Start the PD Session with an Ice Breaker in French (a song/ poem/short game). 2. Share the observations and challenges encountered in the previous week's lesson delivery 3. Read the description of Lesson 12 on page 50 in the Course Manual 4. Read out the Learning Outcome (LOs) and Learning Indicators LIs for Lesson 12 to the group. <i>Refer to Course Manual p. 51</i> 5. Read silently the barriers to the Lesson as indicated in the Course Manual. <i>Refer to Course Manual p. 50</i> 6. Discuss the barriers identified and propose ways to overcome them in the delivery. 	15 mins
Activity 1: Concept Development (New learning likely to arise in this lesson)	<ol style="list-style-type: none"> 1. Ask tutors, in groups, to read the sub-topics of Lesson 12 and discuss them. Ref. to the Course Manual p. 51-52 2. Ask tutors, in groups, to identify possible challenging areas in teaching the concepts/sub-topics. 	<ol style="list-style-type: none"> 1. In groups, read the sub-topics of Lesson 12 and discuss them. Ref. to the Course Manual p.51-52 2. In groups, identify possible challenging areas in teaching. 	20 mins

<p>Activity 2: Teaching and learning activities for the lesson</p>	<ol style="list-style-type: none"> 1. Ask tutors in groups to read the teaching and learning activities and identify areas that require clarification. <i>(Refer to p. 55 of the Course Manual)</i> 2. Ask a tutor in the group to present the areas identified in the teaching and learning activities for whole group discussion. 3. Ask tutors, in groups, to discuss and share with the whole group how to integrate the core transferable skills in the lesson and GESI into the teaching and learning activities for both the B. Ed. and the Basic school curricula. NTS 1a, 1b, 2c, 3f, 3g. 4. Ask tutors to prepare teaching and learning activities to teach the Lesson: <i>Class Observation Skills in Written Expression</i>, using audio-visual resources, jigsaw/ short texts. Ask them to present their works on flip charts. 5. Ask two tutors from each group to carry out peer teaching of the lesson prepared. NTS 3h 6. Ask a two-member panel (critical friends) to use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson. 7. Ask tutors in their groups to identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. NTS 3h, j <p>NOTE: Expected answers:</p> <ul style="list-style-type: none"> • Critical thinking, Collaboration in groups, Digital literacy/ ICT. Cultural diversity, Equity and inclusivity in group works. Talk for learning, role-play, find someone who...! 	<ol style="list-style-type: none"> 1. In your groups, read the teaching and learning activities and identify areas that require clarification. <i>(Refer to p.55 of the Course Manual)</i> 2. Present the areas you identified in the teaching and learning activities for whole group discussion. 3. In small groups, discuss and subsequently share with the whole group, ways to integrate the core transferable skills and GESI into the teaching and learning activities for both the B. Ed. and the Basic School curricula. NTS 1a, 1b, 2c, 3f, 3g 4. Prepare teaching and learning activities to teach the Lesson: <i>Class Observation Skills in Written Expression</i>, using audio-visual resources, jigsaw/ short texts. Present your work on flip charts. 5. Carry out peer teaching of the lesson prepared. NTS 3h 6. Use the Lesson Observation Guide to assess the lesson delivery and share observations with the whole group after the lesson. 7. Identify the core transferable skills and GESI raised during the lesson delivery and explain how they were addressed. NTS 3h, j 	60 mins
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Activity 3: Teaching and Learning Resources	<ol style="list-style-type: none"> 1. Ask tutors in groups to identify and discuss the appropriate resources needed for the teaching and learning of the concepts/sub-topics. (<i>Refer to Course Manual pages 52</i>) NTS:3j, 3m 2. Ask the individual groups to share the findings on the appropriate resources needed for the teaching and learning of the concept/sub-topics with the larger group. 3. Ask tutors to identify other resources that could be used in the delivery of the lesson prepared. 	<ol style="list-style-type: none"> 1. In your groups, identify and discuss the appropriate teaching and learning resources needed to teach the concept/sub-topics? (<i>Refer to Course Manual pages 52</i>) NTS:3j, 3m 2. In your individual groups, share the findings on the appropriate resources needed to teach and learn the concept/sub-topics with the larger group. 3. Identify other resources that could be used in the delivery of the lesson prepared. 	15 mins
Activity 4: Review Assessment Component	Ask tutors to read the assessment component of Lesson 12 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o.	Read the assessment component of Lesson 12 of the Course Manual and compare with the components prescribed by NTEAP and review as appropriate. NTS 3k, m, n, o.	5 mins
Activity 5: Evaluation and review of session:	<ol style="list-style-type: none"> 1. Ask tutors to individually write down issues observed about the session and share them with the whole group for further discussion. <i>Note: Nominate a secretary to write down the concerns to be addressed in the subsequent session.</i> 2. Remind tutors to identify a Critical Friend from the same or related area, to observe their lesson and be prepared to share the feedback with the whole group during the next session. NTS 1a 	<ol style="list-style-type: none"> 1. Write down issues observed about the session and share them with the whole group for further discussion. 2. Remember to identify a Critical Friend from the same or related area, to observe your lesson and be prepared to share the feedback with the whole group during the next session. NTS 1a 	15 mins

GROWTH, DEVELOPMENT AND LEARNING

TUTOR PD SESSION 1 FOR LESSON 1 IN THE COURSE MANUAL BASIC CONCEPTS AND PRINCIPLES IN PSYCHOLOGY OF HUMAN GROWTH AND DEVELOPMENT

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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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	Start the session with an Ice breaker <ol style="list-style-type: none"> 1. Revision: Ask questions about how useful the previous PD sessions were to tutors in the delivery of their lessons. Ask tutors to share their views on the purpose of the lesson. Using think pair share, ask tutors to share their perspectives on important or distinctive features of lesson 1. 	<ol style="list-style-type: none"> 1. Revision: Reflect and answer questions about how the previous PD sessions aided you in the delivery of your lessons. Share with colleagues your views on the purpose of Lesson 1. Using think pair share, 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):	<ol style="list-style-type: none"> Ask tutors to scan through lesson 1 on pages 7 to 10 of the course manual to identify concepts to be developed. Ask tutors to identify and discuss "barriers to learning" that might affect learners in the colleges and basic schools based on gender stereotyping, disability or socio-economic background etc. (See NTS 3c, 3f). Ask tutors to identify possible challenging areas in teaching of the concepts. Example, growth, development, maturation and learning (See NTS 3i). Based on the challenges that are identified, ask Tutors to suggest appropriate ways to resolve the challenges. 	<ol style="list-style-type: none"> Scan through lesson 1 on pages 7 to 10 of e course manual to identify concepts to be developed Identify and discuss "barriers to learning" that might affect learners in the colleges and basic schools based on gender stereotyping, disability or socio-economic background etc. (See NTS 3c, 3f). Identify possible challenging areas in teaching of the concepts. Example, growth, development, maturation and learning (See NTS 3i). Suggest appropriate ways to resolve the challenges you identified. 	25 mins

Activity 2: Teaching and Learning Resources	Ask Tutors to list and discuss the resources that will be needed to teach the lesson. Examples are: audio-visuals from You Tube and ICT resources.	List and discuss the resources that will be needed to teach this lesson.	15 mins
Activity 3: Review of assessment Component of Lesson 1	Refer Tutors to the assessment component (NTS 3n) of Lesson 1 on p. 10 of the course manual and compare it with the components prescribed by the National Teacher Education Assessment Policy (NTEAP) and review as appropriate. <i>Note: Tutors are to use group presentations to assess student teachers. Assessment weighting should include:</i> <ul style="list-style-type: none"> • Attendance to class=5% • Distinction in concepts (growth, development, maturation)=10% • Explanation of the implications of the concepts=15% <p>Total Weight=30%.</p>	Read the assessment component (NTS 3n) of Lesson 1 on p. 10 of the course manual and compare it with the components prescribed by the National Teacher Education Assessment Policy (NTEAP) and review as appropriate.	15 mins
Activity 4:Teaching and learning activities for the lesson	<ol style="list-style-type: none"> 1. Ask tutors to reflect on group discussion/presentation and talk for learning/other approaches and how they can be used to teach the concepts Growth, Development, Maturation and Learning and their implications for teaching and learning in the basic education curriculum (NTS 3f). 2. Ask tutors to discuss the principles of human growth and development and their implications for teaching and learning in the new 4-year B. Ed curriculum and the basic school curriculum (NTS 3g). 3. Let tutors Identify where, and which, core and transferable skills are being developed or applied. Example, digital literacy as they surf the internet, cooperation and social skills, respect for inclusion and diversity as they discuss barriers to learning. <p><i>Note: Anticipate Gender and Social Inclusion (GESI) issues that boarder on social, cultural and religious beliefs, and address them.</i></p>	<ol style="list-style-type: none"> 1. Reflect on group discussion and talk for learning/other approaches and how it can be used to teach the concepts Growth, Development, Maturation and Learning” and their implications for teaching and learning in the basic education curriculum (NTS 3f). 2. Discuss the principles of human growth and development and their implications for teaching and learning in the new 4-year B. Ed curriculum and the basic school curriculum (NTS 3g). 3. Identify where, and which core and transferable skills are being developed or applied in this lesson. 	45 mins

Activity 5: Evaluation and review of session:	<ol style="list-style-type: none">1. Ask tutors to identify any outstanding issues relating to this lesson for clarification especially after their group presentation on the principles of human growth and development.2. Remind tutors to read on lesson 2 before the next PD session. Also, remind them to invite a critical friend/peer to observe their lessons and provide feedback.	<ol style="list-style-type: none">1. Identify any outstanding issues relating to this lesson for clarification.2. Read on lessons 2 before the next PD session, and remember to invite a critical friend from the same or related subject area to sit in your lesson and provide you with some feedback.	10 mins
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TUTOR PD SESSION 2 FOR LESSON 2 IN THE COURSE MANUAL PRE-NATAL AND PERI-NATAL HUMAN DEVELOPMENT

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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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>Start Session with an Ice Breaker</p> <ol style="list-style-type: none"> 1. Revision: Ask tutors to share the relevance of the previous PD session in their lessons delivery in pairs 2. Introduce tutors to the main purposes of the lesson through brainstorming. 3. Ask tutors to identify and share the distinctive features of the lesson, in groups. For example, pre-natal, peri-natal and post-natal human development. 	<ol style="list-style-type: none"> 1. Revision: In pairs share the relevance of the previous PD session in the delivery of your lessons 2. Brainstorm on the main purposes of the lesson (Refer to the course manual page 11, NTS 3f, 3g, 3h. In groups identify and share the distinctive features of the lesson. For example, pre-natal, peri-natal and post-natal human development. 3. In groups, identify and share the distinctive features of the lesson. 	15 mins
Activity 1: Concept Development (New learning likely to arise in this lesson):	<ol style="list-style-type: none"> 1. Ask tutors to discuss the meanings of the concepts (pre-natal, peri-natal and post-natal human development) and how they are related . 2. Ask tutors to search online, in groups, for the meaning and relevance of pre-natal, peri-natal and post-natal human development and link it to the philosophy of the Basic School Curriculum. 3. Ask tutors, in pairs, to identify possible challenging areas in teaching of the concepts (<i>Example, students-teachers might have difficulties understanding the concepts pre-natal, peri-natal and post natal development</i>). 	<ol style="list-style-type: none"> 1. In groups, discuss the meanings of the various concepts and their relationships pre-natal, peri-natal and post-natal (<i>Refer to the PDP Theme 4, Course Manual page 11-14, NTS 3i, 3g 3f, and 3h</i>). 2. Search online for the meaning, relevance of educational philosophy and aims of education 3. In pairs, to identify possible challenging areas in teaching of the concepts. 	25 mins

Activity 2: Teaching and Learning Resources	Ask tutors to identify and discuss appropriate resources that can be used to teach the topic (NTS 3e, 3j).	Identify and discuss appropriate resources to help address the challenges identified (e.g. individual experts, YouTube, electronic media, journals, NTS 3e, 3j).	10 mins
Activity 3: Review of Assessment Component of Lesson 2	Ask tutors to review the assessment component (NTS 3n) of Lesson 2 on p. 14 of the course manual to reflect what is suggested in the NTEAP. <i>Note: During in-lesson assessment, student teachers should be assessed through oral questions, and topic treated should be part of assessment in the 4th week.</i>	Review the assessment component (NTS 3n) of Lesson 2 on p. 14 of the course manual to reflect what is suggested in the NTEAP.	15 mins
Activity 4: Teaching and learning activities for the lesson	<ol style="list-style-type: none"> 1. Ask tutors to individually reflect on talk for learning approaches and how it can be used to teach the meaning and relationship among pre-natal, peri-natal and post-natal (<i>Refer to NTS 3c, 3l, 3m</i>). 2. Ask tutors to discuss the distinctive features of the lesson using the PDP Theme 4, and NTS 3c, 3l, 3m. 3. Ask tutors to individually identify which core and transferable skills are being developed or applied in the lesson and link them to the basic school curriculum. 	<ol style="list-style-type: none"> 1. Individually, reflect on talk for learning approaches and identify how it can be used to teach the meaning and relationship among pre-natal, peri-natal and post-natal (<i>Refer to NTS 3c, 3l, 3m</i>). 2. Discuss the distinctive features of the lesson making reference to the PDP Theme 4, and NTS 3c, 3l, 3m. 3. Individually identify where, and which, core and transferable skills are being developed or applied in the lesson and link them to the basic school curriculum (e.g. critical thinking, problem solving skills, communication skills, information and communications technology, digital literacy, respect for diversity. <i>Refer to NTS 3f, 3n the NTECF page 45 to confirm your answer</i>). 	45 mins
Activity 5: Evaluation and review of session:	<ol style="list-style-type: none"> 1. Ask tutors to recap the key issues discussed and identify any outstanding issues about the lesson for clarification. 2. Ask Tutors to read on lesson 3 before the next PD session. 3. Remind tutors to invite a critical friend/peer from the same or related subject area to observe the lesson and provide feedback. 	<ol style="list-style-type: none"> 1. Recap the key issues discussed and identify any outstanding issues relating to this lesson for clarification. 2. Read on lesson 3 before the next PD session. 3. You are reminded to invite a critical friend from the same or related subject area to sit in your lesson and provide you with some feedback. 	10 mins

TUTOR PD SESSION 3 FOR LESSON 3 IN THE COURSE MANUAL SEX DETERMINATION IN THE DEVELOPING FOETUS

<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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></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>Give an Ice breaker to start the session</p> <ol style="list-style-type: none"> 1. Revision: Subject tutors and Critical Friends share the usefulness of the previous PD session to the delivery of their lessons. (NTS 1a). 2. Provide an overview of the main purpose of the lesson in the course manual (<i>refer to page 15 -16 of the course manual</i>) 3. Ask tutors to identify the diversities among learners and relate it to the previous course (inclusive school-based inquiry) highlight on the continuity and progression in the two courses. Relate this to the Basic School Curriculum (BSC) emphasising key features such as continuity and progression of the strands, sub-strands etc (<i>NTS 2a, 2b, 2c</i>). <p><i>Note: Provide/Supplement what tutors were able to identify and clarify any concerns that may arise such as the similarities and differences between the B.Ed. and Basic School Curricula (NTS 2a, 2b, 2c).</i></p> <ol style="list-style-type: none"> 4. Ask tutors to turn to pages 15-16 of course manual to read the introductory sections of the lesson up to learning outcomes and discuss (NTS 2a, 2b, 2c). 	<ol style="list-style-type: none"> 1. Revision: Share the usefulness of the previous PD session to the delivery of their lessons. (NTS 1a). 2. Refer to page 15-16 of the course manual and read the lesson overview section to familiarise yourself with the purpose of the lesson. 3. Identify the diversities among learners and relate it to the previous course (inclusive school-based inquiry) highlight on the continuity and progression in the two courses. Relate this to the Basic School Curriculum (BSC) emphasising key features such as continuity and progression of the strands, sub-strands etc (<i>NTS 2a, 2b, 2c</i>). 4. Turn to pages 15-16 of course manual to read the introductory sections of the lesson up to learning outcomes and discuss (<i>NTS 2a, 2b, 2c</i>). 	<p>15 mins</p>

<p>Activity 1: Concept Development (New learning likely to arise in this lesson):</p>	<ol style="list-style-type: none"> 1. Ask tutors to write two possible challenging areas of teaching this lesson (<i>spend no more than 10 minutes on this, NTS 3h</i>). 2. Ask tutors to study the TL resources proposed to be used to teach the contents and concepts (on page 18 of the course manual) and add any if necessary (NTS 3i, 3j). 3. Ask Tutors in groups to explain what each resource entails and how feasible they could be used (NTS 3j). 4. Remind Tutors to take note of any of the TL resource they are not conversant with and may require assistance in their application. 	<ol style="list-style-type: none"> 1. Write two possible challenges of teaching this lesson. 2. Study the TL resources proposed to be used to teach the contents and concepts (on page 18 of the course manual) and add any if necessary (NTS 3i, 3j). 3. Explain what each of the proposed TL resources entails. Add any resource if necessary. 4. Take 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 Resources</p>	<ol style="list-style-type: none"> 1. Ask Tutors to study the TL resources proposed to be used to teach the contents and concepts (page 23 of the course manual) and add any if necessary (use of ICT tools). 2. Ask Tutors to explain what each resource entails and how feasible they could be used. 3. Remind Tutors to take note of any of the TL resource they are not conversant with and may require assistance in their application. 	<ol style="list-style-type: none"> 1. Study the TL resources proposed to be used to teach the contents and concepts (page 23 of the course manual) and add any if necessary (use of ICT tools). 2. Explain what each of the proposed TL resources entails. Add any resource if necessary. 3. Take note of any of the TL resources you are not conversant with and may require assistance in order to effectively apply it/them. 	10 mins
<p>Activity 3: Review of Assessment Component of Lesson 3</p>	<p>Direct Tutors to read the assessment component (NTS 3n) of Lesson 3 on p. 18 of the course manual and compare it with the NTEAP.</p> <p><i>Note: Suggested assessment method is group presentations. Class should assess presentations.</i></p>	<p>Read the assessment component (NTS 3n) of Lesson 3 on p. 18 of the course manual and compare it with the NTEAP.</p>	15 mins

<p>Activity 4: Teaching and learning activities for the lesson</p>	<ol style="list-style-type: none"> 1. Ask Tutors to refer to pages 17 of the course manual to study the TL activities proposed to be used to teach specific contents and concepts. 2. Ask Tutors to explain what each activity entails and how feasible they are to be used. 3. Invite other effective and creative TL activities that could be used to teach the content but not captured in the suggested activities. 4. Remind Tutors to take note of any of the TL activities they are not conversant with and may require assistance in their application <p><i>NB: remind tutors to refer to the PD themes on the specific TL activities suggested.</i></p>	<ol style="list-style-type: none"> 1. Turn to page 17 of the course manual and study the TL activities proposed to be used to teach contents and concepts (<i>refer to the PD themes for more information on the specific TL activities suggested e.g. Creative Approaches, Talk for Learning etc.</i>). 2. Explain what each of the proposed TL activities entails. 3. List other effective and creative TL activities that could be used to teach the content but not captured in the suggested activities. 4. Take note of any of the TL activities you are not conversant with and may require assistance in order to effectively apply it/ them. 	<p>45 mins</p>
<p>Activity 5: Evaluation and review of session:</p>	<ol style="list-style-type: none"> 1. Ask tutors to make a list of TL activities they are not conversant as well as TL resource(s) they are likely to have a challenge applying it/them. 2. Remind tutors to read on lessons 4 before the next PD session. 3. Remind tutors to invite a critical friend/peer to observe the lesson and provide feedback (NTS 1a). 	<ol style="list-style-type: none"> 1. List TL activities they are not conversant as well as TL resource(s) they are likely to have a challenge applying it/ them. 2. Read on lessons 4 before the next PD session. 3. Invite a critical friend/peer to observe your lesson and provide feedback (NTS 1a). 	<p>10 mins</p>

TUTOR PD SESSION 4 FOR LESSON 4 IN THE COURSE MANUAL DOMAINS OF HUMAN DEVELOPMENT (I)

<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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></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>Start the session with an Ice breaker</p> <ol style="list-style-type: none"> 1. Revision: Ask Tutors and Critical Friends to share their views on the usefulness of the previous PD sessions in their lesson delivery. Emphasize on generic issues. 2. Ask Tutors to read (page 19-20 of the course manual) and share their views on the main purpose of the lesson. 3. Lead Tutors to discuss the important or distinctive aspects of the lessons (<i>e.g. learner diversities</i>). 	<ol style="list-style-type: none"> 1. Revisions: Share your views on the usefulness of the previous PD sessions in your lesson delivery. 2. Read (page 19-20 of the course manual) and share your views on the main purpose of the lesson. 3. Discuss the important or distinctive aspects of the lessons. (<i>learner diversities</i>). 	<p>15 mins</p>
<p>Activity 1: Concept Development (New learning likely to arise in this lesson)</p>	<ol style="list-style-type: none"> 1. Ask tutors to discuss how to guide student teachers to identify learner diversities making reference to 'inclusive school-based inquiry' which exposed them to learners with varying characteristics. 2. Ask tutors to identify possible challenging areas in teaching of the concepts in the lessons. Example, misconceptions about learner diversities 3. Ask tutors to suggest innovative approaches to use appropriate resources like e-learning opportunities and seminars etc. to identify and manage learner diversities. 	<ol style="list-style-type: none"> 1. Discuss how to guide student teachers to identify learner diversities 'inclusive school-based inquiry' which exposed them to learners with varying characteristics. 2. Identify possible challenging areas in teaching the concepts in the lessons. 3. Suggest innovative approaches to use appropriate resources like e-learning opportunities and seminars etc. to identify and manage learner diversities. 	<p>15 mins</p>

Activity 2: Teaching and Learning Resources	<ol style="list-style-type: none"> 1. Ask Tutors to study the TL resources proposed on page 23 of the course manual and add any if necessary (use of ICT tools). 2. Ask Tutors to explain what each resource entails and how feasible they could be used. 3. Remind Tutors to take note of any of the TL resource they are not conversant with and may require assistance in using. 	<ol style="list-style-type: none"> 1. Study the TL resources proposed on page 23 of the course manual and add any if necessary (use of ICT tools). 2. Explain what each of the proposed TL resources entails. Add any resource if necessary. 3. Take note of any of the TL resources you are not conversant with and may require assistance in using. 	10 mins
Activity 3: Review of Assessment Component of Lesson 4	<p>Ask Tutors to read the assessment component (NTS 3n) of Lesson 4 on p. 23 of the course manual. Let them compare what is in the course manual with the NTEAP.</p> <p><i>Note: Assessment should be formative (group presentation). Presentations should be peer assessed.</i></p>	<p>Read the assessment component (NTS 3n) of Lesson 4 on p. 23 of the course manual. Compare what is in the course manual with the NTEAP.</p>	15 mins
Activity 4: Teaching and learning activities for the lesson	<ol style="list-style-type: none"> 1. Ask to tutors reflect on Talk for Learning (PD Theme 3) and any other approaches and how it can be used to teach the domains of human development (intellectual, emotional and physical development in females and males- GESI) . 2. Ask tutors to discuss in groups the intellectual, emotional and physical characteristics of human development. 3. Ask tutors to brainstorm on the Implications of intellectual and physical development to teaching and learning across the 3 specialisms in the new 4-year B.Ed. curriculum and Basic School Curriculum. (NTS 2d, 2e,2f). 4. Ask Tutors to discuss how each relationship between intellectual and physical development and their misconceptions (page 22 of the course manual). 5. Ask tutors to identify where, and which, core and transferable skills are being developed or applied (e.g. digital literacy as they surf the internet, cooperation and social skills as they work in groups). 	<ol style="list-style-type: none"> 1. Reflect Talk for Learning (PD Theme 3) and any other approaches and how it can be used to teach the domains of human development (intellectual, emotional and physical development in females and males- GESI). 2. Discuss in groups the intellectual, emotional and physical characteristics of human development. 3. Brainstorm on the Implications of intellectual and physical development to teaching and learning across the 3 specialisms in the new 4-year B.Ed. curriculum and Basic School Curriculum. (NTS 2d, 2e, 2f). 4. Discuss how each relationship between intellectual and physical development and their misconceptions (page 22 of the course manual). 5. Identify where, and which, core and transferable skills are being developed or applied in this lesson. 	45 mins

Activity 5: Evaluation and review of session	<ol style="list-style-type: none"> 1. Assist tutors to identify any outstanding issues relating to the lesson for clarification. 2. Tutors should discuss and agree on how this lesson would be assessed in line with the NTEAP (NTS 3n). 3. Remind tutors to read on Lesson 5 before the next PD session. 4. Remind tutors to invite a critical friend/peer from the same or related subject area to observe the lesson and provide feedback. 	<ol style="list-style-type: none"> 1. Identify any outstanding issues relating to this lesson for clarification. 2. Discuss and agree on how this lesson would be assessed in line with the NTEAP (NTS 3n). 3. Read on Lesson 5 before the next PD session. 4. Invite a critical friend/peer from the same or related subject area to observe your lesson and provide feedback. 	10 mins
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TUTOR PD SESSION 5 FOR LESSON 5 IN THE COURSE MANUAL DOMAINS OF HUMAN DEVELOPMENT (II)

<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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></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>Use an Ice breaker to start the session.</p> <ol style="list-style-type: none"> 1. Revision: Ask tutors and critical friends to reflect and share their views on the usefulness of the previous PD sessions in their lesson delivery. 2. Ask Tutors to read the main purpose of the lesson on page 24 in the course manual, and reflect on it. 3. Ask Tutors to identify the important or distinctive aspects of the lesson (<i>e.g. socio-emotional changes, early childhood, middle childhood and early adolescence</i>). 4. Ask Tutors to read and discuss the introductory sections up to the learning outcomes shown on pages 24-25 of the course manual. 	<ol style="list-style-type: none"> 1. Revision: Reflect and share your views on the usefulness of the previous PD session to your lesson delivery. 2. Read the main purpose of the lesson as shown on page 24 of the course manual and reflect on it. 3. Identify the important or distinctive aspects of the lesson. 4. Read and discuss the introductory sections up to the learning outcomes shown on pages 24-25 of the course manual. 	<p>15 mins</p>

<p>Activity 1: Lesson Development (New learning likely to arise in the lesson this lesson)</p>	<ol style="list-style-type: none"> 1. Ask tutors to brainstorm and brain write on the meaning of socio-emotional development (PD theme 3). 2. Have tutors discuss characteristics of socio-emotional development from infancy to the early childhood. 3. Ask tutors to discuss the implications of socio-emotional development from infancy to the early childhood in the new 4-year B.Ed. and Basic School curricula. 4. Have tutors in smaller mixed ability/mixed gender groups discuss Erikson's theory and its educational implications to teaching and learning in the basic schools. 5. Use questioning to get some misconceptions learners would have about emotional development across the three stages (<i>early childhood, middle childhood and early adolescence</i>) link to the basic school curriculum. 	<ol style="list-style-type: none"> 1. Brainstorm and brain write on the meaning of socio-emotional development (PD theme 3). 2. Discuss characteristics of socio-emotional development from infancy to the early childhood. 3. Discuss the implications of socio-emotional development from infancy to the early childhood in the new 4-year B.Ed. and Basic School curricula. 4. Discuss Erikson's theory and its educational implications to teaching and learning in the basic schools. 5. What are the misconceptions learners have about emotional development across the three stages (<i>early childhood, middle childhood and early adolescence</i>)? 	<p>10 mins</p>
<p>Activity 2: Teaching and learning resources</p>	<ol style="list-style-type: none"> 1. Ask Tutors to study the TL resources proposed to be used (on page 28 of the course manual) to teach the contents and concepts and add any if necessary (use of ICT tools). 2. Ask Tutors to explain what each resource entails and how feasible they could be used. Allow Tutors to add any resource, if necessary. 3. Remind Tutors to take note of any of the TL resource they are not conversant with and may require assistance to use. 	<ol style="list-style-type: none"> 1. Turn to pages 28 of the course manual and study the TL resources proposed to be used to teach the contents and concepts. 2. Explain what each of the proposed TL resources entails. Add any resource, if necessary. 3. Take note of any of the TL resources you are not conversant with and may require assistance to use. 	<p>10 mins</p>
<p>Activity 3: Review of Assessment Component of Lesson 5</p>	<p>Group Tutors to read and discuss the assessment component (NTS 3n) of Lesson 5 on p. 28 of the course manual. They should compare the assessment component in the course manual with the NTEAP and review, if necessary.</p> <p><i>Note: Assessment should be formative (group presentation). Presentations should be peer assessed and added to 6th week presentation and graded.</i></p>	<p>Group Tutors to read and discuss the assessment component (NTS 3n) of Lesson 5 on p. 28 of the course manual. They should compare the assessment component in the course manual with the NTEAP and review, if necessary.</p>	<p>15 mins</p>

Activity 4: Teaching and learning activities for the lesson	<ol style="list-style-type: none"> 1. Ask tutors to read and reflect on the proposed teaching and learning activities specified for the lesson (page 24-27 of the course manual) (<i>Ask Tutors to write teaching and learning activities that they may need clarification</i>). 2. Lead Tutors to discuss the TL activities proposed for the lesson delivery. 3. Ask Tutors to demonstrate the use of one or two of the TL activities for the lesson. 4. Ask tutors to identify any outstanding issues relating to the lesson for clarification. 	<ol style="list-style-type: none"> 1. Read and reflect on the proposed teaching and learning activities that may need further clarification (page 24-27 of the course manual). 2. Discuss the TL activities proposed for the lesson delivery. 3. Demonstrate the use of one or two of the TL activities for the lesson. 4. Identify any outstanding issues relating to this lesson for clarification. 	45 mins
Activity 5: Evaluation and review of session:	<ol style="list-style-type: none"> 1. Let tutors review and summarize the key issues discussed. 2. Tutors should discuss and agree on how this lesson would be assessed in line with the NTEAP (NTS 3n). 3. Remind tutors to read on Lesson 6 before the next PD session. 4. Remind tutors to invite a critical friend/peer to observe the lesson and provide feedback. 	<ol style="list-style-type: none"> 1. Review and summarize the key issues discussed. 2. Discuss and agree on how this lesson would be assessed in line with the NTEAP (NTS 3n). 3. Read on lessons 6 before the next PD session. 4. Invite a critical friend/peer to observe your lesson and provide feedback. 	10 mins

TUTOR PD SESSION 6 FOR 6 IN THE COURSE MANUAL MORAL DEVELOPMENT AND MORALITY IN THE CLASSROOM

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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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>Use an Ice breaker to introduce the session.</p> <ol style="list-style-type: none"> 1. Revision: Review the previous PD session by asking Tutors to reflect and talk about challenges they may have faced in their lessons. 2. Let Tutors read the main purpose of lesson 6 on page 29 of the course manual. The main purpose of this lesson is to introduce tutors to the stages of moral development proposed by Kohlberg and Piaget as discussed in relation to both school/classroom and general life experiences. 3. Let Tutors identify and discuss the distinctive aspects of the lesson. The key aspects of today's lesson are: stages of Kohlberg's moral development, stages of Piaget's view on moral development and implications of stages of moral development for teaching and learning across the specialisms in the B.Ed. programme and the Basic School curriculum. 4. Direct Tutors to read the introductory sections of the course manual up to learning outcomes and discuss the issues therein. 5. Ask Tutors if they have any concerns arising from the introduction? 	<ol style="list-style-type: none"> 1. Revision: Reflect on the previous PD session and talk about any challenge(s) you faced. 2. Read lesson 6 on page 29 of the course manual. What do you think is the main purpose of the lesson? 3. Identify and discuss the distinctive features of the lesson. 4. Read the introductory sections of the course manual up to <i>Learning Outcomes</i> and discuss the issues therein. 5. 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)	<ol style="list-style-type: none"> 1. Direct Tutors to individually read page 31 of the course manual for the key concepts of the lesson. 2. Ask Tutors to discuss aspect(s) of the lesson they presume might pose some challenges for them in terms of new learning. For example, energy challenges, technology penetration challenges in Ghana, ban on the use of mobile devices in pre-tertiary classrooms, etc. 	<ol style="list-style-type: none"> 1. Individually, read page 31 of the course manual. What are the key concepts of the lesson? 2. What challenges do you presume might pose some challenges for you in terms of new learning? 	25 mins
Activity 2: Teaching and learning resources	<ol style="list-style-type: none"> 1. Ask Tutors to identify and list the resources that will be needed to teach this lesson effectively (e. g. computers, mobile devices, internet, etc. 2. Pair up Tutors to identify the professional development needs, ethics and code of conduct (NTS 1d pp. 13) that can be built on in this section. Examples of PD needs are: training on how i. to access and retrieve information, how to use a technological tool like mobile devices in place of computers, etc. 	<ol style="list-style-type: none"> 1. 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? 2. In pairs, identify the professional development needs, code of conduct and ethics that can be built on during pre-service and in-service training. 	10 mins
Activity 3: Review of Assessment Component of Lesson 6	<p>Let Tutors read and discuss (in pairs) the assessment component (NTS 3n) of Lesson 6 on p. 32 of the course manual. They should compare the suggested assessment strategies in the course manual with what is stipulated in the NTEAP and review appropriately.</p> <p><i>Note: Assessment should be formative (group presentation). Presentations should be peer assessed and added to 5th week presentation and graded.</i></p>	<p>In your pairs, read and discuss the assessment component (NTS 3n) of Lesson 6 on p. 32 of the course manual. Compare the suggested assessment strategies in the course manual with what is stipulated in the NTEAP, and review appropriately.</p>	15 mins

<p>Activity 4: Teaching and learning activities for the lesson</p>	<ol style="list-style-type: none"> 1. Let Tutors work in groups to identify the teaching and learning activities that are likely to be different from their previous experiences. Direct them to read the teaching and learning activities column on page 29 of the course manual and compare the activities there with those they identified in their groups. 2. Let Tutors discuss in groups the possible activities to use to teach the lesson (e. g. student-led discussions, face to face, debates, analysis of You Tube videos, etc.). 3. Direct Tutors to read page 2 of the course manual, in pairs, and identify the core and transferable skills that would be developed (e. g. digital literacy skills, collaboration skills, communication skills, etc.). 4. Ask Tutors to work in groups to identify existing PD themes that can support the teaching of this lesson. E. g. Theme: 4, 3, 2. The Teacher as Researcher. Theme 8 (NTS 3b, pp15) 5. Ask Tutors to prepare a power point presentation to teach the lesson. 	<ol style="list-style-type: none"> 1. 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 29 of the course manual and compare the activities there with those you identified in your groups. 2. In your groups, discuss in groups the possible activities to use to teach the lesson. 3. In your pairs, read page 2 of the course manual and list the core and transferable skills to be developed in the lesson. 4. In your groups, identify existing PD themes that can support the teaching of the lesson. 5. Prepare a power point presentation to teach this lesson. 	<p>45 mins</p>
<p>Activity 5: Evaluation and review of session</p>	<ol style="list-style-type: none"> 1. Direct Tutors to write down the salient points of the lesson. Remind Tutors that technology exists to support teaching and learning. Mobile devices can be used to support student learning. 2. Ask Tutors if there are any outstanding issues they want to clarify. 3. Tell Tutors to identify and bring to class, a You Tube video that can be used to teach a selected topic in the new basic school curriculum. 4. Remind tutors to read on lesson 7 before the next PD Session. 5. Remind tutors to invite a critical friend to observe their lesson and give feedback. 	<ol style="list-style-type: none"> 1. Write down the main points of this lesson on the stick-on papers you were given. 2. Are there any outstanding issues you want us to clarify? 3. For our next meeting, each of you should identify and bring a You Tube video that can be used to teach a selected topic in the new basic school curriculum. 4. Read on lesson 7 before the next PD Session. 5. Invite a critical friend to observe their lesson and give feedback. 	<p>10 mins</p>

TUTOR PD SESSION 7 FOR LESSON 7 IN THE COURSE MANUAL ENVIRONMENTAL THREATS TO HUMAN GROWTH AND DEVELOPMENT

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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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>Use an Ice breaker to start the session.</p> <ol style="list-style-type: none"> 1. Revision: Review the previous PD session by asking Tutors if they have any unresolved issues from the previous section. 2. Let Tutors read unit 7 on page 33 of the course manual and discuss the main purpose of the lesson is to introduce environmental factors that influence the growth and development of humans from conception through birth and beyond. 3. Ask Tutors to pair up and identify the distinctive aspects of today's lesson. Some distinctive aspects of the lesson include: environmental factors that influence the growth and development of humans from conception through birth and beyond and the Educational: implications of environmental threats to human growth and development at: <ul style="list-style-type: none"> • pre-natal stage • peri-natal stage • postnatal stage (NTS 3f, pp 50) 4. Direct Tutors to read the introductory sections of the course manual up to learning outcomes (pages 33 to 34) and discuss the issues therein. 	<ol style="list-style-type: none"> 1. Revision: Do you have any unresolved issues from the previous section? 2. Read unit 7 on page 33 of the course manual. What do you think is the main purpose of the lesson? 3. In pairs, identify and discuss the distinctive features of the lesson. 4. Read the introductory sections of the course manual (pages 33 to 34) and discuss the issues therein. 	15 mins

Activity 1: Concept Development (New learning likely to arise in this lesson) :	<ol style="list-style-type: none"> 1. Direct Tutors to read page 35 of the course manual for the key concepts. The key ideas are: <ul style="list-style-type: none"> » Environment » Human Growth » Human development » Learning 2. Let individual Tutors identify and discuss aspect(s) of the lesson they presume might pose some challenges for them in terms of new learning. 	<ol style="list-style-type: none"> 1. Read lesson 7 of the course manual (page 35) and write down the key concepts of the lesson. 2. Individually, identify and discuss aspect(s) of the lesson you presume might pose some challenges for you in terms of new learning. 	25 mins
Activity 2: Teaching and Learning Resources	<ol style="list-style-type: none"> 1. Ask Tutors to list the resources that will be needed to teach this lesson effectively. Examples of resources needed include: audio-visuals from YouTube and resources persons. 2. Guide Tutors to identify the professional development needs that can be built on in this section. E. g. how to identify, invite and use a resource person to teach a lesson. 	<ol style="list-style-type: none"> 1. 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. 2. Identify the professional development needs that can be built on in this section. 	10 mins
Activity 3: Review of Assessment Component of Lesson 7	<p>Ask Tutors to read (individually) and discuss (whole group) the assessment component (NTS 3n) of Lesson 7 on p. 36 of the course manual. Tutors should compare the suggested assessment strategies in the course manual with the NTEAP, and review appropriately.</p>	<p>Individually, read and discuss as a group the assessment component (NTS 3n) of Lesson 7 on p. 36 of the course manual. Compare the suggested assessment strategies in the course manual with the NTEAP, and review appropriately.</p>	20 mins

<p>Activity 4: Teaching and learning activities for the lesson</p>	<ol style="list-style-type: none"> 1. Let Tutors work in groups to identify the teaching and learning activities that are likely to be different from their previous experiences. 2. Direct Tutors to read the teaching and learning activities column on page 35 of the course manual and compare the activities there with those they identified in their groups. The activities include: <ol style="list-style-type: none"> i. audio-visual analysis on environmental treats to human growth and development ii. face to face and independent learning 3. Ask Tutors discuss the teaching and learning activities and how to use them. 4. Pair up Tutors to identify the core and transferable skills that would be developed and how they can assist student teachers to refine their perceptions, conceptions and attitudes towards persons with developmental challenges and conditions. 5. Ask tutors to discuss how they will carry out assessment of learning in line with provisions of the NTEAP and GESI. 	<ol style="list-style-type: none"> 1. In your groups, identify the activities that are likely to be different from your previous experiences. 2. Read the teaching and learning activities column on page 35 of the course manual and compare the activities there with those you identified in your groups. 3. Discuss the teaching and learning activities and how to use them to assist student teachers to refine their perceptions, conceptions and attitudes towards persons with developmental challenges and conditions. 4. In pairs, list the core and transferable skills to be developed in the lesson 5. Discuss how you would make your assessment procedures compliant with the NTEAP and GESI. 	<p>45 mins</p>
<p>Activity 5: Evaluation and review of session:</p>	<ol style="list-style-type: none"> 1. Ask Tutors to individually write down two key ideas they are taking away from the lesson. 2. Clarify any unresolved issues and remind tutors to read lesson 8 in preparation for the next PDS. 3. Remind tutors to invite a critical friend to observe their lesson and give feedback. 	<ol style="list-style-type: none"> 1. Individually write down two key ideas you are taking away from this lesson. 2. Are there any issues you want us to resolve? 3. Remember to invite a critical friend to observe lesson 7 as you teach, and provide you with feedback for reflection and improvement. 	<p>10 mins</p>

TUTOR PD SESSION 8 FOR LESSON 8 IN THE COURSE MANUAL CONCEPTS OF LEARNING AND LEARNING STYLES: VAK LEARNING MODEL AND EDUCATIONAL IMPLICATIONS

<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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></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>Use an Ice breaker to start the session.</p> <ol style="list-style-type: none"> 1. Revision: Lead tutors to Review the previous PD session by asking Tutors if they have any unresolved issues from the previous section. 2. Ask Tutors to read lesson 8 on page 37 of the course manual and discuss the main purpose of the lesson. The main purpose is to identify the features of the Visual-Auditory-Kinesthetic (VAK) learning model, their limitations and educational implications. 3. Ask Tutors to pair up and identify the distinctive aspects of today's lesson. Some distinctive aspects of the lesson include: Concepts of learning and learning styles, VAK learning model and educational implications: Visual - role, conditions necessary for its application, and educational implications Auditory – role, conditions necessary for its application, and educational implications Kinesthetic - role, conditions necessary for its application, and educational implications. 	<ol style="list-style-type: none"> 1. Revision: Do you have any unresolved issues from the previous section? 2. Read lesson 8 on page 37 of the course manual. What do you think is the main purpose of the lesson? 3. In your pairs, identify and discuss the distinctive features of the lesson. Read the course manual (pages 37 to 39). 	<p>15 mins</p>

<p>Activity 1: Concept Development (New learning likely to arise in this lesson)</p>	<p>1. Ask Tutors to read lesson 8 page 37 of the course manual for the key concepts. The key ideas are:</p> <ul style="list-style-type: none"> » Learning and learning styles » VAK Learning model » Auditory – role, » Kinesthetic - role, <p>2. Ask individual Tutors identify and discuss aspect(s) of the lesson they presume might pose some challenges for them in terms of new learning.</p>	<p>1. Read lesson 8 of the course manual (page 37) and write down the key concepts of the lesson.</p> <p>2. Individually, identify and discuss aspect(s) of the lesson you presume might pose some challenges for you in terms of new learning.</p>	<p>25 mins</p>
<p>Activity 2: Teaching and Learning Resources</p>	<p>Ask Tutors to list the resources that will be needed to teach this lesson effectively. Examples of resources needed include: audio-visuals from YouTube and resource persons, projectors and computers, charts and diagrams of environmental conditions that can facilitate or threaten proper human growth and development in all three domains.</p>	<p>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.</p>	<p>10 mins</p>
<p>Activity 3: Review of Assessment Component of Lesson 8</p>	<p>Refer Tutors to p. 40 of the course manual. Let them read and discuss the assessment component (NTS 3n) of Lesson 8. They should compare the suggested assessment strategies in the course manual with the NTEAP, and review appropriately.</p> <p><i>Note: In-class assessment should take form of student teachers using power point presentations.</i></p>	<p>Refer to p. 40 of the course manual. Read and discuss the assessment component (NTS 3n) of Lesson 8. Compare the suggested assessment strategies in the course manual with the NTEAP, and review appropriately.</p>	<p>15 mins</p>

<p>Activity 4: Teaching and learning activities for the lesson</p>	<ol style="list-style-type: none"> 1. Let Tutors work in groups to identify the teaching and learning activities that are likely to be different from their previous experiences. 2. Direct them to read the course manual (p 37) and compare the activities there with those they identified in their groups. The activities include: <ol style="list-style-type: none"> i. audio-visual analysis on environmental treats to human growth and development ii. face to face and independent learning 3. Ask Tutors discuss the teaching and learning activities and how to use them. 4. Pair up Tutors to identify the core and transferable skills that would be developed and how they can assist student teachers to address the varied leaning styles of Basic school pupils. 5. Ask tutors to discuss how they will carry out assessment of learning in line with provisions of the NTEAP and GESI. 	<ol style="list-style-type: none"> 1. In your groups, identify the activities that are likely to be different from your previous experiences. 2. Read the teaching and learning activities column on page 37 of the course manual and compare the activities there with those you identified in your groups. 3. Discuss the teaching and learning activities and how to use them. to assist student teachers to 4. In pairs, list the core and transferable skills to be developed in the lesson and how you can assist student teachers to address the varied leaning styles of Basic school pupils 5. Discuss how you would make your assessment procedures compliant with the NTEAP and GESI. 	<p>45 mins</p>
<p>Activity 5: Evaluation and review of session:</p>	<ol style="list-style-type: none"> 1. Ask Tutors to individually write down two key ideas they are taking away from the lesson. 2. Clarify any unresolved issues and remind tutors to read lesson 9 in preparation for the next PDS 3. Remind tutors to invite a critical friend to observe their lesson and give feedback. 	<ol style="list-style-type: none"> 1. Individually write down two key ideas you are taking away from this lesson. 2. Before we meet for the next PD, read lesson 9. 3. Invite a critical friend to observe your lesson and give you feedback for improvement. 	<p>10 mins</p>

TUTOR PD SESSION 9 FOR LESSON 9 IN THE COURSE MANUAL KOLB'S LEARNING AND EDUCATIONAL IMPLICATIONS

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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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>Use an Ice breaker to start the session.</p> <ol style="list-style-type: none"> 1. Revision: Review the previous PD session by asking Tutors if they have any unresolved issues. Let Tutors read unit 9 on page 41 to 44 of the course manual and discuss the main purpose of the lesson. The main purpose of this lesson is to introduce Tutors to Kolb's learning and its implications for teaching and learning in the CoEs and the basic schools. Specifically, it will address gender and inclusion issues as far as they relate to teaching and learning (See NTS 3b, 3c). Ask Tutors to pair up and identify the distinctive aspects of today's lesson. Some distinctive aspects of the lesson include accommodator, converger, diverger, and assimilator. 	<ol style="list-style-type: none"> 1. Revision: Do you have any unresolved issues from the previous session? Read unit 9 on page 41 to 44 of the course manual. What do you think is the main purpose of the lesson? What are the implications of this lesson in teaching in the CoEs and basic schools? How will this lesson address issues of gender and inclusion in teaching and learning? In pairs, identify and discuss the distinctive features of the lesson. 	15 mins
Activity 1: Concept Development (New learning likely to arise in this lesson)	<ol style="list-style-type: none"> Direct Tutors to read page 41 to 44 of the course manual for the key concepts. The key ideas are: <ul style="list-style-type: none"> » accommodator » converger » diverger » assimilator Let individual Tutors identify and discuss aspect(s) of the lesson they presume might pose some challenges for them in terms of new learning. 	<ol style="list-style-type: none"> In your groups, read unit 9 of the course manual (page page 41 to 44) 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. 	25 mins

Activity 2: Teaching and Learning Resources	<ol style="list-style-type: none"> 1. Ask Tutors to list the resources that will be needed to teach this lesson effectively. Examples of resources needed include: audio-visuais from YouTube, ICT resources, books, journals, etc. 2. Guide Tutors to identify the professional development needs that can be built on in this section (See NTS 1b). 	<ol style="list-style-type: none"> 1. 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. 2. In pairs, identify the professional development needs that can be built on in this section. 	10 mins
Activity 3: Review of Assessment Component of Lesson	<p>Direct Tutors to read the assessment component (NTS 3n) of Lesson 9 on p. 44 of the course manual. Lead a group discussion and comparison of the assessment procedures suggested in the course manual and the NTEAP. Review any assessment strategy appropriately.</p> <p><i>Note: Group presentation/peer assessment could be used.</i></p>	<p>Read the assessment component (NTS 3n) of Lesson 9 on p. 44 of the course manual. In your groups, discuss and compare of the assessment procedures suggested in the course manual and the NTEAP. Review any assessment strategy appropriately.</p>	15 mins
Activity 4: Teaching and learning activities for the lesson	<ol style="list-style-type: none"> 1. Let Tutors work in groups to identify the teaching and learning activities that are likely to be different from their previous experiences. 2. Direct them to read the course manual and compare the activities there with those they identified in their groups. 3. Let Tutors discuss the teaching and learning activities and how to use them. 4. Pair up Tutors to identify the core and transferable skills that would be developed. E.g. mixed ability/ interest group work, respect for diversity would be developed when student teachers are made to examine David Kolb's ideas on learning and their implications for teaching and learning in the basic school curriculum (NTS 3h, 3j). 5. Direct Tutors to identify existing PD themes they think can support the teaching of this lesson. 6. Ask Tutors to prepare and demonstrate how the lesson should be taught. 	<ol style="list-style-type: none"> 1. In your groups, identify the activities that are likely to be different from your previous experiences. 2. Read the teaching and learning activities column on page 43 of the course manual and compare the activities there with those you identified in your groups. 3. In your groups, discuss the teaching and learning activities and how to use them. 4. In pairs, list the core and transferable skills to be developed in the lesson. 5. Identify existing PD themes that can support the teaching of this lesson. 6. Prepare and demonstrate how you would teach this lesson. 	45 mins

<p>Activity 5: Evaluation and review of session:</p>	<ol style="list-style-type: none"> 1. Ask Tutors to individually write down two key ideas they are taking away from the lesson. 2. Clarify any unresolved issues. 3. Remind Tutors to invite their critical friends or colleagues to sit in the lesson and provide feedback on the lesson. 	<ol style="list-style-type: none"> 1. Individually, write down two key ideas you are taking away from this lesson. 2. Do you have any issues you want us to resolve before we leave this session? 3. Invite your critical friends or colleagues to sit in your lesson to provide feedback. 	<p>10 mins</p>
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TUTOR PD SESSION 10 FOR LESSON 10 IN THE COURSE MANUAL MOTIVATION AND REINFORCEMENT

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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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	Use an Ice breaker to start the session. 1. Revision: Review the previous PD session by asking Tutors to explain the key concepts e. g. <i>accommodator, converger, diverger, and assimilator, in Kolb's learning.</i> 2. Let Tutors read unit 10 on page 45 to 48 of the course manual and discuss the main purpose of the lesson. The main purpose of this lesson is to introduce Tutors to role of motivation and reinforcement in the teaching and learning enterprise. 3. Ask Tutors to pair up and identify and discuss the distinctive aspects of today's lesson. Some distinctive aspects of the lesson include motivation (intrinsic and extrinsic), and reinforcement (positive and negative).	1. Revision: What do the following mean in Kolb's learning: <ul style="list-style-type: none"> • Accommodator • Converger • Diverger • assimilator? 2. Read unit 10 on page 45 to 48 of the course manual. What do you think is the main purpose of the lesson? 3. In pairs, identify and discuss the distinctive features of the lesson.	15mins
Activity 1: Concept Development (New learning likely to arise in this lesson)	1. Put Tutors in mixed gender groups to read pages 45 to 48 of the course manual for the key concepts. The key concepts are: <ul style="list-style-type: none"> • <i>The concept of motivation, and</i> • <i>reinforcement.</i> 2. Let individual Tutors identify and discuss aspect(s) of the lesson they presume might pose some challenges for them in terms of new learning (NTS 3d).	1. In your mixed gender groups read pages 45 to 48 of the course manual for the key concepts. 2. Individually, identify and discuss aspect(s) of the lesson they presume might pose some challenges for them in terms of new learning (NTS 3d).	25 mins

Activity 2: Teaching and Learning Resources	<ol style="list-style-type: none"> 1. Ask Tutors to identify and list the resources that will be needed to teach this lesson effectively. Examples of resources needed include: internet sources, audio-visuals e. g. CDs, resources persons, etc. 2. Put Tutors in pairs to identify the professional development needs that can be built on in this lesson. E. g. how to: <ul style="list-style-type: none"> • identify and provide internet links on motivation and reinforcement; • identify, invite and use a resource person to teach the lesson. 	<ol style="list-style-type: none"> 1. Identify and list the various resources that would be required to teach this lesson. 2. In pairs, identify the professional development needs that can be built on in this lesson. 	10 mins
Activity 3: Review of Assessment Component of Lesson 10	<p>Ask Tutors to read the assessment component (NTS 3n) on p. 48 of the course manual and compare the procedures suggested in the course manual and those in the NTEAP. Review any assessment strategy appropriately.</p>	<p>Read the assessment component (NTS 3n) on p. 48 of the course manual and compare the procedures suggested in the course manual and those in the NTEAP. Review any assessment strategy appropriately.</p>	15 mins
Activity 4: Teaching and learning activities for the lesson	<ol style="list-style-type: none"> 1. Group Tutors to identify the teaching and learning activities that are likely to be relevant for teaching the lesson. 2. Direct Tutors to read pages 45 to 48 of the course manual and compare the activities there with those they identified in their groups. The activities include: <ol style="list-style-type: none"> i. audio-visual analysis and a case study of people who have been motivated and can in turn motivate others. 3. Let Tutors discuss the teaching and learning activities and how to use them. 4. Pair up Tutors to identify the core and transferable skills that would be developed. E.g. Personal development, commitment and passion for teaching would be developed when learners are motivated and reinforced. 5. Request Tutors to identify existing PD themes they think can support the teaching of this lesson. E. g. Theme 1: Creative Approaches. 	<ol style="list-style-type: none"> 1. In your groups, identify the teaching and learning activities that are likely to be relevant for teaching the lesson. 2. Read pages 45 to 48 of the course manual and compare the activities there with those you identified in your groups. 3. In your groups, discuss the teaching and learning activities and how to use them. 4. In your pairs, identify the core and transferable skills that would be developed in this lesson. 5. Identify existing PD themes that can support the teaching of this lesson. 	45 mins

Activity 5: Evaluation and review of session:	<ol style="list-style-type: none">1. Ask Tutors to individually write down any key ideas they are taking away from the PD session.2. Clarify any unresolved issues.	<ol style="list-style-type: none">1. Individually write down any key ideas they are taking away from the PD session.2. Do you have any issues you want us to resolve before we leave?	10 mins
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TUTOR PD SESSION 11 FOR LESSON 11 IN THE COURSE MANUAL DISTINCTIVE CHARACTERISTICS OF TEACHERS IN THE CURRICULUM

<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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></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>Use an Ice breaker to start the session.</p> <ol style="list-style-type: none"> 1. Revision: Review PD session 10 by letting Tutors play the Bingo game (See page 18 of PD Theme 1: Creative Approaches), using the words intrinsic motivation, extrinsic motivation, positive reinforcement, negative reinforcement (Pages 45 to 48 of the course manual). 2. Ask Tutors to read unit 11 on pages 49 to 52 of the course manual and discuss the main purpose of the lesson. The main purpose of this lesson is to introduce Tutors to the distinctive characteristics of teachers in the early grade, primary and junior high school curriculum (NTS 1d, 2e, 3a). 3. Put Tutors in mixed ability groups to identify the distinctive features of the lesson. Some distinctive features of this lesson <p><i>NB: Include: i. distinctive features of early grade, primary and JHS teachers (patience, tolerance, love for all children irrespective of their gender, religion, special needs, etc.</i></p> <p><i>ii. misconceptions of teaching at the 3 levels and how to address those misconceptions.</i></p>	<ol style="list-style-type: none"> 1. Revision: Use the following words from PD session 10 to play the Bingo game: intrinsic motivation, extrinsic motivation, positive reinforcement, negative reinforcement (Pages 45 to 48 of the course manual). 2. Read unit 11 on pages 49 to 52 of the course manual and discuss the main purpose of the lesson. 3. In your mixed ability groups, identify the distinctive features of the lesson. 	<p>15 mins</p>

Activity 1: Concept Development (New learning likely to arise in this lesson):	<ol style="list-style-type: none"> 1. Ask Tutors to read pages 49 to 52 of the course manual for the key concepts. The key ideas are: <i>The characteristics of teachers at the Early grade, Primary and the JHS specialism levels.</i> 2. Let individual Tutors identify and discuss aspect(s) of the lesson that might be relevant for teaching and learning in the CoEs and the basic education curriculum. 	<ol style="list-style-type: none"> 1. Read pages 49 to 52 of the course manual for the key concepts. 2. Identify and discuss aspect(s) of the lesson that might be relevant for teaching and learning in the CoEs and the basic education curriculum. 	25 mins
Activity 2: Teaching and Learning Resources	<ol style="list-style-type: none"> 1. Ask Tutors to list the resources that will be needed to teach this lesson effectively. Examples of resources needed include: audio-visuals and animations from You Tube, power point presentations, ICTs, and resource persons. 2. Put Tutors in pairs and let them identify the professional development needs that can be built on in this lesson. (See PD material on Year 1 Semester 2 course on growth, development, and learning. 	<ol style="list-style-type: none"> 1. List the resources that you will need to teach this lesson effectively. 2. In your pairs, identify the professional development needs that can be built on in this lesson. 	10 mins
Activity 3: Review of Assessment Component of Lesson 11	<p>Ask Tutors to read the assessment component (NTS 3n) on p. 52 of the course manual and compare the strategies suggested in it with those in the NTEAP. Review any assessment strategy appropriately.</p>	<p>Read the assessment component (NTS 3n) on p. 52 of the course manual and compare the strategies suggested in it with those in the NTEAP. Review any assessment strategy appropriately.</p>	15 mins
Activity 4: Teaching and learning activities for the lesson	<ol style="list-style-type: none"> 1. Let Tutors work in small mixed ability groups to identify the teaching and learning activities that are likely to be used in teaching the lesson. 2. Direct them to read page 51 of the course manual and compare the activities there with those they identified in their groups. Some suggested activities are smaller group discussions, independent study and group presentations. 3. Let Tutors discuss the teaching and learning activities and how those activities will enhance learning in the CoEs and basic schools. 	<ol style="list-style-type: none"> 1. In your mixed ability groups, identify the teaching and learning activities that are likely to be used in teaching this lesson. 2. Read page 51 of the course manual and compare the activities there with those you identified in your groups. 3. Discuss the teaching and learning activities and how those activities will enhance learning in the CoEs and basic schools. 	45 mins

	<ol style="list-style-type: none"> 4. Pair up Tutors to identify the core and transferable skills that would be developed in the lesson. E.g. integration of ICT, collaboration and communication, reflection and critical thinking. 5. Direct Tutors to identify existing PD themes they think can support the teaching of this lesson. E. g. Theme 2: Questioning, Theme 4: Group Discussion. 	<ol style="list-style-type: none"> 4. In your pairs, identify the core and transferable skills that would be developed in this lesson. 5. Identify existing PD themes they think can support the teaching of this lesson 	25 mins
Activity 5: Evaluation and review of session	<ol style="list-style-type: none"> 1. Ask Tutors to prepare and do a mock presentation of the lesson for comments and feedback. 2. Elicit comments and feedback based on the presentations made. 3. Let Tutors summarise the key areas of the lesson. 4. Clarify any unresolved issues. 5. Encourage Tutors to apply lessons learnt from the PD session in teaching lesson 11 in the course manual. 	<ol style="list-style-type: none"> 1. Prepare and do a mock presentation of the lesson for comments and feedback. 2. Do you have any comments and or feedback on the presentations that were made? 3. Summarise the key areas of the lesson. 4. Mention any issues that are not clear to you for clarification. 5. As we close, let us remember to practically apply lessons learnt from this PD session in teaching lesson 11 in the course manual. 	10 mins

INTERSECTION OF PHYSICAL ACTIVITY, SPORT, MUSIC AND DANCE

TUTOR PD SESSION 1 FOR LESSON 1 IN THE COURSE MANUAL (AWARENESS, MISCONCEPTIONS, BIASES, BARRIERS AND TRANSITION TO ITE AND PEMD ENVIRONMENT)

<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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></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>Recap of NTEAP PD</p> <ul style="list-style-type: none"> • Give tutors post-it-note and ask them to write at least two things they learnt from the NTEAP session. • Ask tutors to tell how useful the previous PD session on NTEAP will influence their teaching in this semester, especially the assessment component. <p>Course Manual Overview</p> <ul style="list-style-type: none"> • Put tutors in small groups (NTS 3h) and assign groups to at least one introductory topic in the course manual. E.g., <ul style="list-style-type: none"> • Lesson description • Possible delivery modes • Possible barriers • Delivery mode • Purpose of lesson • Learning outcomes and indicators, & • Cross cutting issues <i>(Refer to pp. 1-9 of course manual)</i> <p>Rules and Routines</p> <ul style="list-style-type: none"> • Ask tutors to discuss and formulate Rules and Routines of the PEMD classes. 	<p>Recap of NTEAP PD</p> <ul style="list-style-type: none"> • Using post-it-note write at least two things you learnt from the NTEAP session. Explain how useful the previous PD session will influence your teaching in this semester, especially the assessment component. <p>Course Manual Overview</p> <ul style="list-style-type: none"> • In your groupings discuss the assigned topics and share with the larger group in a class presentation. <i>(Refer to pp. 1-9 of course manual)</i> <p>Rules and Routines</p> <ul style="list-style-type: none"> • Discuss and formulate Rules and Routines for the PEMD classes. 	<p>10 mins</p>

Activity 1: Concept development (New learning likely to arise in this lesson.)	Self-introduction ‘Concert’ <ul style="list-style-type: none"> Engage tutors in role play activities in small groups to discuss their personal uniqueness, philosophy, self-awareness and how they are similar or different from others to develop sensitivity and ability to apply to student-teachers in basic schools and the new 4-year B.Ed programme. 	Self-introduction ‘Concert’ <ul style="list-style-type: none"> Participate in role play activities in small groups to discuss their personal uniqueness, philosophy and self-awareness. Provide a PA system for this activity if available.	(15 mins depends on the number of tutors. 15mins is estimated)
	Barriers to implementation Ask tutors to reflect on <ul style="list-style-type: none"> misconceptions and biases of PE-Music & Dance. potential barriers to implementation of the new 4-year B.Ed PEMD programme. (iii) transition to PEMD environment. Ask Tutors to share their perceptions on the biases and discuss with peers in small groups. <i>(Refer to Appendix 3, page 77 and Appendix 6 page. 80 of course manual).</i>	Barriers to implementation Reflect and write down few factors perceived as: <ul style="list-style-type: none"> misconceptions and biases of PE-Music & Dance potential barriers to the implementation of the new 4-year B.Ed PEMD programme. transition to PEMD environment Share your perceptions on the biases and discuss with peers in small groups. <i>(Refer to Appendix 3, page 77 and Appendix 6 page. 80 of course manual).</i>	15 mins
	Guided Tour <ul style="list-style-type: none"> Ask tutors to reflect on learning equipment and facilities available for the delivery of PEMD. NB: SL/HoD in the afternoon session guide tutors round the equipment and facilities at both Physical Education and Music and Dance Departments of the university.	Guided Tour <ul style="list-style-type: none"> Reflect on teaching and learning equipment and facilities available for the delivery of PEMD noting where they are located. Go round during the afternoon session to take inventory of the teaching and learning equipment and facilities available for the delivery of PEMD. 	15 mins

<p>Activity 2: Teaching and learning activities for the lesson</p>	<p>Teaching & Learning Activities</p> <ul style="list-style-type: none"> • Lead discussion through questions and answers on the various teaching and learning activities used in the delivery of Lesson 1 and how they will promote the delivery of the basic school curriculum and GESI. <i>(refer to the teaching and learning activities section of the lesson manual p. 10)</i> • Ask tutors to discuss the effectiveness of the activities and strategies and how they will be used to enhance the core and transferable skills in the lesson and GESI in both College of Education and basic school curricula. • Ask one tutor to model a selected activity in a teaching situation (pp. 10-11 of the course manual). <p><i>NB: Tutors may select a specific aspect of the lesson and orchestrate with peers and where applicable with a small group of learners.</i></p>	<p>Teaching & Learning Activities</p> <ul style="list-style-type: none"> • Discuss the various teaching and learning activities used in the delivery of Lesson 1 and how they will promote the content delivery. <i>(refer to the teaching and learning activities section of the lesson manual) (p. 10)</i> • Discuss the effectiveness of the activities and strategies and how you will use them to enhance the core and transferable skills in the lesson. • Demonstrate a selected activity. Use it in a real classroom teaching situation (pp. 10-11 of the course manual). 	<p>20 mins</p>
<p>Activity 3: Teaching and learning resources</p>	<p>Resources for T & L</p> <ul style="list-style-type: none"> • Ask tutors to identify resources, ICTs and local traditional (low/no cost) materials that can be used in the teaching and learning of the concepts in Lesson 1. <p><i>(Refer to pp 14, and the Appendices 69, 70, 77 and 78 of the course manual).</i></p>	<p>Resources for T & L</p> <ul style="list-style-type: none"> • Identify resources, ICTs and local traditional (low/no cost) materials that can be used in the teaching and learning of the concepts in Lesson 1. <p><i>(Refer to pp 14, and the Appendices 69, 70, 77 and 78 of the course manual).</i></p>	<p>15 mins</p>

<p>Activity 4: Evaluation and review of session</p>	<p>Reflection and Closure</p> <ul style="list-style-type: none"> • Ask tutors to read the assessment component of Lesson 1 of the course manual and compare with the components prescribed by NTEAP and review as appropriate. • Ask tutors to summarise what they learned from the Lesson 1 PD session. • Ask Tutors to summarise how the NTEAP is going to influence their teaching over the semester. • Ask tutors to read the “Myself” assignment report writing guide. <p>Advance Preparation</p> <ul style="list-style-type: none"> • SL/HoD provides expectations for the next lesson PD session and provides reading assignment(s) for the next lesson. (See pp 16 to 20 of course manual). • Remind tutors to invite a critical friend (NTS 1a) to observe and provide feedback on their teaching. 	<p>Reflection and Closure</p> <ul style="list-style-type: none"> • Read the assessment component of Lesson 1 of the course manual and compare with the components prescribed by NTEAP and review as appropriate. • Summarise what you learned from the Lesson 1 PD session • Summarise how the NTEAP is going to influence your teaching over the semester. • Read the “Myself” assignment report writing guide. <p>Advance Preparation</p> <ul style="list-style-type: none"> • Look up for the expectations for the next lesson PD session and provide reading assignment(s) for the next lesson. (See pp 16 to 20 of course manual). • Remember to invite a critical friend (NTS 1a) to observe and provide feedback on your teaching. 	<p>15 mins</p>
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TUTOR PD SESSION 2 FOR LESSONS 2 IN THE COURSE MANUAL (INTER-DISCIPLINARY CONNECTIONS I: CREATIVE ARTS)

<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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></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>Recap of PD 1</p> <ul style="list-style-type: none"> • Ask tutors to reflect on their experiences from PD session 1 as captured in Lesson 1 of the course manual. They will also reflect on their enactment in the real situation in which a critical friend sat in to observe and provide feedback. • Ask tutors to reflect on how they attempted to integrate GESI and linking learning to basic school curriculum and learning. <p>ICT Sing Along</p> <ul style="list-style-type: none"> • As tutors to sing the following patriotic songs alongside the ICT device using the links below. • https://youtu.be/lkOts4dwtQg (Ghana National Anthem) • https://youtu.be/K90Lmbpd5PQ (Yen Ara Assase Ni) • https://youtu.be/s5d0KjJparA (Ghana Nyigba) • SL/HoD explicitly states what is to be learned in PD session 2 (as captured in Lesson 2), and how it will be learned in this PD session. 	<p>Recap of PD 1</p> <ul style="list-style-type: none"> • Tutors reflect on previous PD session 1 as captured in Lesson 1 of the course manual and also share their reflect on their enactment in the real situation in which a critical friend sat in to observe and provide feedback. • Ask tutors to reflect on how they attempted to integrate GESI and linking learning to basic school curriculum and learning. <p>ICT Sing Along</p> <ul style="list-style-type: none"> • Tutors to sing the following patriotic songs alongside the ICT device using the links below. • https://youtu.be/lkOts4dwtQg (Ghana National Anthem) • https://youtu.be/K90Lmbpd5PQ (Yen Ara Assase Ni) • https://youtu.be/s5d0KjJparA (Ghana Nyigba) 	<p>10 mins</p> <p>10 mins</p>

<p>Activity 1: Concept development (New learning likely to arise in this lesson.)</p>	<p>Video Documentary Analysis</p> <ul style="list-style-type: none"> • Ask tutors to watch and listen attentively to a portion of any short video clip by Kojo Antwi. E.g., • https://youtu.be/Z2K6M71xlqs (Akonoba) • https://youtu.be/pTKLltuZ9Y (Bomi Nkomo De) • https://youtu.be/_Feszckrbro (Me Nya Ntaban) • https://youtu.be/ziT1AX9nvEI (24 Night 2019) • Ask tutors to discuss and describe how music and dance (physical activity) communicate a social, personal, cultural, or abstract theme from gestures and demonstrate how elements of creative arts (i.e., singing, drumming, dancing, poetry, drama, costuming and sculpture) connect with their personal interests, experiences, ideas, knowledge and language arts skills in both L1 and L2 mediums. <p><i>NB: SL/HoD will lead tutors to discuss potential video documentary and help them to identify arts elements—cultural, historical, musical, artistic [colours], etc., aspects of the work.</i></p>	<p>Video Documentary Analysis</p> <ul style="list-style-type: none"> • Tutors watch and listen attentively to a portion of any short video clip by Kojo Antwi. E.g., • https://youtu.be/Z2K6M71xlqs (Akonoba) • https://youtu.be/pTKLltuZ9Y (Bomi Nkomo De) • https://youtu.be/_Feszckrbro (Me Nya Ntaban) • https://youtu.be/ziT1AX9nvEI (24 Night 2019) • Tutors discuss and describe how music and dance (physical activity) communicate a social, personal, cultural, or abstract theme from gestures and demonstrate how elements of creative arts (i.e., singing, drumming, dancing, poetry, drama, costuming and sculpture) connect with their personal interests, experiences, ideas, knowledge and language arts skills in both L1 and L2 mediums.	<p>20 mins</p>
<p>Activity 2: Teaching and learning activities for the lesson</p>	<p>Small Group and Class Presentations</p> <ol style="list-style-type: none"> 1. Ask tutors in small groups to select a favourite music video clip, analyse it, and discuss the rationale for selection and how the selection relates to their interdisciplinary connection(s) in the creative arts as well as identified areas of safety concerns. 2. Ask Secretaries of small groups give class presentations to the whole class. <ul style="list-style-type: none"> • <i>NB: SL/HoD will set the etiquette for the video watching exercise and draw attention to things to look for and what to listen to.</i> 	<p>Small Group and Class Presentations</p> <ol style="list-style-type: none"> 1. In small groups, tutors select a favourite music video clip, analyse it and discuss the rationale for selection and how the selection relates to the interdisciplinary connection(s) in the creative arts and identified areas of safety concerns. 2. Secretaries of small groups give class presentations to the whole class. 	<p>25 mins</p>

<p>Activity 3: Teaching and learning resources</p>	<p>ICTs</p> <ul style="list-style-type: none"> • Ask tutors to google the links prescribed in the Concept Development section of this PD session above from computers or on their phones. • Engage tutors to identify outstanding issues relating to searching for files on the internet for clarification <p><i>SL/HoD will ensure there is internet connectivity for this activity.</i></p> <p>Musical Performance</p> <ul style="list-style-type: none"> • Ask one of the tutors to play the musical keyboard to accompany the patriotic song singing in the introductory section if the ICT Sing Along option is not taken. • Ask tutors to sing the correct lyrics from pages 125–129, 135–136 and 143–145 of We Sing and Learn reference book recommended for the PEMD course. 	<p>ICTs</p> <ul style="list-style-type: none"> • Tutors google the links prescribed in the Concept Development section of this PD session above from computers or on their phones. • Identify outstanding issues relating to searching for files on the internet for clarification. <p>Musical Performance</p> <ul style="list-style-type: none"> • One of the tutors play the musical keyboard to accompany the patriotic song singing in the introductory section if the ICT Sing Along option is not taken. • Tutors sing the correct lyrics from pages 125–129, 135–136 and 143–145 of We Sing and Learn reference book recommended for the PEMD course. 	<p>15 mins</p>
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<p>Activity 4: Evaluation and review of session</p>	<p>Reflection-Connection-Application</p> <ul style="list-style-type: none"> • Ask tutors to read the assessment component of Lesson 2 of the course manual and compare with the components prescribed by NTEAP and review as appropriate • Engage tutors in self-evaluation as well as encourage tutors to provide feedback of the PD session • Engage tutors to identify outstanding issues relating to this lesson for clarification • Take note of all unresolved issues and use any of following strategies: <ul style="list-style-type: none"> • discuss with SL/SWL • put on SL/SWL WhatsApp platform for discussion • tutors to research for the next PD session for discussion. <p>Advance Preparation</p> <ul style="list-style-type: none"> • Ask tutors to read Lesson 3 of the Course Manual (i.e. Inter-disciplinary Connections II: Mathematics and Science, pp.21-25) and the article below • Mereku, D. K. & Mereku, C. W. K. (2013). Ghanaian Case Study of Singing Games in Ethnomathematics. Journal of African Culture and International Understanding. No.6, October-November 2013. pp.16-24. • N/B Remind tutors to identify a critical friend to observe during enactment. • <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. 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> • Remind tutors to invite a critical friend (NTS 1a) to observe and provide feedback on their teaching. 	<p>Reflection-Connection-Application</p> <ul style="list-style-type: none"> • 12. Read the assessment component of Lesson 2 of the course manual and compare with the components prescribed by NTEAP and review as appropriate. • 13. 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. • 14. 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> <ul style="list-style-type: none"> • Read Lesson 3 of the Course Manual (Inter-disciplinary Connections II: Mathematics and Science, pp.21-25). and the article below. • Mereku, D. K. & Mereku, C. W. K. (2013). Ghanaian Case Study of Singing Games in Ethnomathematics. Journal of African Culture and International Understanding. No.6, October-November 2013. pp.16-24. • <i>Remember to invite a critical friend to observe and provide feedback on your teaching.</i> 	<p>15 mins</p>
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<p>Activity 1: Concept development (New learning likely to arise in this lesson.)</p>	<p>Video Documentary Analysis</p> <ul style="list-style-type: none"> • Ask tutors to watch and listen attentively to portions of video clips on teaching mathematics and science that exhibit games, physical activities and dances. E.g., numbers, days of the week, months of the year, seasons, weather and ecosystems. • Ask tutors to discuss and describe how music and dance (physical activity) communicate a social, personal, cultural, or abstract theme from gestures and demonstrate how elements of creative arts (i.e., singing, drumming, dancing, poetry, drama, costuming and sculpture) connect with their personal interests, experiences, ideas, knowledge and language arts skills in both L1 and L2 mediums. • SL/HoD will lead tutors to discuss potential video documentary and help them to identify arts elements—cultural, historical, musical, artistic [colours], etc., aspects of the work. 	<p>Video Documentary Analysis</p> <ul style="list-style-type: none"> • Tutors to watch and listen attentively to portions of video clips on teaching mathematics and science that exhibit games, physical activities and dances. E.g., numbers, days of the week, months of the year, seasons, weather and ecosystems. • Tutors discuss and describe how music and dance (physical activity) communicate a social, personal, cultural, or abstract theme from gestures and demonstrate how elements of creative arts (i.e., singing, drumming, dancing, poetry, drama, costuming and sculpture) connect with their personal interests, experiences, ideas, knowledge and language arts skills in both L1 and L2 mediums. 	<p>25 mins</p>
<p>Activity 2: Teaching and learning activities for the lesson</p>	<p>Small Group and Class Presentations</p> <ul style="list-style-type: none"> • Ask tutors in small groups to select a favourite mathematics and science music video clip, analyse it, and discuss the rationale for selection and how the selection relates to their interdisciplinary connection(s) in the creative arts as well as identify areas of safety concerns. • Ask tutors in addition to discuss the article by Mereku&Mereku (2013) given as assignment during the previous PD session. • Ask Secretaries of small groups give class presentations to the whole class. <p><i>NB:SL/HoD will set the etiquette for the video watching exercise and draw attention to things to look for and what to listen to.</i></p>	<p>Small Group and Class Presentations</p> <ul style="list-style-type: none"> • In small groups, tutors select a favourite mathematics and science music video clip, analyse it and discuss the rationale for selection and how the selection relates to the interdisciplinary connection(s) in the creative arts and identify areas of safety concerns. • Discuss the article by Mereku&Mereku (2013) given as assignment during the previous PD session. • Secretaries of small groups give class presentations to the whole class. 	<p>25 mins</p>

Activity 3: Teaching and learning resources	ICTs <ul style="list-style-type: none"> • Ask tutors to go online and google mathematics and science songs/games on their computers or on their phones. E.g., <ul style="list-style-type: none"> • Here come the Teletubbies and dance with the Teletubbies • Teletubbies: Cooking (Full episode compilation) • Mathematics songs for Learners • Science songs for kids • Kids songs on head shoulder knees and toes • Animal sound songs • ABC Animal songs for kids • to build of a repertoire of songs and physical activities that pertain to Mathematics and Science. • Engage tutors to identify outstanding issues relating to searching for files on the internet for clarification • SL/HoD will ensure there is internet connectivity for this activity. 	ICTs <ul style="list-style-type: none"> • Tutors to google mathematics and science songs/games on their computers or on their phones to build of a repertoire of songs and physical activities that pertain to Mathematics and Science. • Identify outstanding issues relating to searching for files on the internet for clarification. • Music and Physical Movement Repertoire • Tutors in their small groups select or compose an original song/game for the teaching of any mathematical or science concept. • Tutors are encourage to build repertoire of songs and physical activities that relate to mathematics and science to be used in explaining concepts. Refer to We Sing and Learn reference book for such collections, e.g., page 9. 	10
	Music and Physical Movement Repertoire <ul style="list-style-type: none"> • Ask tutors in their small groups to select or compose an original song/game for the teaching of any mathematical or science concept. • Encourage tutors to build repertoire of songs and physical activities that relate to mathematics and science to be used in explaining concepts. Refer to We Sing and Learn reference book for such collections, e.g., page 9. 		20

<p>Activity 4: Evaluation and review of session</p>	<p>Reflection-Connection-Application</p> <ul style="list-style-type: none"> Engage tutors in self-evaluation as well as encourage tutors to provide feedback of the PD session Engage tutors to identify outstanding issues relating to this lesson for clarification Take note of all unresolved issues and use any of following strategies: <ul style="list-style-type: none"> discuss with SL/SWL put on SL/SWL WhatsApp platform for discussion tutors to research for the next PD session for discussion. <p>Advance Preparation</p> <ul style="list-style-type: none"> Ask tutors to read Lesson 4 of the Course Manual (i.e. Inter-disciplinary Connections III: Rite-de-Passage / Life Span, pp.26-30. <i>N/B: Remind tutors to identify a critical friend to observe during enactment.</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. 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 Remind tutors to invite a critical friend (NTS 1a) to observe and provide feedback on their teaching. 	<p>Reflection-Connection-Application</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>Advance Preparation</p> <ul style="list-style-type: none"> Read Lesson 4 of the Course Manual (i.e. Inter-disciplinary Connections III: Rite-de-Passage / Life Span, pp.26-30. Remember to invite a critical friend to observe and provide feedback on your teaching. 	<p>15 mins</p>
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<p>Activity 1: Concept development (New learning likely to arise in this lesson.)</p>	<p>Video Documentary Analysis</p> <ul style="list-style-type: none"> • Ask tutors to watch and listen attentively to portions of video clips on teaching history, geography, rite-de-passage (i.e., life span), festivals in Ghana, etc. that exhibit games, physical activities and dances. E.g., <ul style="list-style-type: none"> • The Christmas story for kids • Ghana festivals • Songs of rite-de-passage • Ghana’s Cultural Heritage • History of the Gold Coast • Geography of Ghana • Mineral Deposits in Ghana • Agriculture in Ghana • Ghana’s Industries • Trade and Tourism in Ghana • Sports in Ghana • Ask tutors to discuss and describe how music and dance (physical activity) communicate a social, personal, cultural, or abstract theme from gestures and demonstrate how elements of creative arts (i.e., singing, drumming, dancing, poetry, drama, costuming and sculpture) connect with their personal interests, experiences, ideas, knowledge and language arts skills in both L1 and L2 mediums. • SL/HoD will lead tutors to discuss potential video documentary and help them to identify arts elements—cultural, historical, musical, artistic [colours], etc., aspects of the work and how they connect with their personal interests, experiences, ideas, knowledge and language arts skills in both L1 and L2 mediums. 	<p>Video Documentary Analysis</p> <ul style="list-style-type: none"> • Tutors watch and listen attentively to portions of video clips on teaching history, geography, rite-de-passage (i.e., life span), festivals in Ghana, etc. that exhibit games, physical activities and dances. • Tutors discuss and describe how music and dance (physical activity) communicate a social, personal, cultural, or abstract theme from gestures and demonstrate how elements of creative arts (i.e., singing, drumming, dancing, poetry, drama, costuming and sculpture) connect with their personal interests, experiences, ideas, knowledge and language arts skills in both L1 and L2 mediums. 	<p>25 mins</p>
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<p>Activity 2: Teaching and learning activities for the lesson</p>	<p>Small Group and Class Presentations</p> <ul style="list-style-type: none"> • Ask tutors in small groups to select a favourite history, geography, rite-de-passage (i.e., life span), festivals in Ghana, etc. music video clip, analyse it and discuss the rationale for selection and how the selection relates to their interdisciplinary connection(s) in the creative arts and identify areas of safety concerns. • Ask tutors in small groups to choreograph/improvise their physical movements to a selected song. • Ask small groups to give performances in class presentations to the whole class. • <i>NB: SL/HoD will set the etiquette for the video watching exercise and draw attention to things to look for and what to listen to.</i> 	<p>Small Group and Class Presentations</p> <ul style="list-style-type: none"> • In small groups, tutors select a favourite history, geography, rite-de-passage (i.e., life span), festivals in Ghana, etc. music video clip, analyse it and discuss the rationale for selection and how the selection relates to their interdisciplinary connection(s) in the creative arts and identify areas of safety concerns. • Tutors in small groups choreograph/improvise their physical movements to their selected song. • Small groups give performances in class presentations to the whole class. 	<p>30 mins</p>
<p>Activity 3: Teaching and learning resources</p>	<p>ICTs</p> <ul style="list-style-type: none"> • Ask tutors to go online and google history, geography, rite-de-passage (i.e., life span), and festivals in Ghana, etc. on their computers or on their phones. E.g., <ul style="list-style-type: none"> • The Christmas story for kids • Ghana festivals • Songs of rite-de-passage • Ghana's Cultural Heritage • History of the Gold Coast • Geography of Ghana • Mineral Deposits in Ghana • Agriculture in Ghana • Ghana's Industries • Trade and Tourism in Ghana • Sports in Ghana • to build of a repertoire of songs and physical activities that pertain to the area. • Engage tutors to identify outstanding issues relating to searching for files on the internet for clarification <p><i>SL/HoD will ensure there is internet connectivity for this activity.</i></p>	<p>ICTs</p> <ul style="list-style-type: none"> • Tutors go online to google history, geography, rite-de-passage (i.e., life span), and festivals in Ghana, etc. songs/games on their computers or on their phones to build of a repertoire of songs and physical activities that pertain to the area. • Identify outstanding issues relating to searching for files on the internet for clarification. <p>Music and Physical Movement Repertoire</p> <ul style="list-style-type: none"> • Tutors in their small groups select or compose an original song/game for the teaching of any history, geography, rite-de-passage (i.e., life span), and festivals in Ghana, etc. concept. 	<p>20 mins</p>

	<p>Music and Physical Movement Repertoire</p> <ul style="list-style-type: none"> • Ask tutors in their small groups to select or compose an original song/game for the teaching of any history, geography, rite-de-passage (i.e., life span), and festivals in Ghana, etc. concept. • Encourage tutors to build repertoire of songs and physical activities that relate to history, geography, rite-de-passage to be used in explaining concepts. Refer to We Sing and Learnreference book under We sing to danceand We sing to love our countryfor such collections. 	<ul style="list-style-type: none"> • Tutors are encouraged to build repertoire of songs and physical activities that relate to history, geography, rite-de-passage to be used in explaining concepts. Refer to We Sing and Learnreference book under We sing to danceand We sing to love our countryfor such collections. 	
<p>Activity 4: Evaluation and review of session</p>	<p>Reflection and Application</p> <ul style="list-style-type: none"> • Engage tutors in self-evaluation as well as encourage tutors to provide feedback of the PD session • Engage tutors to identify outstanding issues relating to this lesson for clarification • Take note of all unresolved issues and use any of following strategies: • discuss with SL/SWL • put on SL/SWL WhatsApp platform for discussion • tutors to research for the next PD session for discussion. <p>Advance Preparation</p> <ul style="list-style-type: none"> • Ask tutors to read Lesson 5 of the Course Manual (i.e. Traditional Aerobic Musical Genres I & physical fitness concepts, principles and strategies pp.31-35.) <p><i>N/B: Remind tutors to identify a critical friend to observe during enactment.</i></p> <p><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. 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> <p>Remind tutors to invite a critical friend (NTS 1a) to observe and provide feedback on their teaching.</p>	<p>Reflection and Application</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>Advance Preparation</p> <ul style="list-style-type: none"> • Read Lesson 5 of the Course Manual (i.e. Traditional Aerobic Musical Genres I & physical fitness concepts, principles and strategies pp.31-35.) <p><i>Remember to invite a critical friend to observe and provide feedback on your teaching.</i></p>	<p>15 mins</p>

TUTOR PD SESSION 5 FOR LESSONS 5 IN THE COURSE MANUAL (TRADITIONAL AEROBIC MUSICAL GENRES I & PHYSICAL FITNESS NCEPTS, PRINCIPLES AND STRATEGIES)

<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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></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>Recap of PD 4</p> <ul style="list-style-type: none"> • Ask tutors to reflect on their experiences from PD session 4 as captured in Lesson 4 of the course manual. They will also reflect on their enactment in the real situation in which a critical friend sat in to observe and provided feedback. • Ask tutors to reflect on how they attempted to integrate GESI and linking learning to basic school curriculum and learning. <p>ICT Sing Along</p> <ul style="list-style-type: none"> • Ask tutors to sing history, geography, rite-de-passagesongs from the previous lesson and perform any physical activities that are related to them. • SL/HoD explicitly states what is to be learned in PD session 5 (as captured in Lesson 5), and how it will be learned in this PD session. 	<p>Recap of PD 4</p> <ul style="list-style-type: none"> • Tutors reflect on previous PD session 4 as captured in Lesson 4 of the course manual and also share their reflect on their enactment in the real situation in which a critical friend sat in to observe and provide feedback. • Tutors reflect on how they attempted to integrate GESI and linking learning to basic school curriculum and learning. <p>ICT Sing Along</p> <ul style="list-style-type: none"> • Tutors sing history, geography, rite-de-passagesongs from the previous lesson and perform any physical activities that are related to them. 	<p>10 mins</p> <p>15 mins</p>

<p>Activity 1: Concept development (New learning likely to arise in this lesson)</p>	<p>Video Documentary Analysis</p> <ul style="list-style-type: none"> • Ask tutors to watch and listen attentively to portions of video clips on these three vigorous intensity indigenous aerobic dances (viz., Bɔ̀bɔ̀ɔ̀bɔ̀, Kpanlogo and Agbadza) and to help them to analyse the movement patterns involved. • https://youtu.be/wkaL7xpVR8c (Bɔ̀bɔ̀ɔ̀bɔ̀) • https://youtu.be/1zb69xgp5Ho (Kpanlogo) • https://youtu.be/QwiU1y-U0rg (Agbadza) • Ask tutors to discuss and briefly describe key components of the indigenous genre including their ethnicity, social organisation, repertoires other material culture of the genre. Refer to Paschal Younge’s textbook Music and dance traditions of Ghana: History, performance and teaching. (2011). Pp. 46, 160 & 367. • SL/HoD will lead tutors to discuss potential video documentary and help them to identify key components of the indigenous genre including their ethnicity, social organisation, repertoires other material culture of the genre. 	<p>Video Documentary Analysis</p> <ul style="list-style-type: none"> • Tutors watch and listen attentively to portions of video clips on these three vigorous intensity indigenous aerobic dances (viz., Bɔ̀bɔ̀ɔ̀bɔ̀, Kpanlogo and Agbadza) and analyse the movement patterns involved. • https://youtu.be/wkaL7xpVR8c (Bɔ̀bɔ̀ɔ̀bɔ̀) • https://youtu.be/1zb69xgp5Ho (Kpanlogo) • https://youtu.be/QwiU1y-U0rg (Agbadza) • Tutors discuss and briefly describe key components of the indigenous genre including their ethnicity, social organisation, repertoires other material culture of the genre. Refer to Paschal Younge’s textbook Music and dance traditions of Ghana: History, performance and teaching. (2011). Pp. 46, 160 & 367. 	<p>25 mins</p>
<p>Activity 2: Teaching and learning activities for the lesson</p>	<p>Small Group and Class Presentations</p> <ul style="list-style-type: none"> • Ask tutors in small groups to discuss and describe how to apply physical fitness concepts, principles, and strategies to improve health that will help them to increase time in physical activity and engage in active play for most part of the day. • Ask tutors in small groups to creatively choreograph/improvise a dance sequence with selected indigenous songs to elevate heartbeat to target heart rate zone above resting heartbeat. • Ask small groups to give performances in class presentations to the whole class. <p><i>NB: SL/HoD will assist with dance sequence and selected indigenous songs to elevate heartbeat to target heart rate zone above resting heartbeat</i></p>	<p>Small Group and Class Presentations</p> <ul style="list-style-type: none"> • In small groups, tutors discuss and describe how to apply physical fitness concepts, principles, and strategies to improve health and performance. • Tutors in small groups creatively choreograph/improvise a dance sequence with selected indigenous songs to elevate heartbeat to target heart rate zone above resting heartbeat. • Small groups give performances in class presentations to the whole class. 	<p>25 mins</p>

<p>Activity 3: Teaching and learning resources</p>	<p>ICTs</p> <ul style="list-style-type: none"> • Ask tutors to go online and google the three vigorous intensity indigenous aerobic dances (viz., Bòbòbòr, Kpanlogo and Agbadza) to build of a repertoire of key components of the indigenous genre including their ethnicity, social organisation, repertoires other material culture of the genre. • Engage tutors to identify outstanding issues relating to searching for files on the internet for clarification. <p><i>SL/HoD will ensure there is internet connectivity for this activity.</i></p> <p>Music and Physical Movement Repertoire</p> <ul style="list-style-type: none"> • Ask tutors in their small groups to creatively choreograph/improvise a dance sequence with selected indigenous songs and their own creative movements. • Encourage tutors to build repertoire of songs and physical activities that relate to elevating heartbeat to target heart rate zone above resting heartbeat. 	<p>ICTs</p> <ul style="list-style-type: none"> • Tutors go online to google the three vigorous intensity indigenous aerobic dances (viz., Bòbòbòr, Kpanlogo and Agbadza) to build of a repertoire of key components of the indigenous genre including their ethnicity, social organisation, repertoires other material culture of the genre. • Identify outstanding issues relating to searching for files on the internet for clarification. <p>Music and Physical Movement Repertoire</p> <ul style="list-style-type: none"> • Tutors in their small groups creatively choreograph/improvise a dance sequence with selected indigenous songs and their own creative movements. • Tutors are encouraged to build repertoire of songs and physical activities that relate to elevating heartbeat to target heart rate zone above resting heartbeat. 	<p>15 mins</p>
<p>Activity 4: Evaluation and review of session</p>	<p>Reflection and Application</p> <ul style="list-style-type: none"> • Engage tutors in self-evaluation as well as encourage tutors to provide feedback of the PD session • Engage tutors to identify outstanding issues relating to this lesson for clarification <ul style="list-style-type: none"> • Take note of all unresolved issues and use any of following strategies: • discuss with SL/SWL • put on SL/SWL WhatsApp platform for discussion • tutors to research for the next PD session for discussion. 	<p>Reflection and Application</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>15 mins</p>

	<p>Advance Preparation</p> <ul style="list-style-type: none"> • Ask tutors to read Lesson 6 of the Course Manual (i.e. Traditional Aerobic Musical Genres I & physical fitness concepts, principles and strategies pp.36–41) <p><i>N/B: Remind tutors to identify a critical friend to observe during enactment.</i></p> <p><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. 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> <p><i>Remind tutors to invite a critical friend (NTS 1a) to observe and provide feedback on their teaching.</i></p>	<p>Advance Preparation</p> <ul style="list-style-type: none"> • 16. Read Lesson 6 of the Course Manual (i.e. Traditional Aerobic Musical Genres I & physical fitness concepts, principles and strategies pp.36–41). <p>Remember to invite a critical friend to observe and provide feedback on your teaching.</p>	<p>15 mins</p>
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TUTOR PD SESSION 6 FOR LESSONS 6 IN THE COURSE MANUAL (TRADITIONAL AEROBIC MUSICAL GENRES II & MOTOR SKILLS AND MOVEMENT PATTERNS)

<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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></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>Recap of PD 4</p> <ul style="list-style-type: none"> • Ask tutors to reflect on their experiences from PD session 5 as captured in Lesson 5 of the course manual. They will also reflect on their enactment in the real situation in which a critical friend sat in to observe and provided feedback. • Ask tutors to reflect on how they attempted to integrate GESI and linking learning to basic school curriculum and learning. <p>ICT Sing Along</p> <ul style="list-style-type: none"> • Ask tutors to sing Bòbòbòr, Kpanlogo and Agbadzasongs from the previous lesson and perform any physical activities that are related to them. • SL/HoD explicitly states what is to be learned in PD session 6 (as captured in Lesson 6), and how it will be learned in this PD session. 	<p>Recap of PD 4</p> <ul style="list-style-type: none"> • Tutors reflect on previous PD session 4 as captured in Lesson 5 of the course manual and also share their reflect on their enactment in the real situation in which a critical friend sat in to observe and provide feedback. • Tutors reflect on how they attempted to integrate GESI and linking learning to basic school curriculum and learning. <p>ICT Sing Along</p> <ul style="list-style-type: none"> • Tutors sing Bòbòbòr, Kpanlogo and Agbadzasongs from the previous lesson and perform any physical activities that are related to them. 	<p>10 mins</p> <p>15 mins</p>

<p>Activity 1: Concept development (New learning likely to arise in this lesson.)</p>	<p>Video Documentary Analysis</p> <ul style="list-style-type: none"> • Ask tutors to watch and listen attentively to portions of video clips on these three moderate intensity indigenous aerobic dances (viz., Adowa, Kundum and Apatampa) and to help them to analyse the movement patterns involved. • https://youtu.be/zlrrwPTxb60 (Adowa) • https://youtu.be/OL1iuXAMfBg (Apataampa) • https://youtu.be/aSsmOSZKvm8 (Kundum) • Ask tutors to discuss and briefly describe key components of the indigenous genre including their ethnicity, social organisation, repertoires other material culture of the genre. Refer to Paschal Younge's textbook <i>Music and dance traditions of Ghana: History, performance and teaching. (2011). Pp. 167–180.</i> <p><i>SL/HoD will lead tutors to discuss potential video documentary and help them to identify key components of the indigenous genre including their ethnicity, social organisation, repertoires other material culture of the genre.</i></p>	<p>Video Documentary Analysis</p> <ul style="list-style-type: none"> • Tutors watch and listen attentively to portions of video clips on these three moderate intensity indigenous aerobic dances (viz., Adowa, Kundum and Apatampa) and analyse the movement patterns involved. • https://youtu.be/zlrrwPTxb60 (Adowa) • https://youtu.be/OL1iuXAMfBg (Apataampa) • https://youtu.be/aSsmOSZKvm8 (Kundum) • Tutors discuss and briefly describe key components of the indigenous genre including their ethnicity, social organisation, repertoires other material culture of the genre. Refer to Paschal Younge's textbook <i>Music and dance traditions of Ghana: History, performance and teaching. (2011). Pp. 167–180.</i> 	<p>20 mins</p>
<p>Activity 2: Teaching and learning activities for the lesson</p>	<p>Small Group and Class Presentations</p> <ul style="list-style-type: none"> • Ask tutors in small groups to discuss and describe how to apply physical fitness concepts, principles, and strategies to improve health that will help them to increase time in physical activity and engage in active play for most part of the day. • Ask tutors in small groups to creatively choreograph/improvise a dance sequence with selected indigenous songs to elevate heartbeat to target heart rate zone above resting heartbeat. 	<p>Small Group and Class Presentations</p> <ul style="list-style-type: none"> • In small groups, tutors discuss and describe how to apply physical fitness concepts, principles, and strategies to improve health and performance. • Tutors in small groups creatively choreograph/improvise a dance sequence with selected indigenous songs to elevate heartbeat to target heart rate zone above resting heartbeat. 	<p>25 mins</p>

	<ul style="list-style-type: none"> Ask small groups to give performances in class presentations to the whole class. <p><i>NB:</i></p> <p><i>SL/HoD will assist with dance sequence and selected indigenous songs to elevate heartbeat to target heart rate zone above resting heartbeat</i></p>	<ul style="list-style-type: none"> Small groups give performances in class presentations to the whole class. 	
Activity 3: Teaching and learning resources	<p>ICTs</p> <ul style="list-style-type: none"> Ask tutors to go online and google the three moderate intensity indigenous aerobic dances (viz Adowa, Kundum and Apatampa) to build of a repertoire of key components of the indigenous genre including their ethnicity, social organisation, repertoires other material culture of the genre. Engage tutors to identify outstanding issues relating to searching for files on the internet for clarification. <p><i>SL/HoD will ensure there is internet connectivity for this activity.</i></p> <p>Music and Physical Movement Repertoire</p> <ul style="list-style-type: none"> Ask tutors in their small groups to creatively choreograph/improvise a dance sequence with selected indigenous songs and their own creative movements. Encourage tutors to build repertoire of songs and physical activities that relate to elevating heartbeat to target heart rate zone above resting heartbeat. 	<p>ICTs</p> <ul style="list-style-type: none"> Tutors go online to google the three vigorous moderate intensity aerobic dances (viz., Adowa, Kundum and Apatampa) to build of a repertoire of key components of the indigenous genre including their ethnicity, social organisation, repertoires other material culture of the genre. Identify outstanding issues relating to searching for files on the internet for clarification. <p>Music and Physical Movement Repertoire</p> <ul style="list-style-type: none"> Tutors in their small groups creatively choreograph/improvise a dance sequence with selected indigenous songs and their own creative movements. Tutors are encouraged to build repertoire of songs and physical activities that relate to elevating heartbeat to target heart rate zone above resting heartbeat. 	<p>10 mins</p> <p>20 mins</p>

<p>Activity 4: Evaluation and review of session</p>	<p>Reflection and Application</p> <ul style="list-style-type: none"> Engage tutors in self-evaluation as well as encourage tutors to provide feedback of the PD session Engage tutors to identify outstanding issues relating to this lesson for clarification Take note of all unresolved issues and use any of following strategies: <ul style="list-style-type: none"> discuss with SL/SWL put on SL/SWL WhatsApp platform for discussion tutors to research for the next PD session for discussion. <p>Advance Preparation</p> <ul style="list-style-type: none"> Ask tutors to read Lesson 7 of the Course Manual (i.e. Traditional Aerobic Musical Genres III & Maintaining a level of physical fitness for health and performance. pp.41–46) <p><i>N/B: Remind tutors to identify a critical friend to observe during enactment.</i></p> <p><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. 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> <ul style="list-style-type: none"> Remind tutors to invite a critical friend (NTS 1a) to observe and provide feedback on their teaching. 	<p>Reflection and Application</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>Advance Preparation</p> <ul style="list-style-type: none"> Read Lesson 7 of the Course Manual (i.e. Traditional Aerobic Musical Genres III & Maintaining a level of physical fitness for health and performance. pp.41–46). Remember to invite a critical friend to observe and provide feedback on your teaching. 	<p>15 mins</p>
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<p>Activity 1: Concept development (New learning likely to arise in this lesson.)</p>	<p>Video Documentary Analysis</p> <ul style="list-style-type: none"> • Ask tutors to watch and listen attentively to portions of video clips on these four moderate-to-vigorous intensity indigenous aerobic dances (viz., Bawa, Bamaya, Nagla and Takai) and to help them to analyse the movement patterns involved. • https://youtu.be/wkaL7xpVR8c (Bawa) • https://youtu.be/1zb69xgp5Ho (Bamaya) • https://youtu.be/QwiU1y-U0rg (Nagla) • https://youtu.be/QwiU1y-U0rg (Takai) • Ask tutors to discuss and briefly describe key components of the indigenous genre including their ethnicity, social organisation, repertoires other material culture of the genre. Refer to Paschal Younge’s textbook <i>Music and dance traditions of Ghana: History, performance and teaching.</i> (2011). Pp. 206–238. <p><i>SL/HoD will lead tutors to discuss potential video documentary and help them to identify key components of the indigenous genre including their ethnicity, social organisation, repertoires other material culture of the genre.</i></p>	<p>Video Documentary Analysis</p> <ul style="list-style-type: none"> • Tutors watch and listen attentively to portions of video clips on these four moderate-to-vigorous intensity indigenous aerobic dances (viz., Bawa, Bamaya, Nagla and Taka) and analyse the movement patterns involved. • https://youtu.be/wkaL7xpVR8c (Bawa) • https://youtu.be/1zb69xgp5Ho (Bamaya) • https://youtu.be/QwiU1y-U0rg (Nagla) • https://youtu.be/QwiU1y-U0rg (Takai) • Tutors discuss and briefly describe key components of the indigenous genre including their ethnicity, social organisation, repertoires other material culture of the genre. Refer to Paschal Younge’s textbook <i>Music and dance traditions of Ghana: History, performance and teaching.</i> (2011). Pp. 206–238. 	<p>20 mins</p>
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<p>Activity 2: Teaching and learning activities for the lesson</p>	<p>Small Group and Class Presentations</p> <ul style="list-style-type: none"> • Ask tutors in small groups to discuss and describe how to apply physical fitness concepts, principles, and strategies to promote health that will help them to increase time in physical activity and engage in active play for most part of the day. • Ask tutors in small groups to creatively choreograph/improvise a dance sequence with selected indigenous songs to elevate heartbeat to target heart rate zone above resting heartbeat. • Ask small groups to give performances in class presentations to the whole class. <p><i>NB:SL/HoD will assist with dance sequence and selected indigenous songs to elevate heartbeat to target heart rate zone above resting heartbeat</i></p>	<p>Small Group and Class Presentations</p> <ul style="list-style-type: none"> • In small groups, tutors discuss and describe how to apply physical fitness concepts, principles, and strategies to improve health and performance. • Tutors in small groups creatively choreograph/improvise a dance sequence with selected indigenous songs to elevate heartbeat to target heart rate zone above resting heartbeat. • <i>Small groups give performances in class presentations to the whole class.</i> 	<p>20 mins</p>
<p>Activity 3: Teaching and learning resources</p>	<p>ICTs</p> <ul style="list-style-type: none"> • Ask tutors to go online and google the three moderate-to-vigorous intensity indigenous aerobic dances (viz., Bawa, Bamaya, Nagla and Takai) to build of a repertoire of key components of the indigenous genre including their ethnicity, social organisation, repertoires other material culture of the genre. • Engage tutors to identify outstanding issues relating to searching for files on the internet for clarification. <p><i>SL/HoD will ensure there is internet connectivity for this activity.</i></p> <p>Music and Physical Movement Repertoire</p> <ul style="list-style-type: none"> • Ask tutors in their small groups to creatively choreograph/improvise a dance sequence with selected indigenous songs and their own creative movements. 	<p>ICTs</p> <ul style="list-style-type: none"> • Tutors go online to google the three moderate-to-vigorous intensity indigenous aerobic dances (viz., Bawa, Bamaya, Nagla and Takai) to build of a repertoire of key components of the indigenous genre including their ethnicity, social organisation, repertoires other material culture of the genre. • Identify outstanding issues relating to searching for files on the internet for clarification. <p>Music and Physical Movement Repertoire</p> <ul style="list-style-type: none"> • Tutors in their small groups creatively choreograph/improvise a dance sequence with selected indigenous songs and their own creative movements. 	<p>20 mins</p> <p>20 mins</p>

Activity 3: Teaching and learning resources	Encourage tutors to build repertoire of songs and physical activities that relate to elevating heartbeat to target heart rate zone above resting heartbeat.	Tutors are encouraged to build repertoire of songs and physical activities that relate to elevating heartbeat to target heart rate zone above resting heartbeat.	
Activity 4: Evaluation and review of session	<p>Reflection and Application</p> <ul style="list-style-type: none"> Engage tutors in self-evaluation as well as encourage tutors to provide feedback of the PD session Engage tutors to identify outstanding issues relating to this lesson for clarification Take note of all unresolved issues and use any of following strategies: <ul style="list-style-type: none"> discuss with SL/SWL put on SL/SWL WhatsApp platform for discussion tutors to research for the next PD session for discussion. <p>Advance Preparation</p> <ul style="list-style-type: none"> Ask tutors to read Lesson 8 of the Course Manual (i.e. Introduction to the requirement and recommendations for physical activity pp.47-50) <p><i>N/B:Remind tutors to identify a critical friend to observe during enactment.</i></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. 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> Remind tutors to invite a critical friend (NTS 1a) to observe and provide feedback on their teaching. 	<p>Reflection and Application</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>Advance Preparation</p> <ul style="list-style-type: none"> Read Lesson 6 of the Course Manual (i.e. Introduction to the requirement and recommendations for physical activity pp.47-50) Remember to invite a critical friend to observe and provide feedback on your teaching 	15 mins

TUTOR PD SESSION 8 FOR LESSONS 8 IN THE COURSE MANUAL (INTRODUCTION TO THE REQUIREMENTS AND RECOMMENDATIONS FOR PHYSICAL ACTIVITY)

<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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i></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>Reflect on previous PD Session</p> <ul style="list-style-type: none"> Give tutors post-it-note and ask them to write at least two things they learnt from the previous PD session on <i>Traditional aerobic Musical Genres iii & Maintaining a level of physical fitness for health and performance</i> and how the previous PD session influenced teaching and student teacher learning in Lesson 6. 	<p>Reflect on previous PD Session</p> <ul style="list-style-type: none"> Using post-it-note write at least two things you learnt from the previous PD session on Traditional aerobic Musical Genres iii & Maintaining a level of physical fitness for health and performance. Explain how useful the previous PD session influenced your teaching and student teacher learning in Lesson 6. 	<p>10 mins</p>
	<p>Overview of Lesson</p> <ul style="list-style-type: none"> Ask tutors, in small groups, to review and reflect on the purpose of Lesson 8 on page 47 of the Course Manual. 	<p>Overview of Lesson</p> <ul style="list-style-type: none"> In your groupings write down what you think Lesson 8 is about. (<i>Refer to pp.47 of course manual</i>). Share your response with another group. 	<p>15 mins</p>

Activity 1: Concept development (New learning likely to arise in this lesson)	<ul style="list-style-type: none"> • Ask tutors to reflect on attitudes/ behaviours that promote or hinder regular physical activity participation and to explore ways to overcome hinderances to regular physical activity participation. • Ask tutors to link this sub-session to the section of fundamental motor skills in the basic schools and the new 4-year B.Ed programme. • Refer to; • NTS 2e & 2f, NTECF p 23,29, NACCA-PE, B1.3.2.3.2, B1.3.3.3.3, B1.3.3.3.4: NACCA-PE, B1.4.1.4.1, B1.4.2.4.2, B1.4.3.4.3. • Appendix 4 page 78 	<ul style="list-style-type: none"> • Participate in small groups to identify; • Attitudes/behaviours that promote or hinder regular physical activity participation • Ways to overcome hinderances to regular physical activity participation, and • The importance/benefits of physical activity. • Link this sub-session to the section of fundamental motor skills in the basic schools and the new 4-year B.Ed programme. 	20 mins
	<ul style="list-style-type: none"> • Frequency, Intensity and duration • Ask tutors to reflect on <ul style="list-style-type: none"> • frequency, Intensity and duration in regular physical activity participation. • Ask Tutors to share their characteristics and discuss with peers in small groups. • <i>(Appendix 4 page 78 of course manual).</i> 	<ul style="list-style-type: none"> • Frequency, Intensity and duration • Reflect and write down the characteristics of the following concepts in physical activity participation and how they influence quality physical activity participation: <ul style="list-style-type: none"> • frequency • intensity • duration • Share your characteristics and discuss with peers in small groups. • <i>(Appendix 4 page 78 of course manual).</i> 	10 mins
	Physical activity vital signs <ul style="list-style-type: none"> • Ask tutors to practice how to read and record heart rate, blood pressure, measure height and weight. • <i>Equipment needed</i> • <i>Blood pressure equipment, TLM for reading pulse rate, height measure and bathroom measuring scale.</i> 	Physical activity vital signs <ul style="list-style-type: none"> • Practice how to read and record heart rate, blood pressure, measure height and weight 	25 mins

<p>Activity 2: Teaching and learning activities for the lesson</p>	<p>Teaching & Learning Activities</p> <ul style="list-style-type: none"> • Lead discussion through questions and answers on the various teaching and learning activities (p. 7 in the course manual), delivery modes (p. 47 in the course manual) and how they can be used in the delivery of Lesson 8 and to promote the delivery of the basic school curriculum and GESI. • Ask one tutor to model a selected activity in a teaching situation (pp. 47-50). <p><i>NB: Tutors may select a specific aspect of the lesson and orchestrate with peers and where applicable with a small group of learners.</i></p>	<p>Teaching & Learning Activities</p> <ul style="list-style-type: none"> • Discuss the various teaching and learning activities (p. 7 in the course manual), delivery modes (p. 47 in the course manual) and how they can be used in the delivery of Lesson 8 and promote delivery of the basic school curriculum and GESI. • Demonstrate with a selected activity. Use it in a real classroom teaching situation. 	15 mins
<p>Activity 3: Teaching and learning resources</p>	<p>Resources for T & L</p> <p>Ask tutors to identify resources, ICTs and local traditional (low/no cost) materials that can be used in the teaching and learning of the concepts in Lesson 8.</p> <p><i>(Refer to pages 49, and the Appendices 69, 70, 77 and 78 of the course manual).</i></p>	<p>Resources for T & L</p> <p>Identify resources, ICTs and local traditional (low/no cost) materials that can be used in the teaching and learning of the concepts in Lesson 8.</p> <p><i>(Refer to pages 49, and the Appendices 69, 70, 77 and 78 of the course manual).</i></p>	10 mins
<p>Activity 4: Evaluation and review of session</p>	<p>Reflection and Closure</p> <ul style="list-style-type: none"> • Ask tutors to summarise what they learned from the Lesson 8 PD session. • Ask Tutors to summarise how this PD session is going to influence their teaching this lesson. <p>Advance Preparation</p> <ul style="list-style-type: none"> • SL/HoD provides expectations for the next lesson PD session and provides reading assignment(s) for the next lesson. (See page 47 to 50 of course manual). • Remind tutors to invite a critical friend (NTS 1a) to observe and provide feedback on their teaching. 	<p>Reflection and Closure</p> <ul style="list-style-type: none"> • Summarise what they learned from the Lesson 8 PD session • Summarise how this PD session is going to influence your teaching of this lesson. <p>Advance Preparation</p> <ul style="list-style-type: none"> • Look up for the expectations for the next lesson PD session and provides reading assignment(s) for the next lesson. (See page 47 to 50 of course manual). • Remember to invite a critical friend to observe and provide feedback on your teaching. 	15 mins

	<p>Physical Activity Components</p> <ul style="list-style-type: none"> • Ask tutors to reflect on varieties of both formal and traditional activities to promote the various physical activity components. • Ask Tutors to share their characteristics and discuss with peers in small groups. 	<p>Physical Activity Components</p> <ul style="list-style-type: none"> • Reflect and write down both formal and traditional activities to promote the various physical activity components- including flexibility and balance, muscular strength and endurance, and cardiorespiratory strength and endurance. • Share your characteristics and discuss with peers in small groups. 	15 mins
	<p>Physical activity vital signs</p> <ul style="list-style-type: none"> • Ask tutors to practice how to read and record heart rate, blood pressure, measure height and weight. • <i>Equipment needed- Blood pressure equipment, TLM for reading pulse rate, height measure and bathroom measuring scale.</i> 	<p>Physical activity vital signs</p> <ul style="list-style-type: none"> • Practice how to read and record heart rate, blood pressure, measure height and weight 	15 mins
<p>Activity 2: Teaching and learning activities for the lesson</p>	<p>Teaching & Learning Activities</p> <ul style="list-style-type: none"> • Lead discussion through questions and answers on the various teaching and learning activities (p. 7 in the course manual), delivery modes (p. 51 in the course manual) and how they can be used in the delivery of Lesson 8 and to promote the delivery of the basic school curriculum and GESI. • Ask one tutor to model a selected activity in a teaching situation (pp. 47-54). <p><i>NB: Tutors may select a specific aspect of the lesson and orchestrate with peers and where applicable with a small group of learners.</i></p> <ul style="list-style-type: none"> • Remind tutors to invite a critical friend to observe and provide feedback on their teaching. 	<p>Teaching & Learning Activities</p> <ul style="list-style-type: none"> • Discuss the various teaching and learning activities (p. 7 in the course manual), delivery modes (p. 51 in the course manual) and how they can be used in the delivery of Lesson 8 and promote delivery of the basic school curriculum and GESI. • Demonstrate with a selected activity. Use it in a real classroom teaching situation. • Remember to invite a critical friend to observe and provide feedback on your teaching. 	15 mins

Activity 3: Teaching and learning resources	Resources for T & L <ul style="list-style-type: none"> Ask tutors to identify resources, ICTs and local traditional (low/no cost) materials that can be used in the teaching and learning of the concepts in Lesson 8. <p><i>(Refer to pages 54, and the Appendices 69, 70, 77 and 78 of the course manual).</i></p>	Resources for T & L <ul style="list-style-type: none"> Identify resources, ICTs and local traditional (low/no cost) materials that can be used in the teaching and learning of the concepts in Lesson 8. <p><i>(Refer to pages 54, and the Appendices 69, 70, 77 and 78 of the course manual).</i></p>	10 mins
Activity 4: Evaluation and review of session	Reflection and Closure <ul style="list-style-type: none"> Ask tutors to summarise what they learned from the Lesson 9 PD session. Ask Tutors to summarise how this PD session is going to influence their teaching this lesson. Advance Preparation <p><i>SL/HoD provides expectations for the next lesson PD session and provides reading assignment(s) for the next lesson. (See page 51 to 54 of course manual).</i></p> <ul style="list-style-type: none"> Remind tutors to invite a critical friend (NTS 1a) to observe and provide feedback on their teaching. 	Reflection and Closure <ul style="list-style-type: none"> Summarise what they learned from the Lesson 9 PD session Summarise how this PD session is going to influence your teaching of this lesson. Advance Preparation <ul style="list-style-type: none"> Look up for the expectations for the next lesson PD session and provides reading assignment(s) for the next lesson. (See page 51 to 54 of course manual). Remember to invite a critical friend to observe and provide feedback on your teaching. 	15 mins

TUTOR PD SESSION 10 FOR LESSONS 10 IN THE COURSE MANUAL (SCHOOL ASSEMBLY SONGS AND PHYSICAL ACTIVITIES I)

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 Leading the session. <i>What the SL/HoDs will have to say during each stage of the session</i>	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>Recap of PD 9</p> <ul style="list-style-type: none"> • Ask tutors to reflect on their experiences from PD session 9 as captured in Lesson 9 of the course manual on WHO recommended physical activity components. They will also reflect on their enactment in the real situation in which a critical friend sat in to observe and provide feedback. • Ask tutors to reflect on how they attempted to integrate GESI and linking learning to basic school curriculum and learning. <p>ICT Sing Along</p> <ul style="list-style-type: none"> • Ask tutors to play the audio recording of the previous lesson's creative dance sequence that related to elevating heartbeat to target heart rate zone above resting heartbeat and perform the dance movement in a class presentation. <p><i>SL/HoD explicitly states what is to be learned in PD session 10 (as captured in Lesson 10), and how it will be learned in this PD session.</i></p>	<p>Recap of PD 9</p> <ul style="list-style-type: none"> • Tutors reflect on previous PD session 9 as captured in Lesson 9 of the course manual and also share their reflect on WHO recommended physical activity components their enactment in the real situation in which a critical friend sat in to observe and provide feedback. • Tutors reflect on how they attempted to integrate GESI and linking learning to basic school curriculum and learning. <p>ICT Sing Along</p> <ul style="list-style-type: none"> • Tutors play the audio recording of the previous lesson's creative dance sequence that related to elevating heartbeat to target heart rate zone above resting heartbeat and perform the dance movement in a class presentation. 	<p>10 mins</p> <p>15 mins</p>

<p>Activity 1: Concept development (New learning likely to arise in this lesson.)</p>	<p>Video Documentary Analysis</p> <ul style="list-style-type: none"> As tutors listen attentively to the following patriotic songs: https://youtu.be/lkOts4dwtQg (Ghana National Anthem) https://youtu.be/K90Lmbpd5PQ (Yen Ara Assase Ni) https://youtu.be/s5d0KjJparA (Ghana Nyigba) <ul style="list-style-type: none"> Ask tutors to discuss and briefly describe key components of the lyrics of the song. Refer to pages 125–129, 135–136 and 143–145 of We Sing and Learn reference book recommended for the PEMD course. SL/HoD will lead tutors to discuss potential video documentary and help them to identify key components of the indigenous genre including their ethnicity, social organisation, repertoires other material culture of the genre. 	<p>Video Documentary Analysis</p> <ul style="list-style-type: none"> Tutors listen attentively to the following patriotic songs: https://youtu.be/lkOts4dwtQg (Ghana National Anthem) https://youtu.be/K90Lmbpd5PQ (Yen Ara Assase Ni) https://youtu.be/s5d0KjJparA (Ghana Nyigba) <ul style="list-style-type: none"> Tutors discuss and briefly describe key components of the lyrics of the song. Refer to pages 125–129, 135–136 and 143–145 of We Sing and Learn reference book recommended for the PEMD course. 	<p>20 mins</p>
<p>Activity 2: Teaching and learning activities for the lesson</p>	<p>Small Group and Class Presentations</p> <ul style="list-style-type: none"> Ask tutors to be in four small groups. Assign each group a part (Soprano, Alto, Tenor and Bass). Ask each group to go and rehearse the part assigned to it. Ask small groups to give performances in class presentations to the whole class. Ask all the groups to sing together in parts (SATB). <p><i>NB:</i></p> <p><i>SL/HoD will assist with dance sequence and selected indigenous songs to elevate heartbeat to target heart rate zone above resting heartbeat</i></p>	<p>Small Group and Class Presentations</p> <ul style="list-style-type: none"> Tutors put themselves in to four small groups. Each group picks a part (Soprano, Alto, Tenor and Bass). Groups go and rehearse the parts assigned to it. Small groups give performances of their assigned parts in class presentations to the whole class. All the groups sing together in parts (SATB). 	<p>20 mins</p>

<p>Activity 3: Teaching and learning resources</p>	<p>ICTs</p> <ul style="list-style-type: none"> • Ask tutors to go online and google various rendition of the national songs (reggae, highlife, pop, rap, etc.). • Engage tutors to identify outstanding issues relating to searching for files on the internet for clarification. <p><i>SL/HoD will ensure there is internet connectivity for this activity.</i></p> <ul style="list-style-type: none"> • Music and Physical Movement Repertoire • Ask tutors in their small groups to creatively choreograph/ improvise a dance sequence with the national songs and their own creative movements. • Encourage tutors to build repertoire of physical activities that relate to elevating heartbeat to target heart rate zone above resting heartbeat. 	<p>ICTs</p> <ul style="list-style-type: none"> • Tutors go online to google google various rendition of the national songs (reggae, highlife, pop, rap, etc.). • Identify outstanding issues relating to searching for files on the internet for clarification. • Music and Physical Movement Repertoire • Tutors in their small groups creatively choreograph/ improvise a dance sequence with the national songs and their own creative movements. • Tutors are encouraged to build repertoire of physical activities that relate to elevating heartbeat to target heart rate zone above resting heartbeat. 	<p>20 mins</p>
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<p>Activity 4: Evaluation and review of session</p>	<p>Reflection-Connection-Application</p> <ul style="list-style-type: none"> Engage tutors in self-evaluation as well as encourage tutors to provide feedback of the PD session Engage tutors to identify outstanding issues relating to this lesson for clarification Take note of all unresolved issues and use any of following strategies: <ul style="list-style-type: none"> discuss with SL/SWL put on SL/SWL WhatsApp platform for discussion tutors to research for the next PD session for discussion. Advance Preparation Ask tutors to read Lesson 11 of the Course Manual (i.e. Traditional Aerobic Musical Genres I & physical fitness concepts, principles and strategies pp.59–64) <p><i>N/B</i></p> <p><i>Remind tutors to identify a critical friend to observe during enactment.</i></p> <ul style="list-style-type: none"> 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. 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 	<p>Reflection-Connection-Application</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. Advance Preparation Read Lesson 11 of the Course Manual (i.e. Traditional Aerobic Musical Genres I & physical fitness concepts, principles and strategies pp.59–64) 	<p>15 mins</p>
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<p>Activity 1: Concept development (New learning likely to arise in this lesson.)</p>	<p>Video Documentary Analysis</p> <ul style="list-style-type: none"> • As tutors go to We Sing to Love our Country in the We Sing and Learn reference book (refer to pages 118-157). Ask tutors to skim through the collection of 18 popular Ghanaian patriotic songs and identify those they are familiar and those they not familiar with. • Ask tutors to select one song and discuss and describe briefly key messages imbuing patriotism in the lyrics. <p><i>SL/HoD will lead tutors to reference book 'We Sing and Learn' as well as Appendix 1 of the course manual for the repertoire list.</i></p>	<p>Video Documentary Analysis</p> <ul style="list-style-type: none"> • Tutors go to We Sing to Love our Country in the We Sing and Learn reference book (refer to pages 118-157). Tutors skim through the collection of 18 popular Ghanaian patriotic songs and identify those they are familiar and those they not familiar with. • Tutors select one song and discuss and describe briefly key messages imbuing patriotism in the lyrics. 	<p>20 mins</p>
<p>Activity 2: Teaching and learning activities for the lesson</p>	<p>Small Group and Class Presentations</p> <ul style="list-style-type: none"> • Ask tutors to be in four small groups. Ask each group to rehearse The State Pledge, and any other two patriotic songs in different Ghanaian languages from the reference book—We Sing and Learn (Refer to pages 118-157). • Ask small groups to give performances in class concerts to an audience of the whole class. Groups may sing in unison if they cannot sing in parts. <p><i>SL/HoD may accompany groups or ask a pianist to accompany groups in the class concert.</i></p>	<p>Small Group and Class Presentations</p> <ul style="list-style-type: none"> • Tutors are put in to four small groups. Each group picks a part (Soprano, Alto, Tenor and Bass). Groups go and rehearse the parts assigned to it. • Small groups give performances of their assigned parts in class presentations to the whole class. • All groups give performances in class concerts to an audience of the whole class. Groups may sing in unison if they cannot sing in parts. 	<p>20 mins</p>

Activity 3: Teaching and learning resources	ICTs <ul style="list-style-type: none"> • Ask tutors to go online and google other Ghanaian patriotic songs. • Ask tutors to use instruments (such as piano, atenteben, trumpet) in playing the songs as well as accompanying the singing. • Engage tutors to identify outstanding issues relating to searching for files on the internet for clarification. <p><i>SL/HoD will ensure there is internet connectivity for this activity.</i></p> <ul style="list-style-type: none"> • Music and Physical Movement Repertoire 	ICTs <ul style="list-style-type: none"> • Tutors go online to google google various rendition of the national songs (reggae, highlife, pop, rap, etc.). • Tutors to use instruments (such as piano, atenteben, trumpet) in playing the songs as well as accompanying the singing. • Identify outstanding issues relating to searching for files on the internet for clarification. 	20 mins
	<ul style="list-style-type: none"> • Ask tutors in their small groups to creatively choreograph/improvise a dance sequence with the patriotic songs and their own creative movements (for say the opening of a sports festival). • Encourage tutors to build repertoire of physical activities that relate to elevating heartbeat to target heart rate zone above resting heartbeat. 	<ul style="list-style-type: none"> • Music and Physical Movement Repertoire • Tutors in their small groups creatively choreograph/improvise a dance sequence with the patriotic songs and their own creative movements (for say the opening of a sports festival). • Tutors are encouraged to build repertoire of physical activities that relate to elevating heartbeat to target heart rate zone above resting heartbeat. 	15 mins

<p>Activity 4: Evaluation and review of session</p>	<p>Reflection and Application</p> <ul style="list-style-type: none"> Engage tutors in self-evaluation as well as encourage tutors to provide feedback of the PD session Engage tutors to identify outstanding issues relating to this lesson for clarification Take note of all unresolved issues and use any of following strategies: discuss with SL/SWL put on SL/SWL WhatsApp platform for discussion tutors to research for the next PD session for discussion. <p>Advance Preparation</p> <ul style="list-style-type: none"> Ask tutors to read Lesson 12 of the Course Manual (i.e. First Aid and Cardiopulmonary Resuscitation Workshop and Certification. pp. 64-68) <p><i>N/B</i></p> <p><i>Remind tutors to identify a critical friend to observe during enactment.</i></p> <ul style="list-style-type: none"> 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. 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 Remind tutors to invite a critical friend (NTS 1a) to observe and provide feedback on their teaching. 	<p>Reflection and Application</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. 14. 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> <ul style="list-style-type: none"> Read Lesson 12 of the Course Manual (i.e. First Aid and Cardiopulmonary Resuscitation Workshop and Certification. pp.64-68) Remember to invite a critical friend to observe and provide feedback on your teaching. 	<p>20 mins</p>
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	<p>Major concepts covered in Science</p> <ul style="list-style-type: none"> • Ask tutors to identify major concepts covered in PD sessions pertaining to PD 3 lesson 3 in semester 2 year 1 on first aid and CPR course (in science). • Ask Tutors to share their characteristics and discuss with peers in small groups. • Ask tutors to link this sub-session to the basic schools and the new 4-year B.Ed programme. 	<p>Major concepts covered in Science</p> <ul style="list-style-type: none"> • Participate in small groups to identify major concepts covered in PD sessions pertaining to PD 3 lesson 3 in semester 2 year 1 on first aid and CPR course (in science). • Share your characteristics and discuss with peers in small groups. • Link this sub-session to the basic schools and the new 4-year B.Ed programme. 	10 mins
	<p>Practice major concepts</p> <ul style="list-style-type: none"> • Ask tutors to contrive opportunities to practice major concepts from PD sessions pertaining to PD 3 lesson 3 in semester 2 year 1 on first aid and CPR course (in science). • Ask tutors to contrive opportunities to practice major concepts from P5 lesson 5 in semester 1 year 1 on safety precautions in the laboratory (in Integrated science). 	<p>Practice major concepts</p> <ul style="list-style-type: none"> • Contrive opportunities and practice major concepts from PD sessions pertaining to PD 3 lesson 3 in semester 2 year 1 on first aid and CPR course (in science). • Contrive opportunities to practice major concepts from P5 lesson 5 in semester 1 year 1 on safety precautions in the laboratory (in Integrated science). 	15 mins

<p>Activity 2: Teaching and learning activities for the lesson</p>	<p>Teaching & Learning Activities</p> <ul style="list-style-type: none"> • Lead discussion through questions and answers on the various teaching and learning activities (p. 7 in the course manual), delivery modes (p. 65 in the course manual) and how they can be used in the delivery of Lesson 8 and to promote the delivery of the basic school curriculum and GESI. • Ask one tutor to model a selected activity in a teaching situation (pp. 65-68). <p><i>NB: Tutors may select a specific aspect of the lesson and orchestrate with peers and where applicable with a small group of learners.</i></p> <p><i>NB: Tutors may select a specific aspect of the lesson and orchestrate with peers and where applicable with a small group of learners.</i></p>	<p>Teaching & Learning Activities</p> <ul style="list-style-type: none"> • Discuss the various teaching and learning activities (p. 7 in the course manual), delivery modes (p. 65 in the course manual) and how they can be used in the delivery of Lesson 8 and promote delivery of the basic school curriculum and GESI. • Demonstrate with a selected activity. Use it in a real classroom teaching situation. 	15 mins
<p>Activity 3: Teaching and learning resources</p>	<p>Resources for T & L</p> <ul style="list-style-type: none"> • Ask tutors to identify resources, ICTs and local traditional (low/no cost) materials that can be used in the teaching and learning of the concepts in Lesson 8. • <i>(Refer to pages 67, and the Appendices 69, 70, 77 and 78 of the course manual).</i> 	<p>Resources for T & L</p> <ul style="list-style-type: none"> • Identify resources, ICTs and local traditional (low/no cost) materials that can be used in the teaching and learning of the concepts in Lesson 8. • <i>(Refer to pages 67, and the Appendices 69, 70, 77 and 78 of the course manual).</i> 	15 mins
<p>Activity 4: Evaluation and review of session</p>	<p>Reflection and Closure</p> <ul style="list-style-type: none"> • Ask tutors to summarise what they learned from the Lesson 12 PD session. • Ask Tutors to summarise how this PD session is going to influence their teaching this lesson. • Remind tutors to invite a critical friend (NTS 1a) to observe and provide feedback on their teaching. 	<p>Reflection and Closure</p> <ul style="list-style-type: none"> • Summarise what they learned from the Lesson 12 PD session • Summarise how this PD session is going to influence your teaching of this lesson. • Remember to invite a critical friend to observe and provide feedback on your teaching. 	15 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: 25.04.2020</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 session was it?</p> <ul style="list-style-type: none"> a. Session 1 b. Session 2 c. Session 3 d. Session 4 e. Session 5 f. Session 6 g. Session 7 h. Session 8 i. Session 9 j. Session 10 k. Session 11 l. Session 12 <p><i>Choose 1 answer from the list. Example: a</i></p>	



A. Answer the questions	Fill in your answers:
<p>8. 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>9. 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>10. 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>11. 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>12. 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>13. 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>14. 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>15. 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>16. 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: 25.04.2020</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 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>	
<p>5. How would you rate the content of today's session?</p> <p>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> <p><i>Choose 1 answer from the list. Example: a</i></p>	
<p>6. How likely are you to try the teaching strategies you learned today in class?</p> <p>a. Not likely b. Somewhat likely c. Very likely d. N/A - The session did not happen</p> <p><i>Choose 1 answer from the list. Example: a</i></p>	

A. Answer the questions	Fill in your answers:
<p>7. 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>8. 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>9. 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>10. 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

S/N	Name of College of Education	College Code
37	DAMBAI COLLEGE OF EDUCATION	coe15
38	JASIKAN COLLEGE OF EDUCATION	coe10
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



