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PROFESSIONAL LEARNING COMMUNITY (PLC)

GUIDELINES FOR BASIC SCHOOLS

Ghana Education Service (GES)

NATIONAL TEACHING COUNCIL
NTC
Building Confidence, Raising Teaching Standards

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NATIONAL COUNCIL FOR CURRICULUM AND ASSESSMENT

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NATIONAL COUNCIL FOR CURRICULUM AND ASSESSMENT

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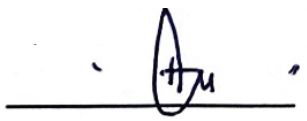
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Foreword

The teacher is the single most important factor in the quality of education a child receives. No curriculum, however well designed, and no resource, however well funded, can substitute for a confident, competent, and committed teacher who walks into a classroom every day with the knowledge, skills, and heart to make learning happen. It is for this reason that the Ghana Education Service (GES) places teacher professional development at the very centre of our strategy for improving learning outcomes across Ghana's basic schools. Following the introduction of Ghana's Standards-Based Curriculum in September 2019, GES established Professional Learning Communities (PLCs) as the primary institutional vehicle for ongoing teacher professional development in all basic schools. PLCs are not a training event or an external intervention — they are a culture of continuous professional learning that we are building within every school and cluster across the country. They bring teachers together, week by week, to reflect on their practice, learn from one another, and develop the instructional skills that will give every Ghanaian child the foundational learning they deserve.

This PLC Facilitation Guide for Basic Schools represents a significant strengthening of our approach to teacher professional learning. It goes beyond the mechanics of organising PLC sessions to address the substance of what must be learned. It anchors PLC facilitation in Ghana's foundational learning agenda and the four literacy pillars — Language Literacy, Mathematical Literacy, Scientific Literacy, and Cultural Literacy — that define the learning outcomes every Ghanaian child must achieve in the early grades. It incorporates our policy on the use of Ghanaian languages as the language of teaching and learning (medium of instruction) from Kindergarten through Basic 3. It provides detailed guidance on PLC facilitation, lesson plan preparation, development of Teaching and Learning Resources, and the use of the AI-enabled Digital PLC Tool developed in collaboration with the PlayLab, Ghana EdTech Alliance and Ghana Natural Language Processing (GNLP). And for the first time, it makes Social, Emotional and Ethical (SEE) Learning and Cognitively-Based Compassion Training (CBCT) for Educators a compulsory component of every term's PLC plan — because we know that the inner quality of a teacher shapes the inner quality of a child's education.

To every teacher, headteacher, SISO, district officer, and regional director who will use this Guide: you are the backbone of Ghana's educational future. | call on each of you to embrace PLC sessions not as a requirement to be fulfilled, but as an opportunity to grow — as professionals, as colleagues, and as human beings committed to the flourishing of every child in your care.



Professor Ernest Kofi Davis
Director-General, Ghana Education Service

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List of Abbreviations and Acronyms

Abbreviation	Full Meaning
AI	Artificial Intelligence
CBCT	Cognitively-Based Compassion Training (for Educators)
CL	Curriculum Lead
CPD	Continuous Professional Development
DMT	District Monitoring Team
DTST	District Teacher Support Team
ECE	Early Childhood Education
EGRA	Early Grade Reading Assessment
GES	Ghana Education Service
GESI	Gender Equality and Social Inclusion
GhLA	Ghana Library Authority
GNLP	Ghana Natural Language Processing
HQ	Headquarters
HT	Headteacher
IEP	Individualised Education Plan
JICA	Japan International Cooperation Agency
KG	Kindergarten
L1	First Language (mother tongue / Ghanaian language used for teaching and learning)
M&E	Monitoring and Evaluation
MERL	Monitoring, Evaluation, Reporting and Learning
MoE	Ministry of Education
mSRC	mobile School Report Card (GES digital data platform)
NaCCA	National Council for Curriculum and Assessment

Abbreviation	Full Meaning
NaSIA	National Schools Inspectorate Authority
NGO	Non-Governmental Organisation
NTC	National Teaching Council
PLC	Professional Learning Community
RTP	Right To Play
SBC	Standards-Based Curriculum
SEE Learning	Social, Emotional and Ethical Learning (Emory University framework)
SEN	Special Educational Needs
SHEP	School Health Education Programme
SISO	School Improvement Support Officer
SPED	Special Education
TLR	Teaching and Learning Resource(s)
T-TEL	Transforming Teaching, Education and Learning
UNICEF	United Nations Children's Fund

1.0

Introduction

Ghana's Standards-Based Curriculum was introduced across all basic schools in September 2019. It is built on clearly defined learning outcomes and prioritises learner-centred over teacher-centred approaches. The curriculum places strong emphasis on the 4 Rs (reading, writing, arithmetic and creativity) and promotes interactive, play-based, and experiential learning approaches. It positions the teacher as a facilitator rather than an authoritarian instructor, articulates core global competencies learners are expected to demonstrate, and prioritises pedagogical practices that ensure differentiated learning and inclusion.

Following the curriculum rollout, the Ghana Education Service (GES) introduced Professional Learning Communities (PLCs) to help teachers continue improving their practice. PLCs bring together all teachers in basic schools at the school or cluster level to participate in regular professional learning sessions, where they discuss teaching and learning challenges and identify best practices to address them. This Guide offers Headteachers, Curriculum Leads (CLs), who mainly serve as PLC Coordinators, and teachers direction on facilitating PLC sessions, with links to platforms hosting materials approved by GES, the National Council for Curriculum and Assessment (NaCCA) and the National Teaching Council (NTC) for running PLC sessions in schools or school clusters. PLCs are not a stand-alone training initiative; they are an institutionalised, school-based professional learning system that sustains teacher development throughout the academic year, embedded within the regular rhythms of school life.

In collaboration with NTC, NaCCA, the National Schools Inspectorate Authority (NaSIA) and non-governmental organisations (NGOs), GES developed this PLC Facilitation Guide to help teachers build competencies that improve classroom practices and learning outcomes. School Improvement Support Officers (SISOs), headteachers, and classroom teachers from selected basic schools across Ghana contributed to writing and validating the guide, ensuring its content is relevant, practical, and responsive to the realities of the Ghanaian classroom. PLC sessions must also reflect GES policy on using the First Language (L1) as the language of teaching and learning from Kindergarten through Basic 3; teachers, particularly in lower primary, should be supported through PLC sessions to build competence in delivering lessons in the appropriate Ghanaian language and in using NaCCA-approved Ghanaian language materials effectively. This Guide is a living document that GES will update periodically to stay aligned with curriculum developments, emerging evidence on effective teacher professional development, and national education policy priorities. GES also collaborated with the Ghana EdTech Alliance, Ghana Natural Language Processing (GNLP) and PlayLab AI to develop an artificial intelligence (AI)-enabled

Digital PLC Tool that supports teachers to prepare effective facilitation plans for PLC sessions as well as effective lesson plans. It comes preloaded with NaCCA, GES, and NTC-approved PLC curriculum materials, giving teachers practical, subject-specific guidance on planning effective lessons, learning activities, and assessment practices that support differentiated learning.

2.0

What is the Purpose of PLC Sessions in Basic Schools?

All teachers need support in how to improve their teaching and share their professional knowledge and experiences with their fellow teachers. This will ensure that learners experience quality teaching and learning in every school. This can be achieved through regular attendance at PLCs. Specifically, PLCs help to:

- **Improve pedagogical practice** by exploring innovative teaching methods and resources, sharing experiences in how to use technology to improve learning, and designing more interactive lessons.
- **Encourage collaborative reflection** with other teachers, through which they design effective lessons and, through peer coaching, share best practices to develop lessons that address the learning needs of their learners. To maximise the benefits of collaborative reflection, teachers should observe their peers teaching to learn new teaching strategies and receive feedback on how to improve their practice. It is important that teachers spend time talking about what they have learned and how they would incorporate new ideas into their classroom practice.
- **Focus on learner needs:** Learners have different learning needs, and it is important that teachers are able to identify them and tailor their teaching accordingly. A one-size-fits-all teaching approach often benefits the most able learner and misses the learning needs of children with special needs or those whose learning requires different teaching strategies. In addition, PLCs should provide opportunities for teachers to address classroom behaviour problems, develop approaches to support learners with special needs, and engage learners with different learning styles that may require different teaching approaches.
- **Professional Development of Teachers:** PLCs provide the optimum opportunity for teachers to document their professional development as they learn with and from other teachers. This reflects the core purpose of PLCs: improving professional practice through a community of practitioners.
- **Promote Gender-Responsive Classroom Practices:** Teachers should use PLC sessions to reflect on how to ensure that all learners – including girls, children with disabilities, and those from marginalised communities – have equitable access to quality teaching and learning. PLC themes

should periodically address strategies for eliminating gender stereotypes in the classroom and creating safe, inclusive learning environments for every child.

- **Address Special Education and Inclusion Needs of Learners:** PLCs should be used to build teachers' capacity to identify and support learners with disabilities and other special educational needs (SEN) within mainstream classrooms. This includes recognising early signs of learning difficulties, applying basic screening and referral procedures, and adapting lesson delivery, seating, materials, and assessment methods to accommodate diverse learners. Headteachers and Curriculum Leads should periodically invite the district Special Education (SPED) Coordinator or a trained SEN focal teacher to lead or co-facilitate PLC sessions on inclusive teaching strategies, the use of assistive techniques, and appropriate referral pathways for learners requiring specialist assessment or support. Schools with learners who have identified disabilities should ensure that Individualised Education Plans (IEPs), where applicable, are discussed and reviewed during relevant PLC sessions to promote a shared, whole-school approach to inclusion.
- **Build SEE Learning and CBCT Competencies:** PLCs must be used to develop teachers' own social, emotional and ethical capacities, and to equip them with evidence-based approaches for nurturing the same in their learners. SEE Learning provides practical, research-based strategies to help teachers and learners improve their attention, self-awareness, compassion, and ethical decision-making. The CBCT for Educators programme, which is closely linked to SEE Learning, helps teachers build resilience, develop empathy, manage stress effectively, and create supportive and caring classroom environments that promote positive learning outcomes.

2.1 ADDRESSING FOUNDATIONAL LEARNING USING PLCs

2.1.1 Ghana's Four Literacy Pillars

A central purpose of PLCs in Ghana's basic schools is to improve foundational learning – the essential competencies that every child must develop in the early grades to succeed in school and in life. Ghana's foundational learning ambition is organised around four literacy pillars that PLC sessions must actively support:

Table 1: Ghana's Four Literacy Pillars and Their Relevance to PLCs

Literacy Pillar	Definition and PLC Relevance
Pillar 1: Language Literacy	The ability to read, write, listen, and communicate with confidence and comprehension in Ghanaian languages and in English. Professional Learning Communities (PLCs) must prioritise strategies for developing reading fluency, oral language, and writing skills in both First Language (L1) and English, and support teachers to use the approved Ghanaian language and English literacy materials effectively.
Pillar 2: Mathematical Literacy	The ability to reason numerically, identify patterns, solve problems, and apply mathematical thinking to real-world situations. PLCs should help teachers develop strong early numeracy teaching strategies, including the use of concrete-pictorial-abstract approaches and structured mathematics activities appropriate for each grade level.

Literacy Pillar	Definition and PLC Relevance
Pillar 3: Scientific Literacy	The cultivation of curiosity, critical thinking, and the habit of inquiry. PLC sessions should support teachers to facilitate observation-based and inquiry-led learning activities that build children's capacity to question, investigate, and draw conclusions from everyday experiences.
Pillar 4: Cultural Literacy	The conviction that education must be rooted in identity, history, and a sense of national and global belonging. PLCs should help teachers integrate Ghanaian cultural knowledge, local history, and community values into classroom teaching to make learning meaningful and contextually relevant for every child.

These four pillars must be the anchor for PLC planning and facilitation, particularly from KG through Basic 6. Headteachers and Curriculum Leads should ensure that PLC themes for each term address at least one of these pillars and that facilitation approaches are directly linked to improving learning outcomes in these foundational areas. Evidence of improvement in the four pillars should also inform the MERL activities described in Section 8.0 of this Guide.

2.1.2 An Essential Fifth Dimension: Social, Emotional and Ethical (SEE) Learning

Alongside the four literacy pillars, GES recognises that quality foundational education is impossible without attending to the social, emotional, and ethical dimensions of teaching and learning. PLCs must therefore also prioritise SEE Learning and CBCT for Educators (see Annex 1).

2.1.3 Using PLCs to Implement the Ghanaian Language Policy in Early Grades (KG – Basic 3)

GES policy requires that Ghanaian languages are used as the primary language of teaching and learning from Kindergarten 1 (KG 1) through Basic 3, with a structured transition to English from Basic 4. PLC sessions in lower primary schools are an essential vehicle for implementing this policy effectively. The following guidance outlines how PLCs should be organised to support teachers in delivering quality teaching in Ghanaian languages:

- **Building Teacher Confidence in Teaching in L1:** Many teachers, particularly those who were trained in English, may feel uncertain about teaching in a Ghanaian language. PLC sessions should dedicate time to building this confidence through peer-led demonstration lessons in the relevant Ghanaian language, shared lesson planning in L1, and collaborative review of approved Ghanaian language materials. Teachers who are fluent and confident in teaching in L1 should be prioritised as facilitators for these sessions.
- **Managing the Transition from L1 to English:** From Basic 4, learners transition to English as the primary medium of learning. PLC sessions for upper-primary teachers should focus on bridging strategies, including building on vocabulary acquired in the learner's first language, using cognates, and employing translanguaging strategies that honour children's home languages while developing English proficiency.
- **Language Coordinator Support:** Districts that have Language Coordinators for Ghanaian languages should ensure that these officers actively support PLC sessions in the schools and

clusters within their jurisdiction, either as resource persons or as coaches to the facilitators of L1-focused PLC sessions. SISOs should coordinate with Language Coordinators to schedule this support at least once per term.

2.1.4 Using PLCs to Develop Teaching and Learning Resources (TLRs)

TLRs are essential for delivering quality, engaging lessons – particularly in foundational literacy and numeracy. PLC sessions are an ideal setting for teachers to collaboratively create, review, adapt, and practise using TLRs. The following principles should guide TLR development within PLC sessions:

- **Curriculum Alignment:** All TLRs developed or used in PLCs must be aligned with the Standards-Based Curriculum (SBC) strands, sub-strands, and learning indicators. Facilitators should begin TLR development sessions by identifying the specific curriculum indicator the TLR is designed to support.
- **Using Locally Available Materials:** Teachers should be guided through PLC sessions to make creative use of locally available, low-cost materials such as seeds, stones, sticks, leaves, and recycled containers for mathematics manipulatives; and cardboard, manila cards, and local fabrics for literacy resources. This ensures that TLRs are sustainable even in resource-constrained environments.
- **Demonstrating TLR Use:** Creating a TLR is only the first step. PLC facilitators must ensure that teachers also practise using each TLR during the session, explain how it supports a specific learning objective, and receive peer feedback on effectiveness. A TLR that has not been modelled during a PLC should not be considered ready for classroom use.
- **Sharing and Cataloguing TLRs:** Schools and clusters should build a shared TLR bank or catalogue documenting the TLRs produced during PLC sessions, the curriculum strand and indicator each TLR supports, and the appropriate grade level. This TLR bank should be accessible to all teachers and updated regularly.

2.1.5 Using PLCs to Improve Lesson Plan Preparation

Lesson plan preparation is one of the most important professional skills a teacher can develop. A well-written lesson plan ensures that every classroom session is purposeful, structured, and responsive to learner needs. PLC sessions should devote dedicated time to collaborative lesson preparation and peer review. The following elements must be present in every lesson plan developed or reviewed through a PLC session:

- **Curriculum Reference:** Each lesson plan must clearly indicate the relevant curriculum information, including the subject, class/year group, strand, sub-strand, content standard, performance indicator, specific learning indicator(s), core competencies, values, and key words as prescribed in the NaCCA SBC.
- **Performance Indicators / Learning Objectives:** The lesson plan should state clearly what learners will be able to do by the end of the lesson, written in measurable, learner-centred terms (e.g. "By the end of the lesson, the learner will be able to identify and read at least five high-frequency words in the Ghanaian language").
- **Key Vocabulary / Language Focus:** For L1 and English lessons, the lesson plan must identify the key words or language structures that will be introduced or reinforced, along with how they will be presented (e.g. word wall, flashcards, choral repetition).

- **TLRs:** Every lesson plan must list the specific TLRs to be used, including both GES/NaCCA-approved materials and locally developed resources. The lesson plan should also indicate at what point in the lesson each TLR will be introduced.
- **Lesson Stages (Introduction, Development, Conclusion):** The lesson plan should be structured into clearly defined stages, each with a time allocation and description of teacher and learner activities. The Introduction should link to prior learning; the Development stage should include active learner practice (individual, pair, or group work); and the Conclusion should include a brief assessment or review activity to check understanding.
- **Differentiation and Inclusion:** Each lesson plan must indicate how the teacher plans to address the different learning needs in the class, including support strategies for learners who are below grade level and extension activities for those who are ahead. GESI-responsive considerations (e.g. seating arrangements, choice of examples, language use) should also be noted.
- **Assessment:** The lesson plan must include a description of how the teacher will assess whether the learning objectives have been met, including both formative assessment activities (e.g. observations, oral questions, thumbs up/down) and any follow-up or remedial actions planned.
- **Reflection / Teacher Self-Evaluation:** After each lesson, the teacher should complete a brief self-evaluation in the lesson plan, noting what went well, what could be improved, and what follow-up is needed. This reflection should be shared at the next PLC session to inform peer learning and future planning.

PLC facilitators and Headteachers should use a standard lesson plan review checklist when providing peer feedback on lesson plans prepared during PLC sessions. This checklist should be developed at the school or district level using the elements listed above, and should align with the observation tools used by SISOs and NaSIA inspectors to ensure coherence across the professional development and supervision systems.

3.0

Forms of PLC Sessions

PLC sessions can be organised through either school-based or cluster-based professional development activities.

3.1 SCHOOL-BASED PLC

The most common form of PLC session is school-based. Here teachers meet once a week to discuss and practise effective teaching approaches related to subject-specific topics. Where there are not many teachers in a school to engage in such peer learning, the AI-enabled Digital PLC Tool can be used to provide an additional opportunity for teachers to develop practical subject-specific skills on lesson planning, effective use of activities and assessment strategies that meet the different learning needs of their learners. With the right prompts, the Digital PLC Tool can provide tailored support to each teacher based on their own unique teaching needs and classroom environment.

3.2 CLUSTER-BASED PLC

With cluster-based PLCs, teachers from different basic schools meet about once a month to share teaching experiences and ideas. The aim is to promote peer learning across schools, ensuring that every teacher can participate in and benefit from PLCs irrespective of the profile of teachers from participating schools. Junior High School teachers, for instance, can be organised into subject-specific groups, allowing them to share ideas on what has worked well in teaching their subjects. Likewise, KG teachers could be put in level-specific groups to discuss and engage in teaching practices that work particularly well at the KG level.

To reduce transportation costs due to long-distance travel, three to five neighbouring schools can form a cluster and select one school as a host. Hosting of PLC sessions should be rotated to ensure that all schools within the cluster have the opportunity to host a PLC session. The date and time for PLC sessions should be determined based on dates and times that are convenient for each participating school. SISOs, Headteachers (HTs) and CLs should consult with teachers within a cluster to select suitable dates for organising PLC sessions at the start of each term.

4.0

PLC Structure and Planning

Each school term should include six to eight (6–8) PLC sessions.

However, schools may, in consultation with SISOs, organise more PLC sessions in a term if desired.

The first week of the term should be used to plan PLC sessions (both school-based and cluster-based).

During the planning:

1. Teachers should work together to identify curriculum-related issues, subject-specific strands and sub-strands, and teaching methods that they struggle with. The Headteacher, CL, teachers and SISOs should come together to review and provide feedback for the PLC sessions planned for the term.
2. Next, the topics should be organised in *order of priority* from the most to the least challenging. For example, if most teachers identify an issue that they need the most support with because most of their learners find it particularly difficult and the teachers continue to struggle to help them, then this should be considered a top priority.
3. In addition to curriculum and classroom-focused themes, the term plan **must** include at least one PLC session dedicated to **SEE Learning and/or CBCT for Educators**. This is a compulsory requirement and must be reflected in the PLC term schedule submitted to the SISO. *See Section 6.0 of this Guide for topic guidance and recommended resources*.
4. Finally, an *action plan* should be developed to address each of the identified challenges and communicated to the District Education Office through the SISO.

A mid-term review should be conducted at Week 6 or 7 to allow timely adjustments to PLC plans before the term ends. The last week of the term should be used to review all the PLC sessions and identify lessons learnt (what worked well and what did not work so well) and measures that will be taken to improve PLC sessions for the next term.

5.0

Guidelines for Facilitating PLCs

The following structure is recommended for organising a PLC:

5.1 AGREE AND SET A THEME FOR EACH PLC SESSION

Establishing a clear theme for every PLC session is the first and most important step. A well-defined theme ensures that the session does not deviate from its intended focus and purpose. It will also ensure that the session achieves its intended goal.

One way to identify an appropriate theme is for the HT and CL to:

1. **Review** lesson observation notes to pinpoint recurring challenges in teachers' classroom practice or in the teaching of specific topics.
2. **Consult** teachers directly by asking them for suggestions on topics they find difficult to teach. This can reveal common teaching challenges that need attention.
3. Compile the suggested topics and prioritise them according to *frequency*, *urgency* and *relevance*. The HT and CL should then organise these themes into PLC sessions for the term. Themes could cover a wide range of issues or topics, including:
    a. **Academic topics**: understanding and use of the curriculum, subject-specific/learning areas, pedagogy (teaching strategies), assessment practices, how to teach learners with different learning needs, etc.
    b. **Social and professional concerns**: teacher well-being and support; how to improve learner behaviour and classroom management to maximise learners' learning; how teachers can work collaboratively for whole-school learning improvement; and how to work with parents to support learners' learning and improve discipline.

Refer to Section 6.0 of this Guide for examples of potential themes and relevant references.

5.2 SELECT A FACILITATOR FOR THE SESSION

Once the theme and action plan for the PLC sessions have been determined, the next step is to appoint a facilitator for each session. This role may be filled by any teacher selected by the HT in consultation with the CL based on knowledge about the teacher's leadership capacity or teaching competence in relation to the theme or topic(s). In some cases, the HT or CL may serve as the facilitator, depending on the theme and expertise required.

It is important to select facilitators based on their ability to lead meaningful discussions and share practical insights related to the session's theme. Facilitator roles should be rotated to encourage and provide opportunities for all teachers to develop their leadership and presentation skills.

Below are four recommended criteria for selecting a facilitator:

5.2.1 Experience-Based Selection

Teachers with extensive classroom experience bring valuable insights through learning from their own successes and challenges. They are also more likely to have developed insights into how to adjust teaching strategies, develop effective problem-solving approaches and build skills in delivering lessons that improve learners' learning. Selecting such teachers allows others to learn from them. For example, other teachers could learn from them:

- How they have developed approaches to teaching difficult topics
- How they use teaching and learning resources to improve learning
- What has worked for them in the past when teaching learners with different learning needs and abilities
- How they have developed skills to facilitate peer teaching or coaching.

5.2.2 Subject-Based / Learning Area Selection

Some teachers are good at teaching specific subjects or topics based on years of experience. Choosing facilitators based on subject expertise or skill allows them to share effective strategies and resources that other teachers can learn from and adopt. Selecting such facilitators is especially useful when the PLC theme focuses on subject-specific challenges or teaching techniques.

5.2.3 Class-Based Selection

Every classroom presents a different set of challenges in terms of learners' learning abilities, resources and special needs. When PLC themes relate to a common issue that reflects learners' performance across different grades, selecting a facilitator with deep knowledge of teaching *across* grades is particularly useful. Such a teacher, for example, will be able to highlight how *foundational gaps* in lower classes affect performance in upper grades. Bringing teachers who teach different grades together in a PLC can foster collaboration and help to identify and address issues in learning that help smooth progression from one grade to the next. Selecting a teacher with experience of teaching different grades is ideal when tackling teaching and learning challenges that cut across different grade levels.

5.2.4 Skill-Based Selection

Some teachers have strong capacity to innovate and propose new ideas for improving teaching methods, create or adapt teaching and learning materials, or have developed skills in managing the classroom to ensure that every learner has a good chance to improve their learning. PLC sessions provide a platform for these teachers to share such skills, practise new or innovative teaching methods and receive constructive

feedback from peers on strengths and weaknesses of their teaching approach. Every school or cluster of schools should identify teachers with such abilities and make them facilitators to maximise professional learning.

Where none of the above is available within the school or cluster, the headteacher and SISO can collaborate and find external expertise to facilitate the session on a voluntary basis.

5.3 PLAN AND MOBILISE RESOURCES FOR THE SESSION

Once facilitators have been selected, the next step is to plan the session in detail. This planning should be a collaborative effort between the headteacher, Curriculum Lead and the selected facilitator to ensure that all necessary resources are prepared and available ahead of the session.

Key Planning Steps:

1. **Collaborative Planning**: The CL and facilitator should use the PLC digital tool and other approved resources to plan the appropriate facilitation approach and the specific activities to be carried out during the PLC session. This could include how lesson demonstration will be organised, how peer teaching will be organised, or how the preparation and use of TLRs will be done.
2. **In-Depth Preparation**: Once the activity is chosen, the next step is to study and understand the content or materials that will be used for the session. This may include:
    - Selecting and reviewing the content areas to be discussed and practised or the curriculum materials that teachers will be asked to review and discuss
    - Identifying additional reference materials or guides for teaching. Some of these can be sourced from recommended websites.
    - Getting initial feedback from teachers on the content and approach to be used in the PLC
    - The CL and selected facilitator should share the facilitation plan with the Headteacher for their input before it is finalised for use during the PLC session.

It is important that PLC sessions are thoughtfully planned to ensure that each session is engaging, practical, and impactful for all participants.

5.4 IMPLEMENT THE ACTIVITY

Implementing the planned activity during the PLC session should be divided into three stages: Starter *Activity, Main Activity and Plenary/Reflection*. Best practice is for teachers to spend about 50% of PLC sessions on active practice or practical activities. In other words, the PLC should give teachers the opportunity to practise a technique or approach, or to work in groups to come up with solutions to a teaching problem or topic. Where appropriate, teachers should be offered the opportunity to model the approach – this could take about 20% of the time and another 20% for feedback and discussion. Lecturing should be minimised (about 10%) and used to introduce participants to a concept or new teaching ideas. Spending this much time on practical activities during a PLC increases the likelihood that teachers' practice will improve significantly. This is why careful planning should go into organising PLCs to maximise the benefits to teachers. It is also important to always start a new PLC session with feedback from teachers on how they were able to implement new ideas in their classrooms from previous PLCs, and on what has improved as a result of implementing ideas from previous PLC sessions.

Here is an example of how a PLC might be structured:

Table 2: PLC Session Plan

Theme	Starter Activity	Main Activity	Plenary/ Reflection	Tips for Delivery
	(15 mins)	(30 mins)	(15 mins)	
Academic, Social and Professional	1. Review previous session and share observations or learnings (Share 1-2 ways in which you have used/observed someone use the learning from the previous session in your class). 2. Practise appropriate starter activities. 3. Discuss the stated objectives for the session.	**If you are using demonstration as a teaching strategy:** 1. Teach the lesson as planned, modelling effective strategies. 2. Use real or simulated classroom scenarios. 3. Highlight key teaching techniques, questioning strategies, and use of Teaching and Learning Resources (TLRs). Allow enough time for peer teachers to practise the techniques during the session.	Reflection on the Lesson The facilitator invites colleague teachers to comment on the activity, focusing on the theme(s) of the session: 1. What part of the lesson did you like, and why? 2. What part of the lesson did you not like, and why? 3. What is the main learning from this lesson? 4. What part of the lesson will you adopt for your classroom, and why? Please explain how you would adapt it for your classroom.	**Academic** • Keep explanations clear and concise • Encourage participants to ask questions • Use real examples relevant to the lesson **Social** • Ensure activities are inclusive and engaging • Encourage active participation from all • Connect discussions to real-life social situations

Theme	Starter Activity	Main Activity	Plenary/ Reflection	Tips for Delivery
	(15 mins)	(30 mins)	(15 mins)	
Academic, Social and Professional		**If facilitating peer teaching or discussion**: 1. Guide participants through the topic using prompts, questions, or case studies. 2. Allow enough time for peer teachers to practise the techniques during the session. 3. Encourage sharing of classroom experiences and strategies. **If focusing on TLR preparation/use:** 1. Demonstrate how to create or use the selected TLRs. 2. Explain their relevance to the curriculum and how they enhances learning. 3. Allow enough time for peer teachers to practise the techniques during the session and give feedback. Or use any other pedagogies you find suitable for the theme.		**Professional** • Emphasise practical application of professional skills • Allow participants enough time to practise and share experiences • Provide immediate constructive feedback

The CL and HT can modify the time allocation for each section to suit the real teaching situations in their school.

If possible, model teaching approaches and techniques in a real classroom in a school where the PLC is taking place. Alternatively, the facilitator can share a short video clip of themselves using the approach or technique for teachers to review and discuss.

5.4.1 Starter Activity

The "Starter Activity" should be used to give participants an overview of what is going to happen. For example, it could be used to:

1. State the theme(s) for the session the reasons for choosing it and what the expected outcome(s) will be.
2. Introduce the subject and topic/sub-topics
3. Give participants directions on what to observe, how to record observations and how to participate, if required.
4. Announce housekeeping rules – that is, rules of engagement and other rules that will ensure maximum engagement or participation (e.g. "Switch off mobile phones or put phones on silent!" "Stay for the whole session!" "Participate actively!" "Complete the tasks!" and so on).

5.4.2 Main Activity

The main activity should give participants the opportunity to model good teaching techniques or to engage in group work, for example, to plan a teaching approach, tackle a teaching problem or discuss their own practices, identifying what has worked well or not so well and why.

During this stage, the facilitator can present a carefully planned lesson or activity and demonstrate an agreed teaching practice. If this is planned well, teachers can observe the facilitator in a real classroom; otherwise, this can be practised with teachers acting as learners. While the facilitator takes the lead, other teachers should engage in the session as active participants.

Participation should be purposeful with teachers taking notes on what they are learning and sharing this as feedback to the group. For example, teachers could use the lesson plan and prepared TLR as reference materials, noting key strategies or ideas as a way of deepening their understanding of what is being presented. It is important for the facilitator to always allow enough time for teachers to provide feedback, discuss or, if possible, do a short demonstration of the technique or approach.

In instances where the focus of the session is *peer feedback*, participating teachers can adopt an observer role. They use the lesson plan and teaching and learning materials from the interactive lesson to observe and record evidence against an observation checklist, paying close attention to the innovative part of the practice or technique, challenges that they foresee in real classrooms and what might be done to overcome them. This will help to improve the transfer of demonstrated teaching strategies or ideas into their own classroom setting.

5.4.3 Plenary / Reflection Stage

This part is where teachers engage in reviewing the activity they have just taken part in or witnessed. The following questions could be used to prompt this reflection stage:

1. *What part of the lesson did you like and why?*
2. *What part of the lesson did not work well, and why?*
3. *What would you recommend or do to improve the lesson or activity you have just observed?*
4. *What are you taking away from this activity that you are going to do when you get back into your classroom?*
5. *Who in your school will you invite to observe you demonstrate this new skill or practice and offer you feedback?*

5.4.4 Debriefing

It is important to do a debriefing after a PLC. The CL should pay attention to these points when facilitating the discussion with participants:

- Look for what is missing from the feedback and reinforce it.
- Remind teachers to relate comments/feedback to real classroom situations.
- Allow everyone an opportunity to give feedback if they want to.
- Summarise the main points from the debriefing and action points.

All PLCs should be documented in such a way that a reviewer or supervisor can clearly understand what was done and achieved. A teacher should, therefore, be appointed to keep a record of the entire PLC session and the key points discussed during the *plenary* and *debriefing*. Finally, the HT (or other supervisors) should be invited to give their comments on the discussion to conclude the PLC session.

6.0

Recommended Topics and Resources for PLC Discussions

Table 3: Recommended Topics and Approved Resources for PLC Discussions

Topic(s)	Approved recommended resources
Differentiated Learning	https://curriculumresources.edu.gh/
National Teachers' Standards	https://ntc.gov.gh/downloads/
Ghana Education Service (GES) Parenting Course Programme (GES/Lively Minds)	https://curriculumresources.edu.gh/
Primary Mathematics (Teacher Manual) (GES/Japan International Cooperation Agency (JICA))	https://curriculumresources.edu.gh/
Professional Development of Teachers	https://ntc.gov.gh/downloads/
Gender Equality and Social Inclusion (GESI)-Responsive Checklist for teachers	https://t-tel.org/knowledge-hub/secondary-education/
Professional Learning Community (PLC) handbooks for basic schools	https://t-tel.org/knowledge-hub-old/basic-education/
Play-based videos for child development and learning (Right To Play (RTP)/GES)	https://righttoplay.org.uk/en-gb/landing/power-games/
Ghanaian Language Literacy Materials for Kindergarten (KG)–Basic 3 (National Council for Curriculum and Assessment (NaCCA)/GES)	https://curriculumresources.edu.gh/
Early Grade Reading Assessment (EGRA) Tools and Guidance	https://jeemghana.org/resources/

Topic(s)	Approved recommended resources
Primary Mathematics Structured Activities (GES/JICA – Foundational Numeracy)	https://curriculumresources.edu.gh/
Transforming Teaching, Education and Learning (T-TEL) Foundational Literacy and Numeracy Resources (Basic Education)	https://t-tel.org/knowledge-hub-old/basic-education/
NaCCA Standards-Based Curriculum (All Subjects – KG to Basic 9)	https://nacca.gov.gh/
SEE Learning (Social, Emotional and Ethical Learning)	https://seelearning.emory.edu/
CBCT for Educators (Cognitively-Based Compassion Training)	https://www.compassion.emory.edu/cbct-compassion-training/
SEE Learning Educator Guide (practical classroom implementation)	https://seelearning.emory.edu/resources

6.1 PREPARING MATERIALS FOR PLC SESSIONS

Before using any of the approved resources above for PLCs, the HT and CL should take note of the following:

- Check the websites in advance and print out all relevant materials to be used during the PLC session, or share the materials with all teachers on WhatsApp before the session.
- Ensure equipment (flip charts, markers, manila cards, etc.) or any other items are available and prepared in advance.

7.0

Roles and Responsibilities of School, District and National Teams

Effective implementation of PLCs requires clear *roles and responsibilities* at all levels. The following sections outline the expectations for each stakeholder involved in the PLC system:

7.1 SCHOOL LEVEL

7.1.1 Headteacher (HT)

The HT should provide pedagogical and administrative leadership for effective PLC implementation. It is the responsibility of the HT to ensure that planned PLCs are organised on schedule and achieve their overall intended objectives.

The main responsibilities of the HT include:

- Selecting the CL in collaboration with members of staff and in accordance with GES criteria
- Reviewing and approving PLC facilitation plans prepared by the selected facilitator to ensure the plans meet the criteria set out for effective implementation of PLCs. In particular, the HT should ensure that the plans include about 50% active practice or activities to improve teachers' pedagogical knowledge and skills.
- Coordinating with SISOs to identify and engage resource persons for PLC sessions when needed.
- Sensitising staff about the importance of organising and attending PLCs.
- Serving as a resource person for PLCs where necessary to demonstrate their pedagogical leadership.
- Collaborating with the CL to ensure that a teacher is appointed to keep records of all PLC sessions and that records/data are uploaded onto the mobile School Report Card (mSRC). Headteachers and Curriculum Leads can access the mSRC using the system-generated username and password. These records should include attendance, themes addressed, core activities undertaken, and

agreed follow-up actions. Headteachers should also keep a record of what teachers have agreed to introduce in their teaching and support them to improve.

7.1.2 Curriculum Lead (CL)

CLs are expected to work under the guidance of the HT in the organisation and delivery of PLCs.

The main responsibilities of the CL include:

- Organising effective PLCs and ensuring plans for facilitating PLCs are implemented.
- Sensitising teachers about the importance of participating in PLCs.
- Keeping good records of PLC sessions and supporting the Headteacher to ensure PLC data are uploaded onto the mSRC platform.
- Helping teachers to find appropriate resources for PLCs and providing them with support.
- Working with teachers to develop a PLC facilitation roster and supporting them in the facilitation of PLC sessions.

7.1.3 Teacher

Teachers are the main beneficiaries of PLCs and have important responsibilities in ensuring that PLCs are organised to meet their professional learning needs.

The main responsibilities of teachers include:

- Participating actively in all PLC sessions and accepting responsibility to facilitate PLC sessions when selected.
- Collaborating with the HT and CL to prepare an action plan for PLC sessions at the start of the term.
- Assisting the CL to plan PLC sessions.
- Implementing teaching and learning practices learnt from PLC sessions in their classroom and keeping a record of the outcomes in terms of improved learners' learning and understanding of topics.
- Using the PLC digital tool to improve their lesson plans and preparing appropriate TLRs for lesson delivery and PLC facilitation.

7.2 DISTRICT LEVEL

7.2.1 District Director of Education

The District Director of Education has overall responsibility for ensuring effective implementation of PLCs.

The main responsibilities of the District Director of Education for achieving effective PLC implementation in the district include:

- Ensuring that DTSTs monitor and support implementation of PLC sessions as planned by schools.
- Enhancing the capacity of SISOs to enable them to provide effective monitoring and supervision of PLCs.
- Reviewing data on PLCs on the mSRC platform to initiate appropriate action to support schools that are struggling to improve quality education in their district.
- Undertaking periodic visits to schools to observe PLC sessions.

7.2.2 Head of Supervision

As the title suggests, the Head of Supervision is expected to monitor progress on the implementation of PLCs.

The main responsibilities of the Head of Supervision include:

- Coordinating and overseeing the activities of the SISOs to ensure alignment with the PLC priorities and reporting to the District Director of Education.
- Compiling reports from SISOs to provide a composite report that includes the kind of PLC activities undertaken, topics covered and feedback from teachers. The Head of Supervision should conduct monthly meetings with Headteachers and SISOs to discuss issues from reports.
- Ensuring that SISOs are performing their roles effectively and are actively supporting PLC sessions.
- Visiting circuits and schools regularly to monitor PLC sessions, ensuring that they meet the criteria for effective implementation of PLCs.

7.2.3 District Training Officer

The main responsibilities of the District Training Officer include:

- Visiting clusters/schools during PLC sessions to gather information on the level of attendance and participation and request PLC reports from the CLs/HTs.
- Ensuring that the HT has sensitised teachers on the importance of PLCs and the school is implementing effective PLC sessions.
- Monitoring the progress of teachers as it relates to improving their practice in the areas identified for attention in PLCs.
- Facilitating PLC sessions, when necessary, for example through demonstration lessons.
- Liaising with HT and teachers to select a suitable person as CL.

7.2.4 School Improvement Support Officers (SISOs)

SISOs play a vital role in the implementation of PLCs. They are mainly responsible for:

- Monitoring PLCs and assessing the performance of teachers against best practices from PLCs.
- Collecting and keeping accurate records of all PLC activities gathered from the HTs and CLs in the circuit.
- Assisting the HT and CL in organising PLCs.
- Serving as resource persons for PLCs where necessary to help teachers improve expertise in their subject areas.
- Ensuring that all teachers participate in PLCs and that attendance records are kept.
- Liaising with HTs and CLs to coordinate cluster-based PLCs

7.2.5 District Teacher Support Teams (DTSTs)

To improve teachers' and headteachers' professional practice, it is important that they are supported by an external team of experts with a track record of effective teaching and professional practice. DTSTs are there to ensure that teachers and headteachers receive enhanced support to improve their teaching practice and leadership respectively.

Their main responsibilities include:

- Providing additional support to CLs, HTs and SISOs to conduct PLCs.
- Serving as resource persons for PLCs where necessary to help teachers improve the quality of their classroom teaching.
- Assisting Headteachers to support their teachers to implement what they have learnt from their PLC sessions.
- Collaborating with SISOs to establish clear expectations and professional learning outcomes and how HTs and teachers can work collaboratively to improve the quality of teaching and learning in their schools.
- Evaluating teaching and recommending actions to improve the quality of teaching and learning and better organisation of PLCs to maximise impact.

7.2.6 District Monitoring Teams (DMTs)

Each District Education Directorate shall establish a **District Monitoring Team (DMT)** to support, monitor, and strengthen the implementation of PLCs in schools. The DMT shall comprise relevant district coordinators, including the *Early Childhood Education (ECE) Coordinator, Basic School Coordinator, Girls' Education Coordinator, Guidance and Counselling Coordinator, SHEP Coordinator, SPED Coordinator, Language Coordinators, Training Officers,* and other officers designated by the District Director.

The District Monitoring Team shall perform the following roles:

- Conduct regular school visits to monitor the implementation and quality of PLC sessions and provide feedback to SISOs, headteachers, and teachers.
- Undertake classroom observations to assess the extent to which knowledge, skills, and strategies acquired through PLCs are being translated into effective classroom practice and improved learner outcomes.
- Work with SISOs to ensure that PLC sessions are focused, purposeful, and aligned with GES policies, curriculum requirements, and school improvement priorities.
- Provide technical and pedagogical support to SISOs and teachers to strengthen the quality of PLC facilitation and classroom teaching.
- Monitor and review PLC action plans, implementation progress, and outcomes, and provide evidence-based recommendations for improvement.
- Support the promotion of inclusive, learner-centred, gender-responsive, and child-friendly teaching practices through PLC activities and classroom support.
- Support teachers and SISOs to address the learning needs of learners with disabilities and other special educational needs through inclusive pedagogical approaches and targeted PLC activities.
- Facilitate collaboration, peer learning, and the sharing of good practices among schools, circuits, and PLC groups within the district.
- Support SISOs and Kindergarten teachers to use PLCs to strengthen age-appropriate, play-based, and learner-centred pedagogies that improve teaching and learning outcomes in Early Childhood Education.
- Compile and submit periodic reports on PLC implementation, classroom observation findings, key challenges, and recommendations to the District Director and the Regional Monitoring Team.

- Collaborate with the Regional Monitoring Team and other stakeholders to ensure consistency, quality assurance, and continuous improvement in PLC implementation across the district.

7.3 REGIONAL AND NATIONAL TEAMS (GES HQ)

Regional and National Teams at GES HQ have the overall responsibility for ensuring that PLCs are leading to improved teaching and learning across all schools.

They have the following responsibilities:

- Conducting monthly/quarterly monitoring visits to schools to gather first-hand knowledge of how PLCs are being organised against planned activities.
- Ensuring that reports and data on PLCs are aggregated and synthesised into a national report on PLCs in Ghana.
- Using findings from PLC reports and insights from field visits to inform policy and practices related to PLCs.
- Ensuring that Pre-Secondary at GES HQ provides technical oversight on PLC content and facilitation quality, particularly as it relates to curriculum alignment, the L1 policy, and foundational learning priorities from KG through Basic 6.
- Collaborating with partner organisations to review and update this Guide periodically to ensure that PLC content remains aligned with current GES policy priorities, including the SBC, GESI, the National Teachers' Standards, and emerging foundational learning evidence.

8.0

Monitoring, Evaluation, Reporting and Learning (MERL) for PLCs in Basic Schools

PLCs are meant to be the avenues for improving classroom practice that can positively impact learners' learning. To achieve this objective, it is important to ask the fundamental question: Are PLC sessions helping teachers teach better and learners learn better and achieve improved learning outcomes? PLCs should not end up becoming activities that are organised for teachers to talk about their teaching problems without leading to the sharing of best practices that can produce change at the school and classroom level. This section explains how schools, circuits, districts, and national teams should track PLC implementation, support schools and use evidence and data to improve practice. The approach builds directly on earlier sections of this Guide, particularly on how PLCs are planned, facilitated and supported by Headteachers, Curriculum Leads, SISOs and district teams.

8.1 PURPOSE OF THE MERL SYSTEM

As PLCs are implemented, we should learn from what is working well and not so well in order to improve their implementation and effectiveness. To achieve this, it is important that a monitoring, evaluation, reporting and learning (MERL) system is introduced to track progress and improve the implementation of PLCs.

The purpose of a MERL system for PLCs is to ensure that PLCs:

1. Are conducted regularly, as indicated in PLC plans.
2. Remain focused on real classroom challenges and lead to actions that can improve teaching and learning as well as offer solutions to classroom management challenges.
3. Help to identify areas that teachers find difficult to teach and the kind of support that will address the difficulties.
4. Provide data on teachers' professional learning needs and the effectiveness of their practice.

Through this process, GES will be able to strengthen accountability, promote learning across schools and ensure that PLCs remain practical, inclusive and relevant to teachers at all levels.

8.2 HOW MONITORING AND SUPPORT WILL WORK

Monitoring of PLCs should form part of routine school supervision and support. It should not lead to a new system for inspecting teachers' work; rather, it should use existing records, data generated on teachers' performance from regular school visits by SISOs and other bodies tasked to monitor and support teachers to improve their practice.

At the school level, Headteachers and Curriculum Leads should take responsibility for keeping records of each PLC session. These records should include attendance, themes addressed, core activities undertaken, and agreed follow-up actions. Headteachers should also keep a record of what teachers have agreed to introduce in their teaching and support them to improve.

At the circuit level, SISOs should use their regular school visits to monitor and support PLCs. They should observe selected PLC sessions, review school records, and coach Headteachers and Curriculum Leads on how to facilitate effective PLCs. SISOs should focus attention on the extent to which PLCs are used to develop practical skills, are inclusive, and are aligned with curriculum goals. SISOs should also compile the common teaching challenges and topics teachers find difficult to teach in schools in the circuit from the data on PLC themes and produce a short report for the District.

At the district level, DTSTs, Training Officers and M&E Officers should review reports from circuits to understand common areas in which teachers are asking for support and use this information to plan demonstration lessons and provide coaching to help teachers improve their professional practice. Districts can also use data and evidence from PLCs to inform supervision priorities and resource decisions.

At the regional and national levels, GES and partner agencies should review summaries produced by districts on PLCs to understand in which areas teachers are improving their practice and in which they need further support. This evidence should be used to inform national teacher development planning and the kind of curriculum support and policy decisions needed for teachers to continually improve their professional practice.

8.3 WHAT WILL BE MONITORED

Monitoring focuses on a small number of issues that matter most. Schools and supervisors should check whether PLC sessions happen as planned, whether teachers attend and participate actively, and whether discussions address real classroom needs. They should also look at how PLC sessions are facilitated, whether teachers engage in practical activities such as lesson modelling or resource development, and whether agreed actions lead to changes in practice at the classroom level. Schools and circuits must ensure that newly posted teachers, early grade teachers, teachers in small or remote schools, and teachers with special needs participate fully in PLCs. To reduce workload, monitoring tools should be concise and align with existing GES supervision formats.

8.4 EVALUATION AND EVIDENCE OF IMPROVEMENT

Evaluation asks the question: As teachers attend PLCs, is this leading to **better teaching and learning over time**? Districts should make this an important agenda for their evaluation teams by gathering classroom observation data and analysing it against National Teachers' Standards and learner performance data at the school level. Evaluation should pay particular attention to evidence of improvement in foundational learning outcomes, including early grade reading and numeracy, especially in KG through Basic 3, where the L1 policy is in effect.

At district and national levels, periodic reviews may be conducted to understand which PLC approaches work best in different contexts and how they can be strengthened or scaled up. Evaluation of PLCs should focus on *learning* and *improvement* rather than compliance.

8.5 REPORTING AND USE OF INFORMATION

Reporting is important for accountability and decision-making.

- Schools should provide short monthly PLC reports to SISOs, who in turn should consolidate key issues and share them through a summarised report with district teams.
- Districts should use these reports to prepare quarterly briefs that highlight teaching challenges, *good practices* and actions taken to support teachers to improve.
- At the national level, GES should produce periodic PLC implementation summaries to guide planning, budgeting and policy direction. Wherever possible, reporting should use simple digital formats to support timely data use.

Information gathered through PLC monitoring and evaluation must lead to action at all levels – schools, classrooms, districts, and the national level.

In particular, districts and schools should use the information to plan coaching, adjust PLC themes, prioritise schools for support and introduce innovative professional development activities.

8.6 LEARNING, ADAPTATION AND SUSTAINABILITY

PLCs improve when schools and districts learn from what works well or not so well and adjust PLC sessions. Districts should hold regular *learning sessions* where schools can share *successes* and persistent *challenges* and strategies being adopted to address them. Schools should also use the cluster-based PLCs to learn from how other schools achieve success in improving teaching and learning, and to share teaching ideas with their peers from other schools.

GES should document and share emerging good PLC practices. Feedback from schools should be used to inform teachers how to plan for more effective continuous professional development (CPD) and what should go into future revisions of this PLC guidance.

To sustain effective PLCs, GES will integrate PLC records into existing supervision and teacher performance systems, build the capacity of school leaders and supervisors and ensure that PLC monitoring and learning activities are properly resourced. Participation in PLCs and evidence of professional growth should contribute to teacher appraisal and career progression.

9.0

Professional Development of Teachers

For teachers, continuous learning is key to improving practices and enhancing learner outcomes. Every teacher should use PLCs as a tool for their professional development and growth. This is because PLCs provide a collaborative platform where teachers can share experiences, address challenges, and engage in peer learning.

9.1 CPD POINTS THROUGH PLCs

Teachers should be able to earn CPD points by consistently participating in PLCs. This contributes to the mandatory annual requirement of 20 points.

- As a teacher you can earn up to 6 points/year by attending 8+ PLC sessions (2 points/term).
- If you miss a PLC session, you can compensate by accessing training from a CPD service provider (less than 2 points). The provider will record evidence in your professional development logbook, which the school will use to confirm your attendance and attach to the school's record of teachers' CPD attendance.

9.2 MANDATORY CPD REQUIREMENTS

To fulfil the minimum annual requirement of 20 points, teachers should ensure they accrue points from the following:

- PLC participation: 6 points
- National CPD: 6 points from 3 CPDs
- Training from service providers: 4 points from 2 trainings
- Recommended or self-initiated CPDs: 4 points from a minimum of 2 trainings

9.3 AWARDING PLC POINTS

PLC Coordinators or Curriculum Leads manage the awarding of PLC points.

- PLC Coordinators or Curriculum Leads mark attendance on the CPD portal.
- Points are converted automatically based on attendance.
- Ensure regular attendance to maximise points earned (aim for 8+ sessions).

9.4 CALL TO ACTION

To maximise the benefits of PLCs, take the following actions:

- Attend PLC sessions regularly and engage actively in peer coaching and learning.
- Track CPD points on the portal and plan for additional professional development opportunities.
- Take the initiative to contribute to PLC discussions and share expertise with colleagues.
- Use PLCs to address specific challenges or improve teaching practices.

As a teacher, you should regard attendance at PLCs as an essential part of your professional responsibility; it is what marks you out as a professional. Active participation will develop your expertise and benefit your learners by improving their learning outcomes.

Annexes

ANNEX 1: SOCIAL, EMOTIONAL AND ETHICAL (SEE) LEARNING AND CBCT FOR EDUCATORS

SEE Learning is a comprehensive, evidence-based framework developed by Emory University's Center for Contemplative Science and Compassion-Based Ethics. It cultivates personal, social, and systems-level competencies – including attention and self-awareness, self-compassion, compassion for others, and ethical discernment – that equip both teachers and learners to thrive in and beyond the classroom. CBCT for Educators is a practitioner-focused training programme, closely linked to SEE Learning, that is designed specifically to strengthen teachers' emotional resilience, empathy, and capacity to build compassionate, psychologically safe learning environments. Together, SEE Learning and CBCT represent the inner dimension of teacher professional development – the dimension that determines how a teacher shows up for every child, every day. Participation in SEE Learning and CBCT training through PLC sessions is **compulsory** for all basic school teachers. It must be included as a PLC topic at least once every term, and schools that have access to trained SEE Learning or CBCT facilitators should ensure deeper, ongoing engagement with these frameworks throughout the year.