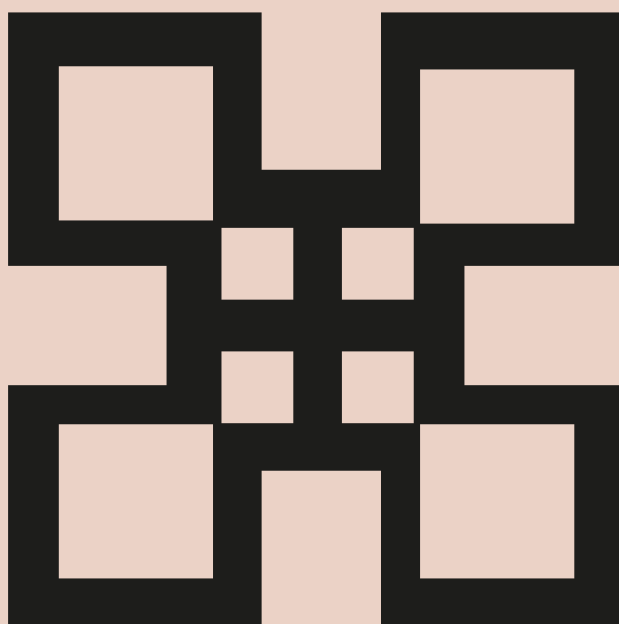


Professional Learning Community Handbook

Building Construction and Woodwork Technology

Year Two



Ghana Education
Service (GES)



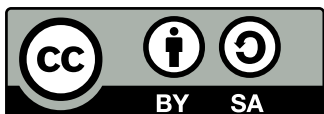
**Professional Learning
Community Handbook**

**Building
Construction
and Woodwork
Technology**

Year Two



REPUBLIC OF GHANA



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Foreword

As Minister for Education, I am delighted to introduce this handbook on Professional Learning Communities (PLCs). The handbook provides practical guidance and resources for teachers to establish and sustain effective PLCs that will drive quality pedagogy and enhance learning outcomes.

Weekly Professional Learning Community (PLC) sessions are the backbone of this Government's commitment to continuous teacher development in every Senior High School. These PLC sessions enable teachers to come together to master the pedagogy, content and assessment needed to successfully implement Ghana's SHS curriculum.

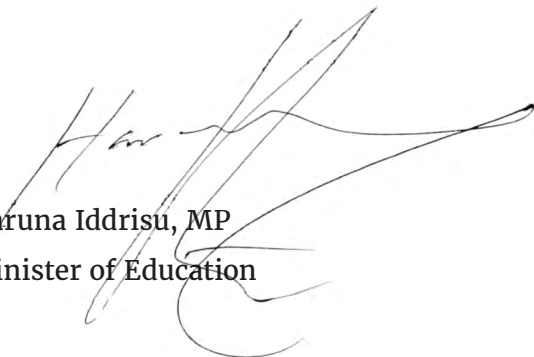
By fostering a culture of collaboration and continuous improvement through PLCs, teachers can enhance their understanding of the new SHS curriculum and effectively facilitate learning in the classroom. This will contribute to our country's resetting agenda by educating a generation of young people with the skills needed to progress to further studies, the world of work and adult life.

PLC sessions are critically important and should be treated with the utmost seriousness. Transforming our education system is a partnership between government, teachers, parents and learners. As teachers gain experience with the new curriculum and assessment regime, PLC sessions can also be tailored to discuss specific issues of concern as a group. It is important that teachers are heard and respected. We have listened to your concerns about PLCs and have factored this feedback into the new Year 2 Subject-Specific PLC Handbooks.

The Handbooks have been designed to be more flexible in structure than those for Year One. Each PLC Handbook is supported by a Subject-Specific App developed by the National Council for Curriculum and Assessment (NaCCA) linked to the revised curriculum. These Apps will help teachers to plan learning activities, assessments and differentiated learning. From our early interactions with teachers to develop and test these Apps we can see the level of excitement about their potential to save teachers time and improve their teaching and learning. These Ghanaian-owned Apps are the first of their kind at this scale anywhere in Africa, helping teachers save time and deliver lessons that truly meet the needs of every learner. I am confident that it will have a significant impact on our education system and ultimately benefit our students, teachers, and communities. All teachers are encouraged to embrace the principles and

practices outlined in this handbook and to work together to build strong, vibrant PLCs that promote enhanced learning outcomes.

I commend the authors and contributors for their tireless efforts in developing this valuable resource, which will enhance the quality of teaching and learning. Thank you to each one of you for your dedication and commitment to helping build the Ghana we want, together.



Haruna Iddrisu, MP
Minister of Education

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The writing team was made up of the following members

NaCCA Team	
Name of Staff	Designation
Eric Amoah	Deputy Director-General, Technical Services
Ayuuba Sullivan	Senior Curriculum Development Officer
Stephen Acquah	Senior Curriculum Development Officer
Joseph Barwuah	Senior Instructional Resource Officer
Seth Nii Nartey	Corporate Affairs Officer
Alice Kuromah	Corporate Affairs Officer

	Subject	Name of Writer	Institution
1.	Additional Mathematics	Benedicta Ama Yekua Etuaful	Ogyeedom SHTS
2.	Agricultural Science	Issah Abubakari	Half-Assini SHS
3.	Agriculture	Prof Frederick Adzitey	University for Development Studies
4.	Arabic	Dr Mohammed Almu Mahaman	University for Development Studies
5.	Art and Design Foundation	Angela Owusu-Afriyie	Opoku Ware School
6.	Art and Design Studio	Benjamin Quarshie	Mampong Technical College of Education
7.	Automotive & Metal Technology	Kunkyuuri Philip	Kumasi SHTS

	Subject	Name of Writer	Institution
8.	Aviation and Aerospace Engineering	David Kofi Oppong	Kwame Nkrumah University of Science and Technology
9.	Biology	Jo-Ann Neequaye	Nyarkrom SHS
10.	Biomedical Science	Davidson N.K. Addo	
11.	Building Construction & Woodwork Technology	Isaac Buckman	Armed Forces SHS
12.	Business Management	Ansbert Avole Baba	Bolgatanga Senior High School, Winkogo
13.	Chemistry	Michael Amissah	St. Augustine's College
14.	Clothing and Textiles	Rev. Sr. Jusinta Kwakyewaa	St. Francis Senior High Technical School
15.	Computing	Osei Amankwa Gyampo	Wesley Girls SHS, Kumasi
16.	Design and Communication Technology	Henry Angmor Mensah	Anglican Senior High School, Kumasi
17.	Economics	Salitsi Freeman Etornam	Anlo Senior High School
18.	Electrical & Electronics Technology	Gilbert S. Odjamgba	Ziavi Senior High Technical School
19.	Engineering	Daniel Agbogbo	Kwabeng Anglican Senior High School
20.	English Language	Frico Hawa Belinda	Vittin SHS, Tamale
21.	Food and Nutrition	Ama Achiaa Afriyie	St Louis Senior High School

	Subject	Name of Writer	Institution
22.	French	Sylvanus Exornam Yao Doe	Agate Senior High School
23.	General Science	Robert Arhin	SDA SHS, Akyim Sekyere
24.	Geography	Prof Ebenezer Owusu Sekyere	University for Development Studies
25.	Ghanaian Language	Ebenezer Agyemang	Opoku Ware School
26.	Government	Josephine Gbagbo	Ngleshie Amanfrom SHS
27.	History	Prince Essiaw	Enchi College of Education
28.	Information Communication Technology	Raphael Senyo Dordoe	Ziavi Senior High Technical School
29.	Islamic Religious Studies	Karibu Soumana	Nmanwora Community Senior High School
30.	Literature-in-English	Blessington Dzah	Ziavi Senior High Technical School
31.	Management in Living	Grace Annagmeng Mwini	Tumu College of Education
32.	Manufacturing Engineering	Benjamin Atribawuni Asaaga	KNUST
33.	Mathematics	Collins Kofi Annan	Mando Senior High School
34.	Music	Prof. Emmanuel Obed Acquah	University of Education Winneba
35.	Performing Arts	Christopher Ampomah Mensah	Bolgatanga SHS, Winkogo
36.	Physical Education and Health (Core)	Ebenezer Ewiah-Quarm	Nkroful Agric Senior High School

Subject		Name of Writer	Institution
37.	Physical Education and Health (Elective)	Evans Asare Yeboah	Adisadel College
38.	Physics	Anum–Prempeh Gordon	Mfantsipim School
39.	Religious and Moral Education	Anthony Mensah	Abetifi College of Education
40.	Robotics	Isaac Nzoley	Wesley Girls High School
41.	Social Studies	Jemima Ayensu	Holy Child School
42.		Hadisa Esun Afful	Mozano College of Music
43.	Spanish	Christina Apretwum	University of Media, Art and Communication
44.	Technical Support	Eric Abban	Mt. Mary College of Education
45.		Edward Mills Dadson	
46.		Benjamin Sundeme	St. Ambrose College of Education
47.		Jennifer Fafa Narh	
48.		Perfect Quarshie	Mawuko Girls SHS
49.	Ghana Education Service	Faustina Graham	

Links to APPs

Year One App



<https://www.playlab.ai/project/cmd9384ox05zfjiou5hsjvka9>

Year Two App



<https://www.playlab.ai/project/cme6er10r09gbk90uguxc6b9e>

PLC Session 0: Introduction to the Year Two Professional Learning Community Handbook and the Subject Specific App

1.0 Introduction and Purpose of the Handbook (15 minutes)

The purpose of the Year Two Professional Learning Community (PLC) Handbook is to support teachers to effectively deliver the new Senior High School (SHS) curriculum. This Handbook is accompanied by a Subject Specific App tailored to SHS curriculum. The App is designed to assist teachers with lesson planning, delivery and assessment. The Subject Specific App uses information directly from the following materials:

1. Curriculum
2. Teacher Manual
3. Learner Materials
4. Vision and Philosophy of the SHS curriculum
5. 21st century skills and competencies
6. National Teachers' Standards
7. West African Examinations Council (WAEC) Scheme of Assessment and Detailed Syllabus
8. Learning Planning Template
9. Teacher Assessment Manual and Toolkit
10. Socio Emotional Learning
11. National Values
12. Gender Equality and Social Inclusion (GESI), etc.

Learning Outcome (LO): To explore how the Subject Specific App can assist teachers with lesson planning, delivery and assessment (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Use the Subject Specific App to explore the Year Two Curriculum Materials (Teacher Manual and Learner Materials)

Learning Indicator (LI) 2: Discuss the advantages and disadvantages of using the Subject Specific App to design lessons and assessment strategies.

2.0 Exploring the Subject Specific App (65 minutes)

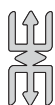
2.1 Scan the QR Code or use the link to access your Subject Specific App – <https://www.playlab.ai/project/cme6eri0r09gbk90uguxc6b9e>



2.2 Have a chat with the Subject Specific App (NTS 3j).

E.g.

- a.** Select a section and the number of lessons you have in a week to start the App
- b.** Provide information about your class. For instance, the number of learners in your class, etc.
- c.** Select a week you are interested in and continue chatting with your App
- d.** Refer to your Teacher Manual and confirm the information provided by the App or otherwise



Note

Always refer to your Teacher Manual to confirm the information the App provides.

2.3 Explore the following key areas using the App (NTS 2b, 2c, 2e and 3a-3q)

E.g.

- a. Learning activities**
I have a 60-minute lesson in a rural farming community in Lawra without enough tables and chairs. I can have my lesson outside the classroom if possible.

b. Assessments

Based on the recommended assessments for the week how can I assess my learners at level 2 at the end of the lesson. I want to give one question during the lesson and one at the end as homework

c. Differentiation strategies

There are two learners in wheelchairs. Another one cannot hear unless you speak very loudly. Finally, 5 learners are comfortable in the local language than in English. How can they be catered for in the lesson and assessment?

Hint

Remember to ask your App to help you add 21st Century Skills, National Values, GESI and SEL to your learning activities, assessment, etc., where applicable.

2.4 Share your experience with the larger group (NTS 3j).

- a.** two things you learnt using the App and how you plan to apply them.
- b.** two advantages of using the App
- c.** two disadvantages of using the App without the appropriate curriculum materials (e.g. Teacher Manual, etc.)

3.0 Reflection**3.1** Reflect and share your views on the session (NTS1a, 1b).**3.2** Remember to read PLC Session 0.5 and bring along your laptop in preparation for next week's session.

PLC SESSION 0.5: Using the Subject Specific App to deliver assessments at appropriate DoK levels

1.0 Introduction (10 minutes)

- 1.1** Read and discuss the purpose, Learning Outcome (LO) and Learning Indicators (LIs) for the session

Purpose: The purpose of this session is to refresh our knowledge and understanding of assessment in the SHS curriculum. WAEC's visits to schools show that teachers are generally doing well with setting assessment tasks at DoK Levels 1 and 2 but there are issues with Levels 3 and 4. This session will look at how the subject specific App can assist teachers in developing assessments at all DoK Levels.

Learning Outcome (LO): To strengthen teachers' skills and competencies in developing assessment tasks and items to reflect all the DoK Levels (NTS 3k, 3o-3p).

Learning Indicator (LI) 1: Use the subject specific App to develop assessments linked to the learning indicators and the required DoK levels.

Learning Indicator (LI) 2: Use the subject specific App to review existing assessments to check whether they are linked to the required Learning Indicators and DoK levels.

2.0 Planning and Delivering of Assessment using the Subject Specific App (65 minutes)

- 2.1** Open your App and have a chat with it.

E.g.

- a.** *Select a section and the number of lessons you have in a week to start the App*
- b.** *Provide information about your class. For instance, the number of learners in your class, etc.*

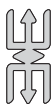
- c. *Select a week you are interested in and continue chatting with your App*
- d. *Refer to your Teacher Manual and confirm the information provided by the App or otherwise.*

2.2 Explore assessment using the App (NTS 3h, 3j, and 3o–3q)

E.g.

Select Assessment

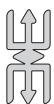
- a. *Look at the LIs for the week and select the appropriate DoK Level or Levels required for the week's lesson. For instance, 'the LI requires modelling, I would like to assess at level 3'*
- b. *Review the responses on the formats from your App, select any that meets your needs or continue chatting with your App to provide other assessment formats.*
- c. *Continue chatting with your App, for instance*
 - i. *'suggest 10 scenario based MCQs'*
 - ii. *'suggest level 3 task taking into consideration the learning activities and differentiation'*
 - iii. *Generate marking scheme for the task and add an explanation why an option is the right answer*



Note

Check that the MCQs are arranged alphabetically, vertically and the options are of similar length

- d. *Now repeat the process for different assessment strategies, for instance*
 - i. *Essay questions at level 3*
 - ii. *Case study questions at level 4*
 - iii. *3-week project task at level 4, etc.*



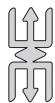
Note

You may select a different section or week for Activity 2.2d

2.3 Use the subject specific App to review the task or items you developed by having a chat with the App to provide justifications as to why the task is at DoK level 3 or 4 (NTS 3j, 3k, 3m, 3o and 3p–3q).

E.g.

Explain why the tasks or items are at DoK level 3.

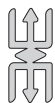


Note

You may repeat this for DoK levels 1, 2 or 4.

3.0 Using your subject specific App to explore one of the key assessment modes

- 3.1** Identify and select an assessment mode you found challenging in the last academic year and explore with your subject specific App how to use this assessment strategy effectively in your lesson delivery (NTS 3k).



Note

- i. *Chatting once may not be enough for the App to provide all that you may need for the tasks.*
- ii. *Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your assessment task, rubrics/mark scheme and how to score them appropriately*

- 3.2** Share your experience with the larger group (NTS 3j).
- a. two things you learnt using the App in developing assessments
 - b. how you plan to apply the experiences
 - c. any challenges you faced in using the App to develop assessments and how you addressed them

4.0 Reflection (15 minutes)

- 4.1** Reflect and share your views on the session (NTS 1a, 1b)

- 4.2** Remember to

- a. read PLC Session 1, Teacher Manual and related Learner Material (NTS 3a).
- b. bring along your laptop, Teacher Manual and PLC Handbook on Week 1 in preparation for the next session (NTS 3a).

PLC Session 1: Woodwork Hand Tools

1.0 Introduction (10 minutes)

- 1.1** Read and discuss the purpose, Learning Outcome (LO) and Learning Indicators (LIs) for the session.

Purpose: The purpose of this session is to populate a learning planner for Week 1 on woodwork hand tools with the needed areas and use the subject-specific App to review the completed learning plan.

Learning Outcome (LO): To populate the learning planner on woodwork hand tools with essential questions, key notes on differentiation, learning activities and key assessments and to use the subject-specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner on Week 1 using the subject specific App.

Learning Indicator (LI) 2: Enact an activity based on your learning plan.

2.0 Planning and Reviewing of Learning Plan (50 minutes)

- 2.1** Refer to your Teacher Manual and have a chat with your subject-specific App to develop your learning plan for Week 1 on woodwork hand tools (NTS 3a–3q).

E.g.

i. Essential questions

Refer to the Teacher Manual and craft essential 3 questions relating to the focal area of woodwork hand tools in Week 1 for 39 learners, etc.

ii. Differentiation

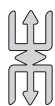
In line with the Teacher Manual, generate 3 differentiation strategies for a 2-hour lesson on the focal area of woodwork hand tools in Week 1 targeting 39 learners, including 25 AP learners, etc.

iii. Learning activities

Using talk for learning, collaborative learning and experiential learning approaches, create 5 GESI-sensitive and practical activities for a 2-hour lesson on the focal area of woodwork hand tools in Week 1. The class size is 39, with 25 AP, 2 low vision learners, etc.

iv. Assessment tasks

Generate 2 DoK level 4 practical assessment exercise on woodwork hand tools in Week 1 for 39 learners to do within 30 minutes. Include the rubric/mark scheme for each question, etc.



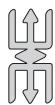
Note

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks.
- ii. Transfer the information from your SS App into your learning planner template to complete your plans. Click the link or Scan the QR code to download the template.
<https://curriculumresources.edu.gh/wp-content/uploads/2025/09/Year-Two-Lesson-Planner-Template-20.docx>
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.



3.0 Enactment (20 minutes)

- 3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c-3j).
- 3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).
- 3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

- 4.1 Reflect and share your views on the session (NTS 1a, 1b).
- 4.2 Identify a critical friend to observe your lesson in relation to PLC Session 1 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3 Remember to:
 - a. read PLC Session 2, Teacher Manual and related Learner Material (NTS 3a).
 - b. bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
 - c. identify areas you found challenging in your teaching for discussion during the next session.

PLC Session 2: Preparing for Student Transcript Portal Assessment – Group Project

1.0 Introduction (10 minutes)

- 1.1 Share one thing on assessment in PLC Session 1 that you
 - a. applied in your lesson delivery
 - b. found challenging and how you addressed it.
- 1.2 Share one challenge you encountered while populating your learning plan for Week 2 before the session that you would like to discuss during this PLC session.
- 1.3 Read and discuss the Purpose, Learning Outcome (LO) and Learning Indicators (LIs) for the session.

Purpose: The purpose of this session is to use the subject-specific App to

- 1. review the completed learning plan for Week 2
- 2. prepare assessment tasks and rubrics for the group project

Learning Outcome (LO): To review the learning plan for Week 2 and address any challenges in planning and developing assessment tasks for the group project (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicator (LI) 1: Review the learning plan and address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Discuss, develop and review assessment tasks with rubrics for the group project.

2.0 Reviewing the Learning Plan (20 minutes)

- 2.1 Upload your completed learning plan into the subject-specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e–3q).

E.g.

Assessment task

There are 45 learners, 2 have low eyesight, and 50% of learners are highly proficient. Review the assessment task in the attached learning plan in alignment with the Teacher Manual and suggest areas for improvement to suit the learners, etc.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

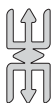
- a. essential questions
- b. differentiation
- c. learning activity, etc.

3.0 Prepare to Assign, Assess and Record for the Student Transcript Portal (50 minutes)

- 3.1** Refer to your Teacher Manual for the key assessment to be recorded in the Student Transcript Portal and have a chat with the subject-specific App to review or develop your assessment tasks and mark schemes/rubrics (NTS 2a–2c, 2e–2h and 3j–3q).

E.g.

Study the requirements of group project in the TM to be assigned in Week 2 and be submitted in Week 11, and develop the task and rubric for practical demonstration, etc.



Note

One chat may not be enough for the App to provide all that you may need for the tasks

- 3.2** Have a chat with your App to verify the suggested assessment tasks and discuss the suitability of the responses from activity 3.1. Use the suggestions to refine the assessment tasks (NTS 1a, 2b, 2c and 3e–3q). In doing this activity, consider:

E.g.

i. Task

Examine the developed task, rubric and suggest an improvement in the language adjusted to the level of learners, etc.

ii. Mark scheme and score distribution

Propose a quick reference score chart of a total 100% based on the criteria and performance levels in the rubric, etc.

iii. Resources needed for assessment administration

Provide appropriate material resources that will support learners to conduct the group project effectively, etc.

iv. How to provide feedback

Suggest appropriate feedback that can be given to learners based on their general performance in the group project. What is the most effective way to communicate this feedback to the different learners considering SEN? etc.

4.0 Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1b).

4.2 Identify a colleague to observe your lesson in relation to PLC Session 2 to provide feedback on your lesson (NTS 1f, 1g).

4.3 Remember to:

- a.** mark, record and upload your learners' assessment scores in the Student Transcript Portal (NTS 3j, 3n).
- b.** read PLC Session 3, Teacher Manual and related Learner Material (NTS 3a).
- c.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- d.** identify areas you found challenging in your teaching and administration of the assessment for discussion during the next session.

PLC Session 3: Preparing for Student Transcript Portal Assessment – Portfolio

1.0 Introduction (10 minutes)

- 1.1 Share one thing on assessment in PLC Session 2 that you
 - a. applied in your lesson delivery
 - b. found challenging and how you addressed it.
- 1.2 Share one challenge you encountered while populating your learning plan for Week 3 before the session that you would like to discuss during this PLC session.
- 1.3 Read and discuss the Purpose, Learning Outcome (LO) and Learning Indicators (LIs) for the session.

Purpose: The purpose of this session is to use the subject-specific App to

- 1. review the completed learning plan for Week 3
- 2. prepare assessment tasks and rubrics for individual portfolio

Learning Outcome (LO): To review the learning plan for Week 2 and address any challenges in planning and developing assessment tasks for the portfolio (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicator (LI) 1: Review the learning plan and address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Discuss, develop and review assessment tasks with rubrics for the portfolio.

2.0 Reviewing the Learning Plan (20 minutes)

- 2.1 Upload your completed learning plan into the subject-specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e–3q).

E.g.

Learning activities

There are 5 female and 40 male learners, 2 are wheelchair users and 25% of learners are AP in my class. Review the learning activities in my learning plan in alignment with the Teacher Manual. Integrate honesty as a national value and SEL. Examine the attached developed learning plan and recommend areas for improvement to suit the learners, class size, etc.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

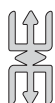
- a. essential questions
- b. differentiation
- c. assessment task, etc.

3.0 Prepare to Assign, Assess and Record for the Student Transcript Portal (50 minutes)

- 3.1** Refer to your Teacher Manual for the key assessment to be recorded in the Student Transcript Portal and have a chat with the subject-specific App to review or develop your assessment tasks and mark schemes/rubrics (NTS 2a–2c, 2e–2h and 3j–3q).

E.g.

Refer to the Teacher Manual for guidance for portfolio. Suggest tasks and rubrics for portfolio development making the language simple and learner-friendly to a class in a Ghanaian rural community. The Portfolio is due for submission in Week 23, etc.



Note

One chat may not be enough for the App to provide all that you may need for the tasks

- 3.2** Have a chat with your App to verify the suggested assessment tasks and discuss the suitability of the responses from activity 3.1. Use the suggestions to refine the assessment tasks (NTS 1a, 2b, 2c and 3e–3q). In doing this activity, consider:

E.g.

i. Task

Assess the tasks and rubrics for clarity and suggest an improvement in the task considering the duration for the project and the environment of the class, etc.

ii. Mark scheme and score distribution

Review the rubrics to check the appropriateness of the answers for each criterion including presentation, etc.

iii. Resources needed for assessment administration

Recommend appropriate resources that learners would use to conduct the portfolio effectively, etc.

iv. How to provide feedback

Recommend appropriate feedback strategy that can be employed for learners based on their general performance in the portfolio assessment, etc.

4.0 Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1b).

4.2 Identify a colleague to observe your lesson in relation to PLC Session 3 to provide feedback on your lesson (NTS 1f, 1g).

4.3 Remember to:

- a.** mark, record and upload your learners' assessment scores in the Student Transcript Portal (NTS 3j, 3n).
- b.** read PLC Session 4, Teacher Manual and related Learner Material (NTS 3a).
- c.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- d.** identify areas you found challenging in your teaching and administration of the assessment for discussion during the next session.

PLC Session 4: Setting out

1.0 Introduction (5 minutes)

- 1.1** Share one thing you applied in your classroom based on PLC Session 3
- the challenges you faced
 - how you addressed them
- 1.2** Have you developed your learning plan for Week 4?
- If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - If you answered **no**, conduct your PLC Session from Activity 2.0A

Hint



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for Week 4 on setting out using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 4 on Setting out (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Refer to the Teacher Manual and suggest 3 essential questions on the focal area, setting out, in Week 4, considering both teachers and learners, etc.

ii. Differentiation

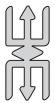
To improve learner engagement in Week 4. Suggest differentiation strategies for 70% HP, P, and 5 AP during a 2-hour focal area of setting out lesson with 50 learners. Refer to the Teacher Manual, etc.

iii. Learning activities

Refer to Week 4 of the Teacher Manual and recommend 5 learning activities for a 2-hour lesson on “setting out” for learners in a city where 70% of them are highly proficient with 1 hard-of-hearing, 3 low vision and 2 mobility challenged learners. Emphasis on collaborative learning integrating national values, etc.

iv. Assessment tasks

With reference to the Teacher Manual, generate DoK level 1 and 2 short oral questions on “setting out” in Week 4 for 50 students. Ensure each question includes a detailed rubric/mark scheme for assessment, etc.



Note

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans.
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

Hint



Move to Activity 3.0

2.0B Reviewing the Learning Plan and Addressing Challenges in Planning, Delivering and Assessing Lessons (50 minutes)

Purpose: To support teachers address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e–3q).

E.g.

Learning activities

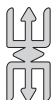
There are 50 learners in my class; 2 have low vision, and 70% are highly proficient. Revise the learning activities in the attached learning plan in alignment with the essential questions and towards the achievement of learning indicators in Week 4 of the Teacher Manual. Integrate National Values and GESI in the activities, etc.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. essential questions
- b. differentiation
- c. assessment tasks, etc.



Note

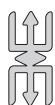
- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans

- iii. *Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.*

- 2.2 Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).
- 2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

- 3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c–3j).
- 3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).
- 3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

- 4.1 Reflect and share your views on the session (NTS 1a, 1b).
- 4.2 Identify a colleague to observe your lesson in relation to PLC Session 4 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3 Remember to:
 - a. read PLC Session 5, Teacher Manual and related Learner Material (NTS 3a).
 - b. bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
 - c. identify areas you found challenging in your teaching for discussion during the next session.

PLC Session 5: Woodwork Machines

1.0 Introduction (5 minutes)

- 1.1** Share one thing you applied in your classroom based on PLC Session 4
- the challenges you faced
 - how you addressed them
- 1.2** Have you developed your learning plan for Week 5?
- If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - If you answered **no**, conduct your PLC Session from Activity 2.0A

Hint



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for Week 5 on woodwork machines using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 5 on woodwork machines (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Formulate 3 essential questions to guide teaching and learning on the focal area of woodwork machines in Week 5. 40 learners (10 HP, 15 AP), in a rural setting without ICT, or access to a machine shop within a 120-minute lesson. Refer to the Teacher Manual, etc.

ii. Differentiation

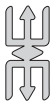
Assist me in planning 3 effective differentiation strategies for 10 HP, P, and 15 AP learners during a Week 5 lesson on the focal area of woodwork machines. I have 40 learning and 2 hours of class time. Refer to the Teacher Manual, etc.

iii. Learning activities

Propose an inclusive practical demonstration assessment on the focal area of woodwork machines in Week 5. Utilise talk for learning, collaborative strategies, and experiential learning in a city-based class of 40 learners, 17 HP, 3 hard-of-hearing learners and 4 mobility-challenged learners, over a 2-hour session. Integrate national values in the activities. Refer to the Teacher Manual, etc.

iv. Assessment tasks

Create 3 each of the DoK 1 and 2 level group task assessments on woodwork machines with matching scoring criteria (rubrics/mark scheme). I'll be using them with 40 learners in the Week of instruction. Refer to the Teacher Manual, etc.



Note

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans.
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

Hint

Move to Activity 3.0



2.0B Reviewing the Learning Plan and Addressing Challenges in Planning, Delivering and Assessing Lessons (50 minutes)

Purpose: To support teachers address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

E.g.

Assessment task

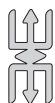
Revise the assessment task in the attached learning plan meant for 40 learners including 10 HP and 15 AP learners on woodwork machines in alignment with the Teacher Manual and suggest areas for improvement to suit the learners, etc.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. essential questions
- b. differentiation
- c. learning activities, etc.



Note

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

2.2 Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).

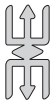
2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c–3j).

3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).

3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1b).

4.2 Identify a colleague to observe your lesson in relation to PLC Session 5 to provide feedback on your lesson (NTS 1f, 1g).

4.3 Remember to:

- a.** read PLC Session 6, Teacher Manual and related Learner Material (NTS 3a).
- b.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- c.** identify areas you found challenging in your teaching for discussion during the next session.

PLC Session 6: Preparing for Mid-Semester Examination

1.0 Introduction (10 minutes)

- 1.1 Share one thing on assessment in PLC Session 5 that you
 - a. applied in your lesson delivery
 - b. found challenging and how you addressed it.
- 1.2 Share one challenge you encountered while pre-populating your learning plan for Week 6 before the session that you would like to discuss during this PLC session.
- 1.3 Read and discuss the Purpose, Learning Outcome (LO) and Learning Indicators (LIs) for the session.

Purpose: The purpose of this session is to use the subject-specific App to

1. review the completed learning plan for Week 6
2. prepare assessment tasks and rubrics for mid-semester examination

Learning Outcome (LO): To review the learning plan for Week 6 and address any challenges in planning and developing assessment tasks for the mid-semester examination (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Review the learning plan and address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Discuss, develop and review assessment tasks with rubrics for the mid-semester examination.

2.0 Reviewing the Learning Plan (20 minutes)

- 2.1 Upload your learning plan into the subject-specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

E.g.

Essential questions

Review the essential questions in my learning plan on processes involved in excavating foundation trenches in alignment with the Teacher Manual and suggest areas for improvement to suit the 46 learners, diverse learning needs and physical challenges, etc.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. learning activities
- b. differentiation
- c. assessment tasks, etc.

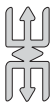
3.0 Prepare for Mid-Semester Examination (50 minutes)

- 3.1** Refer to your Teacher Manual for the format of the mid-semester examination and use the subject-specific App to review or develop your assessment tasks, mark schemes/rubrics, etc. (NTS 2a–2c, 2e–2h and 3j–3q).

E.g.

The structure and guidelines for setting the mid-semester examination recommends 15 multiple-choice and 4 essay type questions across DoK levels 1, 2 and 3. Confirm that, the structure is as stated in Appendix C in the Teacher Manual. With reference to learning indicators in Weeks 1 to 5, the Table of Specifications and a duration of 60 minutes, generate;

- a. *multiple-choice questions, 4 for DoK level 1, 7 for DOK level 2 and 4 for DOK level 3. Provide the key.*
- b. *1 essay type question for DoK level 1, 2 for level 2 and 1 for level 3 with the mark scheme, etc.*



Note

In preparing for mid-semester examination, one chat may not be enough for the App to provide all you need (DoK levels, structure, distribution across DoK levels, etc.)

- 3.2** Have a chat with your App to review the suggested assessment tasks and discuss the suitability of the responses from activity 3.1. Use the review to refine the responses and complete the set questions (NTS 1a, 2b, 2c and 3e–3q). In doing this activity, consider:

E.g.

- i. Whether the assessment tasks generated follow 30%, 40%, 30% DoK distribution**

Examine the provided assessment task and confirm whether it aligns with the intended DOK level 1: 30%, DOK level 2: 40%, DOK level 3: 30%.

- ii. Mark scheme and score distribution**

Revised the mark scheme to check the appropriateness of the answers for each item and to ensure the allocation of scores are fairly distributed, etc.

- iii. Resources needed for assessment administration**

Suggest appropriate material resource that would be needed by both the teacher and learners to ensure effective and successfully administration of examination, etc.

- iv. How to provide feedback**

Provide appropriate feedback that can be given to learners based on their general performance in the mid-semester examination elaborating on how to handle learners' strengths and weaknesses, etc.

4.0 Reflection (10 minutes)

- 4.1** Reflect and share your views on the session (NTS 1a, 1b).

- 4.2** Identify a colleague to observe your lesson in relation to PLC Session 6 to provide feedback on your lesson (NTS 1f, 1g).

- 4.3** Remember to:

- a.** mark, record and upload your learners' assessment scores in the Student Transcript Portal (NTS 3j, 3n).
- b.** read PLC Session 7, Teacher Manual and related Learner Material (NTS 3a).
- c.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- d.** identify areas you found challenging in your planning and administering of the assessment for discussion during the next session.

PLC Session 7: Care and Maintenance of Machines

1.0 Introduction (5 minutes)

- 1.1** Share one thing you applied in your classroom based on PLC Session 6
- the challenges you faced
 - how you addressed them
- 1.2** Have you developed your learning plan for Week 7?
- If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - If you answered **no**, conduct your PLC Session from Activity 2.0A

Hint



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for Week 7 on care and maintenance of machines using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

2.1 Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 7 on care and maintenance of machines (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. **Essential questions**

Develop 2 essential questions that would promote for learners, understanding and analyse of concepts and for teacher, effective engagement of learners on care and maintenance of machines in Week 7 of the Teacher Manual, etc.

ii. **Differentiation**

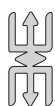
Suggest 2 strategies for differentiated learning in Week 7 for a class of 45 learners, with 6 HP, P, and 12 AP, on care and maintenance of machines, etc.

iii. **Learning activities**

Refer to the Teacher Manual and develop 5 learning activities on the care and maintenance of machines in Week 7 that effectively combine experiential learning, collaboration, and talk for learning approaches with national values, etc.

iv. **Assessment tasks**

For a class of 45 learners in Week 7, generate 3 DoK level 3 essay style questions on the care and maintenance of machines. Add rubric/mark scheme, etc.



Note

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. **Transfer the information from your SS App into your learning planner template to complete your plans.**
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

Hint



Move to Activity 3.0

2.0B Reviewing the Learning Plan and Addressing Challenges in Planning, Delivering and Assessing Lessons (50 minutes)

Purpose: To support teachers address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

E.g.

Essential questions

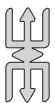
Revise the essential questions in the uploaded learning plan on care and maintenance of machines in alignment with the Teacher Manual. Recommend areas for improvement to suit the learners integrating national values and SEL where necessary, etc.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. assessment
- b. differentiation
- c. learning activities, etc.



Note

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

2.2 Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).

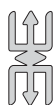
2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c-3j).

3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).

3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1b).

4.2 Identify a colleague to observe your lesson in relation to PLC Session 7 to provide feedback on your lesson (NTS 1f, 1g).

4.3 Remember to:

- a.** read PLC Session 8, Teacher Manual and related Learner Material (NTS 3a).
- b.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- c.** identify areas you found challenging in your teaching for discussion during the next session.

PLC Session 8: Foundations

1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 7
 - a. the challenges you faced
 - b. how you addressed them
- 1.2 Have you developed your learning plan for Week 8?
 - a. If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - b. If you answered **no**, conduct your PLC Session from Activity 2.0A

Hint



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for Week 8 on foundations using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

- 2.1 Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 8 on foundations (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Refer to the Teacher Manual and develop 4 essential questions that guide the teaching and learning of the concept foundation and its application Week 8, etc.

ii. Differentiation

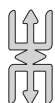
Recommend 2 level-appropriate differentiation strategies that will support 45 learners with diverse needs in a 2-hour lesson to comprehend and apply the concepts in foundation in Week 8, etc.

iii. Learning activities

Propose 4 learner centred activities for teaching “foundation” in Week 8, through talk for learning and collaborative learning approaches in a 2-hour urban classroom setting with 45 learners, including those with hearing, vision, and mobility impairments. Integrate national values and SEL in the activities. Refer to the Teacher Manual, etc.

iv. Assessment tasks

Refer to the Teacher Manual and provide 5 essay questions (DoK level 3) related to “foundation” in Week 8. Include the rubric or mark scheme for all items, etc.



Note

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** **Transfer the information from your SS App into your learning planner template to complete your plans.**
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

Hint



Move to Activity 3.0

2.0B Reviewing the Learning Plan and Addressing Challenges in Planning, Delivering and Assessing Lessons (50 minutes)

Purpose: To support teachers address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

E.g.

Differentiation

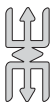
Out of 30 males and 15 female learners in a class, 10% demonstrate high proficiency. Review the differentiation strategies in the attached learning plan on “foundation” in alignment with the Teacher Manual. Propose areas for improvement to suit the learners, integrating national values and SEL, etc.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. essential questions
- b. assessment tasks
- c. learning activities, etc.



Note

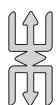
- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans

- iii. *Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.*

- 2.2 Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).
- 2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

- 3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c-3j).
- 3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).
- 3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

- 4.1 Reflect and share your views on the session (NTS 1a, 1b).
- 4.2 Identify a colleague to observe your lesson in relation to PLC Session 8 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3 Remember to:
 - a. read PLC Session 9, Teacher Manual and related Learner Material (NTS 3a).
 - b. bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
 - c. identify areas you found challenging in your teaching for discussion during the next session.

PLC Session 9: Computer Aided Design [CAD] in Designing and Making of Artefacts

1.0 Introduction (5 minutes)

- 1.1** Share one thing you applied in your classroom based on PLC Session 8
- the challenges you faced
 - how you addressed them
- 1.2** Have you developed your learning plan for Week 9?
- If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - If you answered **no**, conduct your PLC Session from Activity 2.0A

Hint



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for Week 9 on computer aided design [CAD] in designing and making of artefacts using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 9 on computer aided design [CAD] in designing and making of artefacts (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Generate 3 essential questions centred on Computer Aided Design [CAD] in designing and making of artefacts in Week 9 of the Teacher Manual, etc.

ii. Differentiation

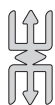
For a 2-hour lesson in Week 9 of the Teacher Manual, with 42 learners, what two differentiation strategies would suit HP, P, and 25% AP learners considering GESI? etc.

iii. Learning activities

Frame 3 practical group learning experience that will be used to teach “area of computer aided design in designing and making of artefacts in Week 9 that make use of talk for learning and experiential pedagogy in a class of 42 diverse learners. The class has no access to computers and drawing studio in a rural community. Integrate national values and SEL in the activities, etc.

iv. Assessment tasks

Provide DoK level 2 and 3 questions and mark schemes or rubrics on computer aided design in designing and making of artefacts of Week 9 in the Teacher Manual, etc.



Note

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans.
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

Hint

Move to Activity 3.0



2.0B Reviewing the Learning Plan and Addressing Challenges in Planning, Delivering and Assessing Lessons (50 minutes)

Purpose: To support teachers address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

E.g.

Essential questions

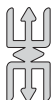
Out of 42 learners in my class, 25% demonstrate AP. Revise the essential questions in the attached learning plan on computer aided design in designing and making of artefacts in alignment with the Teacher Manual. Suggest areas for improvement to suit the learners and integrate national values and SEL, etc.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. assessment tasks
- b. differentiation
- c. learning activities, etc.



Note

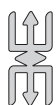
- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans

- iii. *Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.*

- 2.2 Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).
- 2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

- 3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c–3j).
- 3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).
- 3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

- 4.1 Reflect and share your views on the session (NTS 1a, 1b).
- 4.2 Identify a colleague to observe your lesson in relation to PLC Session 9 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3 Remember to:
 - a. read PLC Session 10, Teacher Manual and related Learner Material (NTS 3a).
 - b. bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
 - c. identify areas you found challenging in your teaching for discussion during the next session.

PLC Session 10: Foundation Footing

1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 9
 - a. the challenges you faced
 - b. how you addressed them
- 1.2 Have you developed your learning plan for Week 10?
 - a. If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - b. If you answered **no**, conduct your PLC Session from Activity 2.0A

Hint



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for Week 10 on foundation footing using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

- 2.1 Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 10 on foundation footing (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

With reference to the Teacher Manual, suggest 2 essential questions suitable for guiding learners to comprehend concepts on foundation footing and 1 essential question that guides the teacher during the instructional period in Week 10, etc.

ii. Differentiation

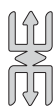
In a 120-minute lesson on foundation footing in Week 10, suggest 3 differentiation strategies tailored to supporting 52 learners with a mixture of HP, P, and AP to learn effectively, etc.

iii. Learning activities

Craft inclusive teaching and learning activities on foundation footing in Week 10, for 52 learners, including those with special needs to collaboratively dialogue and work practical for deeper understanding over a 2-hour period, etc.

iv. Assessment tasks

With reference to the Teacher Manual, craft 4 formative assessment tasks for Week 10 covering DoK level 1, 2 and 3 on foundation footing. Include rubric, etc.



Note

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans.
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

Hint



Move to Activity 3.0

2.0B Reviewing the Learning Plan and Addressing Challenges in Planning, Delivering and Assessing Lessons (50 minutes)

Purpose: To support teachers address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e–3q).

E.g.

Learning activities

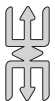
Review the learning activities in the uploaded learning plan on foundation footing to be used to teach a class of 52 learners, with 2 visually impaired and 7 showing a high level of proficiency in alignment with the Teacher Manual. Make recommendation to improve the activities integrating national values and GESI, etc.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. essential questions
- b. differentiation
- c. assessment tasks, etc.



Note

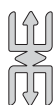
- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans

- iii. *Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.*

- 2.2 Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).
- 2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

- 3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c–3j).
- 3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).
- 3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

- 4.1 Reflect and share your views on the session (NTS 1a, 1b).
- 4.2 Identify a colleague to observe your lesson in relation to PLC Session 10 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3 Remember to:
 - a. read PLC Session 11, Teacher Manual and related Learner Material (NTS 3a).
 - b. bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
 - c. identify areas you found challenging in your teaching for discussion during the next session.

PLC Session 11: Working Drawing

1.0 Introduction (5 minutes)

- 1.1** Share one thing you applied in your classroom based on PLC Session 10
- the challenges you faced
 - how you addressed them
- 1.2** Have you developed your learning plan for Week 11?
- If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - If you answered **no**, conduct your PLC Session from Activity 2.0A

Hint



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for Week 11 on working drawing using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 11 on working drawing (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

I am preparing to teach a lesson on working drawings in Week 11 to a class of 41 learners with limited resources. Refer to the Teacher Manual and Develop 2 essential questions that will guide learners understanding and 1 that will guide the teacher to conduct the learning process effectively despite the lack of ICT tools, demonstration materials, etc.

ii. Differentiation

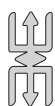
Create 2 differentiation strategies for learners with diverse levels (HP, P, AP) while teaching the concept of working drawings in Week 11. The lesson for 41 learners will last 120 minutes., etc.

iii. Learning activities

With reference to Week 11 of the Teacher Manual on working drawings, construct 5 demonstration-based activities following the order; introduction, main lesson and closure, for. Using paired and group discussions in a mixed-ability urban class of 41 learners, emphasising accessibility and participation during the 2-hour lesson, etc.

iv. Assessment tasks

For Week 11 of the Teacher Manual, on working drawings, suggest three assessments tasks each for DoK level 2 and level 3 focusing on drawing, etc.



Note

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans.
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

Hint

Move to Activity 3.0



2.0B Reviewing the Learning Plan and Addressing Challenges in Planning, Delivering and Assessing Lessons (50 minutes)

Purpose: To support teachers address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

E.g.

Differentiation

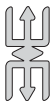
I have attached learning plan on working drawing for a class of 45 learners, including 2 with low eyesight, 10 HP and 16 AP. Review the differentiation strategies in alignment with the Teacher Manual. Suggest areas for improvement to suit the learners integrating national values, etc.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. essential questions
- b. learning activities
- c. assessment tasks, etc.



Note

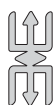
- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans

- iii. *Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.*

- 2.2 Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).
- 2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

- 3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c–3j).
- 3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).
- 3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

- 4.1 Reflect and share your views on the session (NTS 1a, 1b).
- 4.2 Identify a colleague to observe your lesson in relation to PLC Session 11 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3 Remember to:
 - a. read PLC Session 12, Teacher Manual and related Learner Material (NTS 3a).
 - b. bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
 - c. identify areas you found challenging in your teaching for discussion during the next session.

PLC Session 12: Preparing for End of Semester Examination

1.0 Introduction (10 minutes)

- 1.1 Share one thing on assessment in PLC Session 11 that you
 - a. applied in your lesson delivery
 - b. found challenging and how you addressed it.
- 1.2 Share one challenge you encountered while populating your learning plan for Week 12 before the session that you would like to discuss during this PLC session.
- 1.3 Read and discuss the Purpose, Learning Outcome (LO) and Learning Indicators (LIs) for the session.

Purpose: The purpose of this session is to use the subject-specific App to

- 1. review the completed learning plan for Week 12
- 2. prepare assessment tasks and rubrics for end of semester examination

Learning Outcome (LO): To review the learning plan for Week 12 and address any challenges in planning and developing assessment tasks for the end of semester examination (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicator (LI) 1: Review the learning plan and address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Discuss, develop and review assessment tasks with rubrics for the end of semester examination.

2.0 Reviewing the Learning Plan (20 minutes)

- 2.1 Upload your learning plan into the subject-specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e–3q).

E.g.

Learning activities

I have a class of 10 females and 35 males, 2 hard-of-hearing learners, 1 low vision and 2 mobility challenged, available ICT tools and an industry for field trip, review the learning activities in the uploaded learning plan on formwork in alignment with the Teacher Manual. Make recommendations for improvement that will promote honesty, etc.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. essential questions
- b. differentiation
- c. assessment tasks, etc.

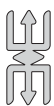
3.0 Prepare for End of Semester Examination (50 minutes)

- 3.1** Refer to your Teacher Manual for the format of the end of semester examination and use the subject-specific App to review or develop your assessment tasks, mark schemes/rubrics, etc. (NTS 2a–2c, 2e–2h and 3j–3q).

E.g.

The structure and guidelines for the end of semester examination have been thoroughly reviewed. It recommends that the end of semester examination should contain 40 multiple-choice, 6 essay type questions across DoK levels 1, 2 and 3. Confirm this structure and the Table of Specifications as recommended in Appendix D of the Teacher Manual, and for a 45-minute examination, generate;

- a. 12 multiple-choice tasks for DoK level 1, 16 sketch/image-type multiple-choice for DoK level 2 and 12 for DoK level 3, covering the learning indicators in Weeks 1 to 11. Arrange the options based on the number of words and/or in alphabetical order. Provide the key.
- b. 2 essay type question for each of DoK levels 1, 2 and 3, covering the learning indicators in Weeks 1 to 11 with the correct answers or mark scheme., etc.



Note

In preparing for end of semester examination, one chat may not be enough for the App to provide all you need (DoK levels, structure, distribution across DoK levels, etc.)

- 3.2** Have a chat with your App to review the suggested assessment tasks and discuss the suitability of the responses from activity 3.1. Use the review to refine the responses and complete the set questions (NTS 1a, 2b, 2c and 3e–3q). In doing this activity, consider:

E.g.

- i. Whether the assessment tasks generated follow 30%, 40%, 30% DoK distribution**

Examine the provided assessment task, and confirm whether it aligns with the intended DOK level 1: 30%, DOK level 2: 40%, DOK level 3: 30%, etc.

- ii. Mark scheme and score distribution**

Review the mark scheme to check the appropriateness of the answers for each item ensuring tasks which require critical analytic reasoning are fairly scored, etc.

- iii. Resources needed for assessment administration**

Suggest appropriate material resources that will support both the teacher and learners in the successful administration of the examination, etc.

- iv. How to provide feedback**

Suggest appropriate feedback that can be given to learners based on their general performance in the end of semester examination, etc.

4.0 Reflection (10 minutes)

- 4.1** Reflect and share your views on the session (NTS 1a, 1b).
- 4.2** Identify a colleague to observe your lesson in relation to PLC Session 12 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3** Remember to:
- mark, record and upload your learners' assessment scores in the Student Transcript Portal (NTS 3j, 3n).
 - read PLC Session 13, Teacher Manual and related Learner Material (NTS 3a).

- c. bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- d. identify areas you found challenging in your planning and administering of the assessment for discussion during the next session.

PLC Session 13: Materials Selection

1.0 Introduction (5 minutes)

- 1.1** Share one thing you applied in your classroom based on PLC Session 12
- the challenges you faced
 - how you addressed them
- 1.2** Have you developed your learning plan for Week 13?
- If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - If you answered **no**, conduct your PLC Session from Activity 2.0A

Hint



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for Week 13 on materials selection using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 13 on materials selection (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

I am preparing a 2-hour lesson on materials selection in Week 13 for a class of 38 learners. Develop both teacher and learner focused essential questions that will deepen understanding despite the lack of ICT tools, demonstration materials, etc.

ii. Differentiation

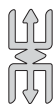
Provide two ways I can differentiate the lesson on materials selection in Week 13 to suit 38 learners including high performing, and average students, etc.

iii. Learning activities

Using talk for learning and experiential learning approaches, generate 4 well-sequenced activity-based lesson for Week 13 on materials selection, designed for 38 learners with no access to a laptop, projector, and materials, etc.

iv. Assessment tasks

Create 5 formative assessment tasks suggested for Week 13, covering DoK levels 1, 2 and 3 on the focal area, materials selection. Include a mark scheme or rubric, etc.



Note

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** **Transfer the information from your SS App into your learning planner template to complete your plans.**
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

Hint



Move to Activity 3.0

2.0B Reviewing the Learning Plan and Addressing Challenges in Planning, Delivering and Assessing Lessons (50 minutes)

Purpose: To support teachers address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e–3q).

E.g.

Assessment tasks

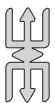
Among the 45 students in a class, 2 require support due to low eyesight, and 20 stand out for their high proficiency. Assess the attached learning plan and suggest areas for improvement to suit the learners and class size, in alignment with the Teacher Manual, etc.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. essential questions
- b. learning activities
- c. differentiation, etc.



Note

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

2.2 Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).

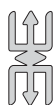
2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c–3j).

3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).

3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1b).

4.2 Identify a colleague to observe your lesson in relation to PLC Session 13 to provide feedback on your lesson (NTS 1f, 1g).

4.3 Remember to:

- a.** read PLC Session 14, Teacher Manual and related Learner Material (NTS 3a).
- b.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- c.** identify areas you found challenging in your teaching for discussion during the next session.

PLC Session 14: Floor Construction

1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 13
 - a. the challenges you faced
 - b. how you addressed them
- 1.2 Have you developed your learning plan for Week 14?
 - a. If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - b. If you answered **no**, conduct your PLC Session from Activity 2.0A

Hint



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for Week 14 on floor construction using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

- 2.1 Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 14 on floor construction (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Based on the learning focal area of floor construction in Week 14, create 2 essential questions to guide teaching and learning suitable for 45 learners (10 HP, 15 AP). Consider both teacher and learner. 120 minutes' total time. Refer to the Teacher Manual, etc.

ii. Differentiation

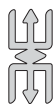
Develop 3 differentiation strategies for 10 HP, 15 P, and 15 AP learners on the focal area of floor construction in Week 14, etc.

iii. Learning activities

The suggested pedagogies in the Teacher Manual are experiential learning, collaborative learning and practical demonstration. Recommend 5 learning activities for the focal area of floor construction in Week 14 for 45 learners in a 120-minute lesson integrating GESI and SEL in the activities, etc.

iv. Assessment tasks

Generate 5 DoK level 3 homework assessment tasks on construction in Week 14 for 45 learners with 15 AP and 10 HP. Provide a rubric or mark scheme for the questions, etc.



Note

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans.
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

Hint



Move to Activity 3.0

2.0B Reviewing the Learning Plan and Addressing Challenges in Planning, Delivering and Assessing Lessons (50 minutes)

Purpose: To support teachers address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

E.g.

Differentiation

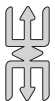
Examine the attached learning plan on floor construction and propose areas for improvement in the differentiation strategies in alignment with the Teacher Manual and to suit a class of 45 learners where 2 have visual impairments, while 10 exhibit a high level of proficiency. Integrate national values, etc.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. essential questions
- b. learning activities
- c. assessment tasks, etc.



Note

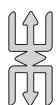
- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans

- iii. *Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.*

- 2.2 Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).
- 2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

- 3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c–3j).
- 3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).
- 3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

- 4.1 Reflect and share your views on the session (NTS 1a, 1b).
- 4.2 Identify a colleague to observe your lesson in relation to PLC Session 14 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3 Remember to:
 - a. read PLC Session 15, Teacher Manual and related Learner Material (NTS 3a).
 - b. bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
 - c. identify areas you found challenging in your teaching for discussion during the next session.

PLC Session 15: Enact from Working Drawings

1.0 Introduction (5 minutes)

- 1.1** Share one thing you applied in your classroom based on PLC Session 14
- the challenges you faced
 - how you addressed them
- 1.2** Have you developed your learning plan for Week 15?
- If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - If you answered **no**, conduct your PLC Session from Activity 2.0A

Hint



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for Week 15 on model from working drawings using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

2.1 Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 15 on model from working drawings (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. **Essential questions**

Create 4 essential questions relating to model from working drawings in Week 15 of the Teacher Manual, where 2 will guide the teacher in effective instruction and 2 to guide concept development and application by learners. There are available woodwork industries for field trip, etc.

ii. **Differentiation**

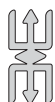
Refer to the Teacher Manual AND craft 3 differentiation strategies on the focal area, model from working drawings, in Week 15 for 47 learners of which 15 are AP learners, etc.

iii. **Learning activities**

Using experiential and collaborative learning approaches, provide 4 practical activities for the focal area, model from working drawings, in Week 15 for 47 learners given a few woodworking tools, a workshop for demonstration, a projector and a laptop, etc.

iv. **Assessment tasks**

Generate 1 DoK level 3 practical assessment task on model from working drawings in Week 15 for 47 learners. Include the rubric/mark scheme for each question, etc.



Note

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans.
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

Hint

Move to Activity 3.0



2.0B Reviewing the Learning Plan and Addressing Challenges in Planning, Delivering and Assessing Lessons (50 minutes)

Purpose: To support teachers address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e–3q).

E.g.

Assessment tasks

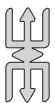
There are 47 learners in my class, of which 15 are AP. Study the assessment tasks attached learning plan in alignment with the Teacher Manual and suggest areas for improvement to suit the learners. Integrate national values and GESI, etc.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. essential questions
- b. learning activities
- c. differentiation, etc.



Note

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

2.2 Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).

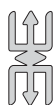
2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c–3j).

3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).

3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1b).

4.2 Identify a colleague to observe your lesson in relation to PLC Session 15 to provide feedback on your lesson (NTS 1f, 1g).

4.3 Remember to:

- a.** read PLC Session 16, Teacher Manual and related Learner Material (NTS 3a).
- b.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- c.** identify areas you found challenging in your teaching for discussion during the next session.

PLC Session 16: Preparing for Student Transcript Portal Assessment – Individual Project

1.0 Introduction (10 minutes)

- 1.1 Share one thing on assessment in PLC Session 15 that you
 - a. applied in your lesson delivery
 - b. found challenging and how you addressed it.
- 1.2 Share one challenge you encountered while populating your learning plan for Week 16 before the session that you would like to discuss during this PLC session.
- 1.3 Read and discuss the Purpose, Learning Outcome (LO) and Learning Indicators (LIs) for the session.

Purpose: The purpose of this session is to use the subject-specific App to

- 1. review the completed learning plan for Week 16
- 2. prepare assessment tasks and rubrics for the individual project

Learning Outcome (LO): To review the learning plan for Week 16 and address any challenges in planning and developing assessment tasks for the individual project (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicator (LI) 1: Review the learning plan and address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Discuss, develop and review assessment tasks with rubrics for the individual project.

2.0 Reviewing the Learning Plan (20 minutes)

- 2.1 Upload your completed learning plan into the subject-specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e–3q).

E.g.

Assessment task

There are 45 learners, 2 have low eyesight, and 10 HP, 12 AP in my class. There isn't a building site available for the field trip. Review the essential questions in my learning plan in alignment with the Teacher Manual, etc.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

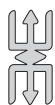
- a. essential questions
- b. differentiation
- c. learning activity, etc.

3.0 Prepare to Assign, Assess and Record for the Student Transcript Portal (50 minutes)

- 3.1** Refer to your Teacher Manual for the key assessment to be recorded in the Student Transcript Portal and have a chat with the subject-specific App to review or develop your assessment tasks and mark schemes/rubrics (NTS 2a–2c, 2e–2h and 3j–3q).

E.g.

The attached file contains individual project rubrics, along with a sample marking scheme for the task analysis assessment for guidance. Develop a practical task, an individual project with rubrics for learners in the rural sector. The individual project is due for submission in Week 23, etc.



Note

One chat may not be enough for the App to provide all that you may need for the tasks

- 3.2** Have a chat with your App to verify the suggested assessment tasks and discuss the suitability of the responses from activity 3.1. Use the suggestions to refine the assessment tasks (NTS 1a, 2b, 2c and 3e–3q). In doing this activity, consider:

E.g.

i. Task

Inspect the developed practical tasks and the rubrics, and suggest an improvement that can be adjusted to learner centred language, etc.

ii. Mark scheme and score distribution

Review the rubrics based on the reviewed task adjusting the score allocation fairly, etc.

iii. Resources needed for assessment administration

Propose appropriate material resource that the teacher and learners would use for the administration of the task, etc.

iv. How to provide feedback

Recommend appropriate feedback that can be given to learners based on their general performance in the group project. How can the feedback be effectively communicated to the different learners in the class? etc.

4.0 Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1b).

4.2 Identify a colleague to observe your lesson in relation to PLC Session 16 to provide feedback on your lesson (NTS 1f, 1g).

4.3 Remember to:

- a.** mark, record and upload your learners' assessment scores in the Student Transcript Portal (NTS 3j, 3n).
- b.** read PLC Session 17, Teacher Manual and related Learner Material (NTS 3a).
- c.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- d.** identify areas you found challenging in your teaching and administration of the assessment for discussion during the next session.

PLC Session 17: Woodwork Joint

1.0 Introduction (5 minutes)

- 1.1** Share one thing you applied in your classroom based on PLC Session 16
- the challenges you faced
 - how you addressed them
- 1.2** Have you developed your learning plan for Week 17?
- If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - If you answered **no**, conduct your PLC Session from Activity 2.0A

Hint



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for Week 17 on woodwork joint using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 17 on woodwork joint (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Craft essential questions that I can use to support my lesson on the focal area of woodwork joints in Week 17, considering both teachers and learners. Take into consideration 40 learners, 13 HP and 6 AP. A village without ICT tools. I have limited hand tools for demonstration. Refer to the Teacher Manual, etc.

ii. Differentiation

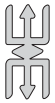
Create 2 differentiation strategies for 40 learners with 13 HP, 21 P, and 6 AP learners in Week 17 that focus on woodwork joints. The lesson lasts for 2 hours, etc.

iii. Learning activities

Based on the focal area, woodwork joints in Week 17 of the Teacher Manual, suggest 5 learning activities that incorporates group work, collaborative learning, and experiential learning as suggested pedagogies for 40 learners with limited hand tools for demonstration, etc.

iv. Assessment tasks

Generate DoK level 1, 2 and 3 practical demonstration questions of the focal area, woodwork joints in Week 17 to 40 learners. Provide rubrics/mark scheme for each question, etc.



Note

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans.
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

Hint

Move to Activity 3.0



2.0B Reviewing the Learning Plan and Addressing Challenges in Planning, Delivering and Assessing Lessons (50 minutes)

Purpose: To support teachers address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

E.g.

Essential questions

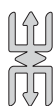
Study and revise the essential questions in the attached learning plan on woodwork joints meant for 40 learners of which 13 are HP and 6 are AP. Based on the Teacher Manual, suggest areas for improvement to suit the learners, etc.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. assessment tasks
- b. learning activities
- c. differentiation, etc.



Note

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

2.2 Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).

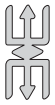
2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c–3j).

3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).

3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1b).

4.2 Identify a colleague to observe your lesson in relation to PLC Session 17 to provide feedback on your lesson (NTS 1f, 1g).

4.3 Remember to:

- a.** read PLC Session 18, Teacher Manual and related Learner Material (NTS 3a).
- b.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- c.** identify areas you found challenging in your teaching for discussion during the next session.

PLC Session 18: Preparing for Mid-Semester Examination

1.0 Introduction (10 minutes)

- 1.1 Share one thing on assessment in PLC Session 17 that you
 - a. applied in your lesson delivery
 - b. found challenging and how you addressed it.
- 1.2 Share one challenge you encountered while populating your learning plan for Week 18 before the session that you would like to discuss during this PLC session.
- 1.3 Read and discuss the Purpose, Learning Outcome (LO) and Learning Indicators (LIs) for the session.

Purpose: The purpose of this session is to use the subject-specific App to

1. review the completed learning plan for Week 18
2. prepare assessment tasks and rubrics for mid-semester examination

Learning Outcome (LO): To review the learning plan for Week 18 and address any challenges in planning and developing assessment tasks for the mid-semester examination (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Review the learning plan and address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Discuss, develop and review assessment tasks with rubrics for the mid-semester examination.

2.0 Reviewing the Learning Plan (20 minutes)

- 2.1 Upload your learning plan into the subject-specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

E.g.

Differentiation

Review the suggested inclusive and focused group strategies in the attached learning plan in line with the Teacher Manual and suggest areas for improvement to suit 45 learners with 2 low vision and 2 mobility challenged learners and varied ability levels, etc.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. essential questions
- b. learning activities
- c. assessment tasks, etc.

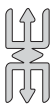
3.0 Prepare for Mid-Semester Examination (50 minutes)

- 3.1** Refer to your Teacher Manual for the format of the mid-semester examination and use the subject-specific App to review or develop your assessment tasks, mark schemes/rubrics, etc. (NTS 2a-2c, 2e-2h and 3j-3q).

E.g.

A review has been conducted on the structure and guidelines for setting the mid-semester examination. It recommends that the mid-semester examination should contain 15 multiple-choice, 4 essay type questions across DoK levels 1, 2 and 3. With reference to Appendix C in the Teacher Manual, the Table of Specifications and the learning indicators for weeks 13 to 17, suggest; etc.

- a. 4 sketch/image-type multiple-choice assessment tasks for DOK level 1, 7 MCQs for DOK level 2 and 4 for DOK level 3, covering. Provide the key.
- b. 2 essay type question at DoK level 2 and 1 at DoK level 3 with the correct answers or mark scheme, etc.



Note

In preparing for mid-semester examination, one chat may not be enough for the App to provide all you need (DoK levels, structure, distribution across DoK levels, etc.)

- 3.2** Have a chat with your App to review the suggested assessment tasks and discuss the suitability of the responses from activity 3.1. Use the review to refine the responses to complete the set questions (NTS 1a, 2b, 2c and 3e–3q). In doing this activity, consider:

E.g.

- i. Whether the assessment tasks generated follow 30%, 40%, 30% DoK distribution**

Examine the provided assessment task and confirm whether it aligns with the intended DoK distribution of level 1: 30%, DOK level 2: 40%, DOK level 3: 30%, etc.

- ii. Mark scheme and score distribution**

Review the mark scheme to ensure appropriateness of the answers for each item and mark scheme for the task. Propose any improvement in the tasks where necessary, etc.

- iii. Resources needed for assessment administration**

Provide appropriate resource that the learners would use to write the examination successfully, etc.

- iv. How to provide feedback**

Propose appropriate feedback technique that support learners to reflect on the strength so as to keep it up and on their weaknesses so that they can improve on performance, etc.

4.0 Reflection (10 minutes)

- 4.1** Reflect and share your views on the session (NTS 1a, 1b).

- 4.2** Identify a colleague to observe your lesson in relation to PLC Session 18 to provide feedback on your lesson (NTS 1f, 1g).

- 4.3** Remember to:

- a.** mark, record and upload your learners' assessment scores in the Student Transcript Portal.
- b.** read PLC Session 19, Teacher Manual and related Learner Material (NTS 3a).
- c.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- d.** identify areas you found challenging in your planning and administering of the assessment for discussion during the next session.

PLC Session 19: Types of Adhesives

1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 18
 - a. the challenges you faced
 - b. how you addressed them
- 1.2 Have you developed your learning plan for Week 19?
 - a. If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - b. If you answered **no**, conduct your PLC Session from Activity 2.0A

Hint



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for Week 19 on types of adhesives using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

- 2.1 Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 19 on types of adhesives (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Propose 2 essential questions that guide learners to explore the concepts in the focal area, types of adhesives in Week 19, etc.

ii. Differentiation

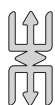
Provide 3 learner specific strategies for a 120-minute lesson on types of adhesives in Week 19 to support a class of 43 students, etc.

iii. Learning activities

Develop 2-hour learning activities on types of adhesives in Week 19 using talk for learning and collaborative learning strategies to engage 43 learners with city background. Integrate SEL and GESI, etc.

iv. Assessment tasks

For a class of 43 learners in Week 19, generate DoK level 3 essay type questions on types of adhesives, each with an accompanying rubric or mark scheme. Refer to the Teacher Manual, etc.



Note

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans.
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

Hint



Move to Activity 3.0

2.0B Reviewing the Learning Plan and Addressing Challenges in Planning, Delivering and Assessing Lessons (50 minutes)

Purpose: To support teachers address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e–3q).

E.g.

Learning activities

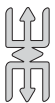
Find attached the learning plan for Week 19 on types of adhesives and revise the learning activities in alignment with the Teacher Manual. Propose areas for improvement to suit the all 43 learners with diverse learning needs and style. Integrate national values and GESI, etc.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. assessment tasks
- b. essential questions
- c. differentiation, etc.



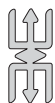
Note

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

- 2.2** Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).
- 2.3** Share your experience with the group.

3.0 Enactment (25 minutes)

- 3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c–3j).
- 3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).
- 3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

- 4.1 Reflect and share your views on the session (NTS 1a, 1b).
- 4.2 Identify a colleague to observe your lesson in relation to PLC Session 19 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3 Remember to:
 - a. read PLC Session 20, Teacher Manual and related Learner Material (NTS 3a).
 - b. bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
 - c. identify areas you found challenging in your teaching for discussion during the next session.

PLC Session 20: Doors and Windows

1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 19
 - a. the challenges you faced
 - b. how you addressed them
- 1.2 Have you developed your learning plan for Week 20?
 - a. If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - b. If you answered **no**, conduct your PLC Session from Activity 2.0A

Hint



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for Week 20 on doors and windows using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

- 2.1 Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 20 on doors and windows (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

With reference to the Teacher Manual, frame 3 essential questions that would guide both teaching and learning on doors and windows in Week 20, etc.

ii. Differentiation

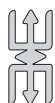
Propose 3 differentiation strategies that suit different learner levels (3 HP and 15 AP) while teaching the concept, doors and windows in Week 20. The lesson will last 120 minutes and involve 40 students, etc.

iii. Learning activities

Recommend 4 learning activities for a Week 20 lesson on the focal area, doors and windows using talk for learning approaches and collaborative learning, hands-on resources, and basic digital tools. Integrate GESI and SEL, etc.

iv. Assessment tasks

Generate 3 DoK level 1, 2 and 3 peer assessments tasks on doors and windows in Week 20 of the Teacher Manual. I am working with a class of 40 and would need a mark scheme or rubrics for each question, etc.



Note

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans.
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

Hint



Move to Activity 3.0

2.0B Reviewing the Learning Plan and Addressing Challenges in Planning, Delivering and Assessing Lessons (50 minutes)

Purpose: To support teachers address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

E.g.

Differentiation

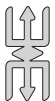
Of the 40 students in a class, 2 have eyesight challenges, while 2 are exceptionally proficient and 15 are AP. Revise the differentiation strategies in the attached learning plan on doors and windows in alignment with the Teacher Manual. Propose areas for improvement including the integration of national values, etc.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. assessment tasks
- b. essential questions
- c. learning activities, etc.



Note

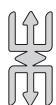
- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans

- iii. *Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.*

- 2.2 Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).
- 2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

- 3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c–3j).
- 3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).
- 3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

- 4.1 Reflect and share your views on the session (NTS 1a, 1b).
- 4.2 Identify a colleague to observe your lesson in relation to PLC Session 20 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3 Remember to:
 - a. read PLC Session 21, Teacher Manual and related Learner Material (NTS 3a).
 - b. bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
 - c. identify areas you found challenging in your teaching for discussion during the next session.

PLC Session 21: Fasteners and Fittings

1.0 Introduction (5 minutes)

- 1.1** Share one thing you applied in your classroom based on PLC Session 20
- the challenges you faced
 - how you addressed them
- 1.2** Have you developed your learning plan for Week 21?
- If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - If you answered **no**, conduct your PLC Session from Activity 2.0A

Hint



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for Week 21 on fasteners and fittings using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 21 on fasteners and fittings (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Formulate 3 essential questions to guide teaching and learning on fasteners and fittings in Week 21 of the Teacher Manual targeting 45 learners with different challenges, etc.

ii. Differentiation

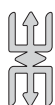
Propose 3 effective differentiation strategies for 45 learners with 5 HP, 21 P, and 19 AP learners during a Week 21 lesson on fasteners and fittings in the Teacher Manual, etc.

iii. Learning activities

Based on the focal area, fasteners and fittings, and the suggested pedagogies (Talk for learning, collaborative learning and experiential learning) create 4 demonstrative learning activities suitable for a rural setting with 45 learners for a 120-minute lesson, etc.

iv. Assessment tasks

For 45 learners in Week 21, develop 3 formative poster presentation tasks at DoK levels 2 and 3, and suggest 2 presentation tasks at DoK level 3 based on fasteners and fittings. Add mark scheme or rubric, etc.



Note

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** **Transfer the information from your SS App into your learning planner template to complete your plans.**
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

Hint



Move to Activity 3.0

2.0B Reviewing the Learning Plan and Addressing Challenges in Planning, Delivering and Assessing Lessons (50 minutes)

Purpose: To support teachers address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e–3q).

E.g.

Assessment tasks

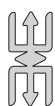
Out of 45 students in my class, 1 hard-of-hearing, while 5 are exceptionally proficient and 19 are AP. Revise the assessment tasks in the uploaded learning plan on fasteners and fittings in alignment with the Teacher Manual. Integrate national values, etc.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. learning activities
- b. essential questions
- c. differentiation, etc.



Note

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

2.2 Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).

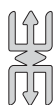
2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c–3j).

3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).

3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1b).

4.2 Identify a colleague to observe your lesson in relation to PLC Session 21 to provide feedback on your lesson (NTS 1f, 1g).

4.3 Remember to:

- a.** read PLC Session 22, Teacher Manual and related Learner Material (NTS 3a).
- b.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- c.** identify areas you found challenging in your teaching for discussion during the next session.

PLC Session 22: Roof Construction

1.0 Introduction (5 minutes)

- 1.1** Share one thing you applied in your classroom based on PLC Session 21
- the challenges you faced
 - how you addressed them
- 1.2** Have you developed your learning plan for Week 22?
- If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - If you answered **no**, conduct your PLC Session from Activity 2.0A

Hint



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for Week 22 on roof construction using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 22 on roof construction (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Create 2 essential questions on roof construction in Week 22, considering both teachers and learners, in a 120-minute lesson for 50 learners in a city setting with no ICT tools, theodolite, but have access to a building site, etc.

ii. Differentiation

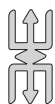
For a lesson on roof construction in Week 22 of the Teacher Manual, create 3 differentiation strategies for HP, P, and AP learners, etc.

iii. Learning activities

Recommend 5 learning activities on roof construction in Week 22 for learners in a city. 68% of learners are AP, with 3 hard-of-hearing, 2 low vision and 1 mobility challenged. Emphasis on talk for Learning approaches and collaborative learning, etc.

iv. Assessment tasks

Suggest 2 DoK level 1 and 2 formative assessments tasks on roof construction in Week 22, including clear mark schemes for each question, etc.



Note

- i.** Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii.** Transfer the information from your SS App into your learning planner template to complete your plans.
- iii.** Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

Hint



Move to Activity 3.0

2.0B Reviewing the Learning Plan and Addressing Challenges in Planning, Delivering and Assessing Lessons (50 minutes)

Purpose: To support teachers address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e-3q).

E.g.

Essential questions

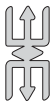
My class comprises 50 learners, with 1 mobility challenged and 68% of learners being AP. Revise the essential questions in the attached learning plan on roof construction in alignment with the Teacher Manual, etc.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. learning activities
- b. assessment tasks
- c. differentiation, etc.



Note

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

2.2 Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).

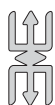
2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c–3j).

3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).

3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1b).

4.2 Identify a colleague to observe your lesson in relation to PLC Session 22 to provide feedback on your lesson (NTS 1f, 1g).

4.3 Remember to:

- a.** read PLC Session 23, Teacher Manual and related Learner Material (NTS 3a).
- b.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- c.** identify areas you found challenging in your teaching for discussion during the next session.

PLC Session 23: Uses and Application of Finishes

1.0 Introduction (5 minutes)

- 1.1** Share one thing you applied in your classroom based on PLC Session 22
- the challenges you faced
 - how you addressed them
- 1.2** Have you developed your learning plan for Week 23?
- If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - If you answered **no**, conduct your PLC Session from Activity 2.0A

Hint



You cannot conduct PLC on Activity 2.0B if you **have not** prepared your learning plan

2.0A Planning and Reviewing of Learning Plan (50 minutes)

Purpose: The purpose for this session is to populate the learning planner for Week 23 on uses and application of finishes using the subject specific App.

Learning Outcome (LO): To populate the learning planner with the essential questions, differentiation, learning activities and key assessments and use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Populate the learning planner using the subject specific App.

Learning Indicator (LI) 2: Enact an activity from your reviewed learning plan.

2.1 Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 23 on uses and application of finishes (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. **Essential questions**

Develop 2 essential questions on the focal area, uses and application of finishes for Week 23 considering both teachers and learners, etc.

ii. **Differentiation**

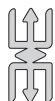
In preparation to teach uses and applications of finishes in Week 23 of the Teacher Manual in a 120-minute lesson with 45 learners, suggest 3 ways to differentiate the instruction for HP, P, and 15 AP learners, etc.

iii. **Learning activities**

Develop learning activities on uses and applications of finishes in Week 23 that effectively combine experiential learning, collaboration, and talk for learning, using minimal tools and available ICT devices for a class of 45 students, etc.

iv. **Assessment tasks**

Design 5 DoK level 1 and 2 formative assessments tasks on uses and applications of finishes for Week 23 and include mark scheme for task. The class size is 45, etc.



Note

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans.
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

Hint



Move to Activity 3.0

2.0B Reviewing the Learning Plan and Addressing Challenges in Planning, Delivering and Assessing Lessons (50 minutes)

Purpose: To support teachers address challenges they may have during lesson preparation and delivery.

Learning Outcome (LO): To address specific concerns of teachers in planning, teaching and assessment.

Learning Indicator (LI) 1: Address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Enact an activity in preparation to teach the lesson.

- 2.1** Upload your completed learning plan into the subject specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e–3q).

E.g.

Assessment tasks

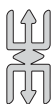
Out of 45 learners in my class, 15 are AP. Review the assessment tasks in my learning plan on the uses and application of finishes in alignment with the Teacher Manual and propose areas for improvement to suit the learners integrating national values and SEL, etc.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. learning activities
- b. essential questions
- c. differentiation, etc.



Note

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills in your learning activities, assessment tasks and rubrics/mark scheme.

2.2 Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).

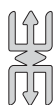
2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

3.1 Enact a teaching activity in your plan (NTS 1b, 1f, 1g, 2c, 2e, 2f and 3c–3j).

3.2 Reflect on the activity enacted to improve lesson delivery (NTS 1a).

3.3 Ask for feedback on the activity enacted (NTS 1a, 1e, 2c and 3o).



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

4.1 Reflect and share your views on the session (NTS 1a, 1b).

4.2 Identify a colleague to observe your lesson in relation to PLC Session 23 to provide feedback on your lesson (NTS 1f, 1g).

4.3 Remember to:

- a.** read PLC Session 24, Teacher Manual and related Learner Material (NTS 3a).
- b.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- c.** identify areas you found challenging in your teaching for discussion during the next session.

PLC Session 24: Preparing for End of Semester Examination

1.0 Introduction (10 minutes)

- 1.1 Share one thing on assessment in PLC Session 23 that you
 - a. applied in your lesson delivery
 - b. found challenging and how you addressed it.
- 1.2 Share one challenge you encountered while populating your learning plan for Week 24 before the session that you would like to discuss during this PLC session.
- 1.3 Read and discuss the Purpose, Learning Outcome (LO) and Learning Indicators (LIs) for the session.

Purpose: The purpose of this session is to use the subject-specific App to

1. review the completed learning plan for Week 24
2. prepare assessment tasks and rubrics for end of semester examination

Learning Outcome (LO): To review the learning plan for Week 24 and address any challenges in planning and developing assessment tasks for the end of semester examination (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g–3k and 3o).

Learning Indicator (LI) 1: Review the learning plan and address challenges in the preparation and delivery of a lesson.

Learning Indicator (LI) 2: Discuss, develop and review assessment tasks with rubrics for the end of semester examination.

2.0 Reviewing the Learning Plan (20 minutes)

- 2.1 Upload your learning plan into the subject-specific App. Have a chat with your App to verify the following and discuss their suitability to reflect the diverse needs of learners in your class (NTS 1a, 2b, 2c and 3e–3q).

E.g.

Assessment task

Examine and review the formative assessment task in the uploaded learning plan in alignment with the Teacher Manual. The class has 5 females and 40 males, 2 hard-of-hearing learners, 2 mobility challenged, no available ICT tools and an industry for field trip, Integrate honesty as national value, etc.

Hint



Continue chatting with your App to verify the following and use the responses to complete your plan

- a. essential questions
- b. differentiation
- c. learning activities, etc.

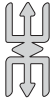
3.0 Prepare for End of Semester Examination (50 minutes)

- 3.1** Refer to your Teacher Manual for the format of the end of semester examination and use the subject-specific App to review or develop your assessment tasks, mark schemes/rubrics, etc. (NTS 2a–2c, 2e–2h and 3j–3q).

E.g.

The structure and guidelines for the end of semester examination have been thoroughly reviewed. It recommends that the end of semester examination should contain 40 multiple-choice, 6 essay type questions across DoK levels 1, 2 and 3. Confirm that this structure is the recommended structure in Appendix D of the Teacher Manual, and the Table of Specifications, generate;

- a. *12 multiple-choice questions at DoK level 1, 16 sketch/image-type multiple-choice questions for DoK level 2 and 12 at DoK level 3, covering the learning indicators in Weeks 13 to 23. Provide the options in alphabetical order. The examination is for 40 minutes, etc.*
- b. *2 essay type question for each of DoK level 2 and 3 covering the learning indicators in Weeks 13 to 23. Provide the correct answers or mark scheme, etc.*



Note

In preparing for end of semester examination, one chat may not be enough for the App to provide all you need (DoK levels, structure, distribution across DoK levels, etc.)

- 3.2** Have a chat with your App to review the suggested assessment tasks and discuss the suitability of the responses from activity 3.1. Use the review to refine the responses and complete the set questions (NTS 1a, 2b, 2c and 3e–3q). In doing this activity, consider:

E.g.

- i. Whether the assessment tasks generated follow 30%, 40%, 30% DoK distribution**

Assess the provided assessment task and confirm whether it aligns with the intended DOK level 1: 30%, DOK level 2: 40%, DOK level 3: 30%, etc.

- ii. Mark scheme and score distribution**

Revise the mark scheme to check the appropriateness of the answers and score allocation to each item, etc.

- iii. Resources needed for assessment administration**

Recommend appropriate resources that will support both the teacher and the learners administer and write the examination successfully, etc.

- iv. How to provide feedback**

Suggest appropriate feedback that takes into consideration SEL and can be given to learners based on their general performance in the end of semester examination, etc.

4.0 Reflection (10 minutes)

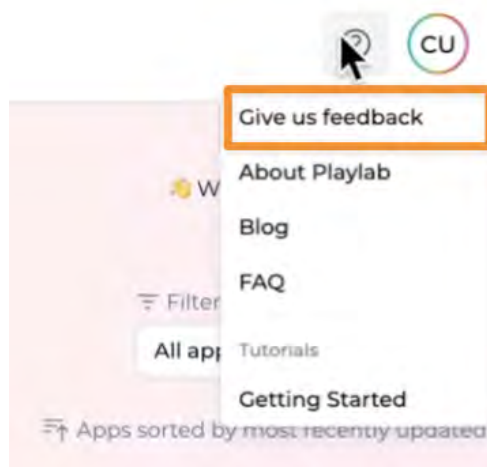
- 4.1** Reflect and share your views on the session (NTS 1a, 1b).
- 4.2** Identify a colleague to observe your lesson in relation to PLC Session 24 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3** Remember to mark, record and upload your learners' assessment scores in the Student Transcript Portal (NTS 3j, 3n).

Appendix 1: Subject Specific App Teaching & Learning Apps – Issue Reporting Guide

How to Report Issues or Get Support

You have three ways to report issues with the subject-specific apps:

1. Email Support
 - For general issues: Send email to: support@playlab.ai
 - Include:
 - Your school name and region
 - Subject app you're using
 - Description of the issue
 - Screenshots or screen recordings (if possible)
 - Best for: School administrators reporting multiple app issues
 - Response time: Within 24 hours
 - If Urgent please include [URGENT] Message Text in your subject line.
2. Submit Feedback in Playlab
 - In the app, Click the “Give us Feedback” link in the menu and share feedback.



- Access the Feedback Form here
- Complete the form and upload any supporting documentation. (The more detailed your submission is, the more helpful support will be)



User Feedback Form

We want to hear your feedback and learn more about how we can improve Playlab for you. *Please complete this form to submit your feedback to the Playlab team.*

Full Name*

Your answer

Email*

Your answer

What is your role?*

Your answer

Please share your feedback

What challenge are you facing? What feature would you like to see?

Your answer

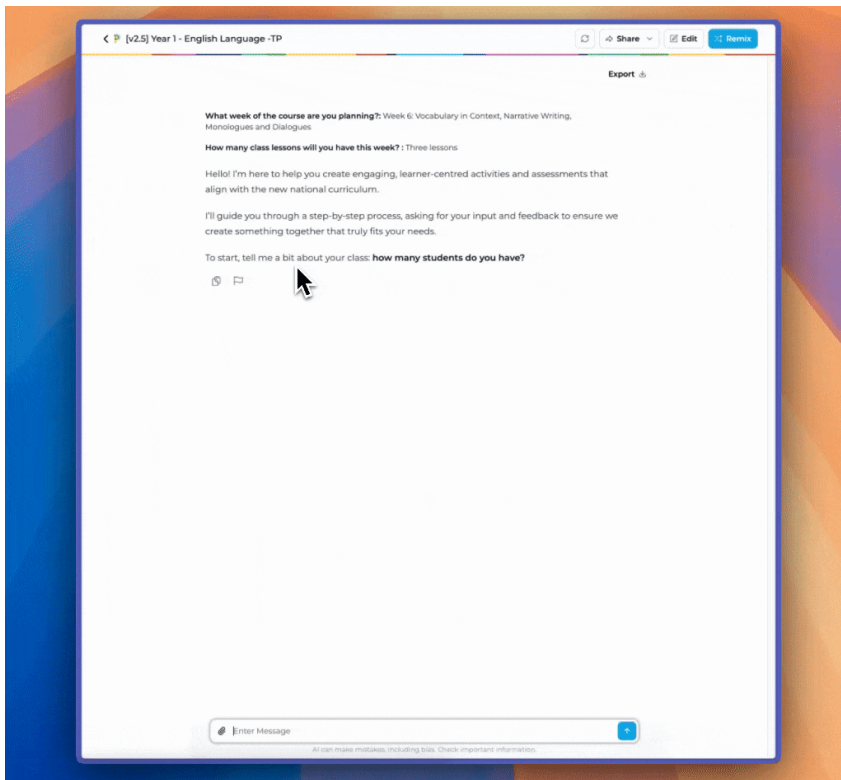
Please share any screenshots or videos that help visualize your feedback.

 **Upload** Size limit: 100 MB. File limit: 10.

Submit

Never submit sensitive personal information, like passwords, through Notion Forms.
[Report abuse](#)

- Best for: Individual teachers reporting specific issues
 - Response time: Within 24–48 hours
3. In-Chat Flagging
- Look for the flag button within your chat conversation



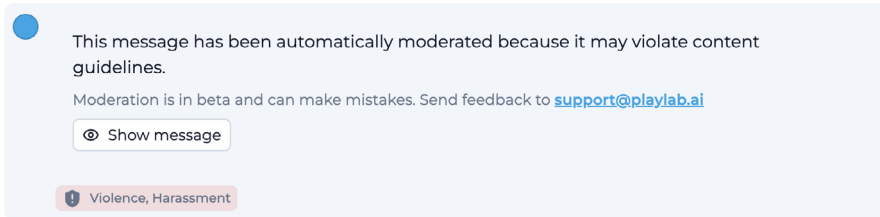
- Click to report biased, inaccurate, or inappropriate messages.
- Best for: Immediate issues with app responses
- There is also in app moderation for both user messages and AI generated responses. You can read more about it here.

What Happens After You Report?

1. The message will be flagged in your user activity. You will see indicators of messages that have been moderated or flagged.

KIPP NYC Restorative Plan Designer	8/21/2025
	 7  1
KIPP NYC Restorative Plan Designer	8/21/2025
	 5
KIPP NYC Restorative Plan Designer	8/15/2025
	 7  1

2. You can review the messages in activity. By default the message is hidden unless you click “show message”.



Thank you for sharing the details of the incident. Here's the step-by-step analysis and proposed restorative plan based on the provided situation:

3. If something is consistently being flagged, you may want to address it in your implementation, make revisions to the app, or contact support@playlab.ai for more guidance.

Tips for Effective Reporting:

- Be specific about what you were trying to do
- Note which subject app you're using
- Include your school and region information
- Describe what happened versus what you expected

Additional Support Resources

1 App Basics:

- Starting a conversation
 - Scan your QR code to use your app.
- If you encounter a problem, follow the directions for Escalating an issue.

Video Tutorials

- a Lesson Planning Walkthrough: Step-by-step guide using a real subject app with sample conversations
 - Lesson Plan Development
 - Watch a sample conversation here.
 - As you're using the apps, you can provide specifics on how you might want to differentiate for class needs
 - Assessment Development
 - Watch a sample conversation here.

- As you're using the apps, you can adjust the DOK levels as you create assessments at different complexity levels
- b For any additional questions please refer to the learn.playlab.ai page.

Key Reminders

- 1 Apps are supplemental tools to support your PLC Handbook and Teacher Manual—not replace them
- 2 Always refer to official curriculum documents as your primary resource
- 3 Use your professional judgment to adapt app suggestions for your classroom context

Appendix 2: Learning Planner Template

Name of Subject:							
Learning Planner Template Year Two							
Number of Learners in Class		Week		Duration		Form	
Strand							
Sub-Strand							
Content Standard							
Learning Outcome(s)							
Learning Indicator(s)							
Essential Question(s)							
Pedagogical Strategies							
Teaching & Learning Resources							
Key Notes on Differentiation Identify the different learner needs in your class and make notes on how to cater for them during the lesson							
Lesson (complete per number of lessons for the week)							
Refer to the Teacher Manual and Learner Material to complete this section							
Introduction Main Lesson Closure							

Key Assessment
1. Formative Assessment Mode: Task: Mark Scheme:
2. Key Assessment for Student Transcript Portal Assessment Mode: Task: Rubric/Mark Scheme:
Reflection & Remarks

Appendix 3: Teacher Lesson Observation Form

Teacher Lesson Observation Form

Name of School

Subject being observed

Class

Year 1

Year 2

Year 3

Sex of the teacher

Male

Female

1. Is the purpose of the lesson clearly stated in the lesson plan and focused on learners achieving the lesson learning outcomes?

Yes

In Part

No

NA

- b1. Please provide an explanation to your answer in Q1 above

2. Are the unique needs of female learners, male learners, and learners with special education needs adequately catered for in the lesson plan? For example, the choice of teaching methods and learning activities reflects/does not reflect the learning needs of all learners.

For example, the choice of teaching methods, and learning activities.

Yes

In Part

No

NA

2b. Please provide an explanation to your answer in Q2 above

3. Does the teacher manage behavior well, maintaining a positive and non-threatening learning environment throughout the lesson?

Yes In Part No NA

3b. Please provide an explanation to your answer in Q3 above

4. Are appropriate teaching and learning materials and other resources (including ICT, books, desks) available, accessible and being used to support learning of all females, males and learners with special education needs?

Yes In Part No NA

4b. Please provide an explanation to your answer in Q4 above

5. Are learners engaged on tasks that challenge them in line with the content standards?

Does the teacher take into consideration the uniqueness of learners?

Yes In Part No NA

5b. Please provide an explanation to your answer in Q5 above

6. Is there evidence that students are learning?

Yes In Part No NA

6b. Please provide an explanation to your answer in Q6 above

7. Is teaching differentiated to cater for the varied needs of all learners (i.e., male learners, female learners, learners with special education needs) and those with poor literacy and/ or numeracy proficiency?

Yes In Part No NA

7b. Please provide an explanation to your answer in Q7 above

8. Does the teacher use real life examples which are familiar to learners to explain concepts?

Yes In Part No NA

8b. Please provide an explanation to your answer in Q8 above

9. Does the teacher point out or question traditional gender roles when they come up during the lessons as appropriate?

Yes In Part No NA

9b. Please provide an explanation to your answer in Q9 above

10. Does the lesson include appropriate interactive and creative approaches e.g., group work, role play, storytelling to support learners achieving the learning outcomes?

If yes, give examples of the issues and skills that have been so integrated.

Yes In Part No NA

10b. Please provide an explanation to your answer in Q10 above

11. Have cross-cutting issues and /or 21st century skills been integrated into the lesson to support learners in achieving the learning outcomes e.g., problem-solving, critical thinking, communication? If yes, give examples of the issues and skills that have been so integrated.

Yes In Part No NA

11b. If yes, give examples of the issues and skills that have been so integrated.

12. Does the teacher incorporate ICT into their practice to support learning?

Yes In Part No NA

12b. Please provide an explanation to your answer in Q12 above

13. Does the teacher encourage all female male and male learners (including those who may be shy or afraid to speak) to ask questions, answer questions, participate in group work, etc. during the lesson?

Yes In Part No NA

13b. Please provide an explanation to your answer in Q13 above

14. Is assessment evident in the lesson? If yes, does it include assessment as, for or of learning and go beyond recall?

If yes, did it include assessment of, for or as learning and go beyond recall?

Yes In Part No NA

14b. Please provide an explanation to your answer in Q14 above

15. Do learners make use of feedback from teacher and peers?

Yes In Part No NA

15b. Please provide an explanation to your answer in Q15 above

16. Does the teacher sum up the lesson and evaluate the lesson against the learning outcomes with the learners?

Yes In Part No NA

16b. Please provide an explanation to your answer in Q16 above

17. Does the teachers' planning of lessons taught before the one observed show how they plan for learning over time, considering individual and group needs?

Yes In Part No NA

17b. Please provide an explanation to your answer in Q17 above

18. Does the teacher pay attention to the composition of females and males during group work and assigns females leadership roles.

Yes In Part No NA

18b. Please provide an explanation to your answer in Q18 above

19. Does the teacher provide constructive verbal feedback to both females and males and learners with special education needs?

Yes

In Part

No

NA

19b. Please provide an explanation to your answer in Q19 above

20. Does the teacher provide constructive written feedback to both females and males and learners with special education needs in their exercise book?

Yes

In Part

No

NA

20b. Please provide an explanation to your answer in Q20 above

21. Key strengths
in the lesson

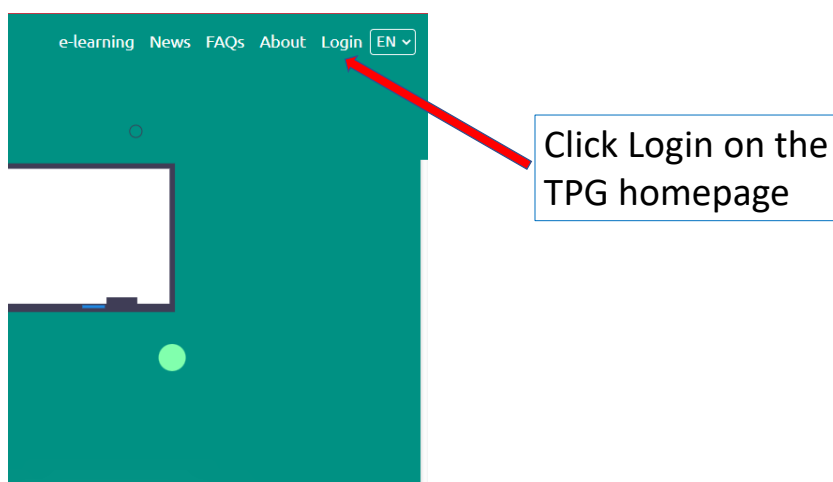
22. Areas for
development

23. Next steps for
teacher

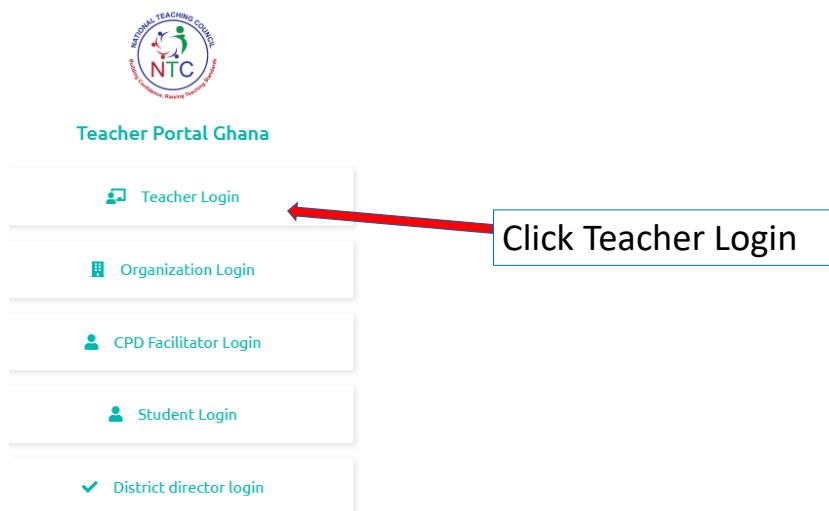
Additional Notes (on teacher's actions, the flow of activities, etc.)

Appendix 4: How to check CPD Points and Training Records on Teacher Portal Ghana

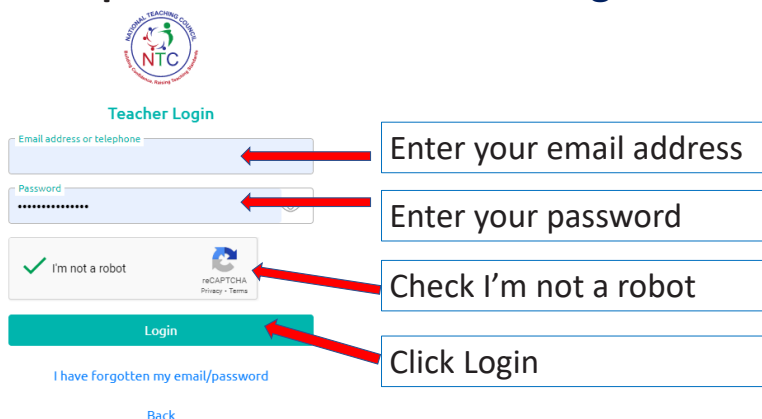
1. Visit tpg.ntc.gov.gh and click Login



2. On the Login page, click Teacher Login



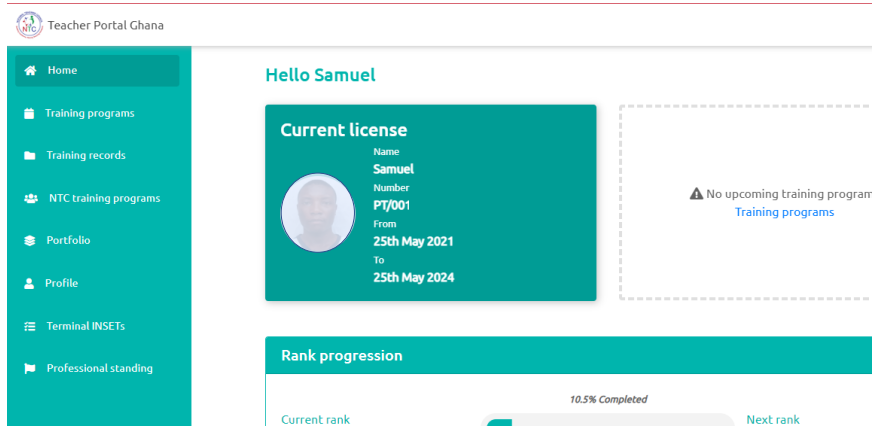
3. On the **Teacher Login** page enter your email address and password and then click **Login**



The image shows the Teacher Login page with the following elements and annotations:

- Teacher Login** (Page Title)
- Email address or telephone** (Input field) → **Enter your email address**
- Password** (Input field) → **Enter your password**
- I'm not a robot** (CAPTCHA) → **Check I'm not a robot**
- Login** (Button) → **Click Login**
- [I have forgotten my email/password](#)
- [Back](#)

4. After a successful login you will get access to your **TPG account** (Check image below)



The image shows the Teacher Portal Ghana dashboard for a user named Samuel. The dashboard includes a sidebar menu with the following items:

- Home
- Training programs
- Training records
- NTC training programs
- Portfolio
- Profile
- Terminal INSETs
- Professional standing

The main content area displays the following information:

- Hello Samuel**
- Current license**
 - Name: Samuel
 - Number: PT/001
 - From: 25th May 2021
 - To: 25th May 2024
- Rank progression**
 - Current rank
 - 10.5% Completed
 - Next rank
- No upcoming training program** (Warning message with [Training programs](#) link)

5. To check CPD points, scroll down to **Rank progression**. You will see the CPD points progress bar and actual points accrued (Check image below)



6. To view training records, from the side menu tap on **Training records** (Check image below)

The image shows the 'Teacher Portal Ghana' interface. On the left is a teal side menu with options: Home, Training programs, Training records, NTC training programs, Portfolio, Profile, Terminal INSETs, and Professional standing. A red arrow points from the 'Training records' option to a label. The main content area is titled 'Training records' and shows 'Records for training programs registered and/or attended'. It lists three programs: 'Sensitization on Education Policies' (Marked as absent), 'Differentiated Learning' (Processed, Credits: 1.32), and 'Advanced Mobile Learning with Multimedia (AMLW)' (Processed, Credits: 0.5788). A red bracket groups these programs with a label.

Teacher Portal Ghana

Home
Training programs
Training records
NTC training programs
Portfolio
Profile
Terminal INSETs
Professional standing

Click to view training records

Training records
Records for training programs registered and/or attended

Total points: 1.8988

Training Program	Status	Credits
Sensitization on Education Policies	Marked as absent	
Differentiated Learning	Processed	1.32
Advanced Mobile Learning with Multimedia (AMLW)	Processed	0.5788

List of training programs

THANK YOU

