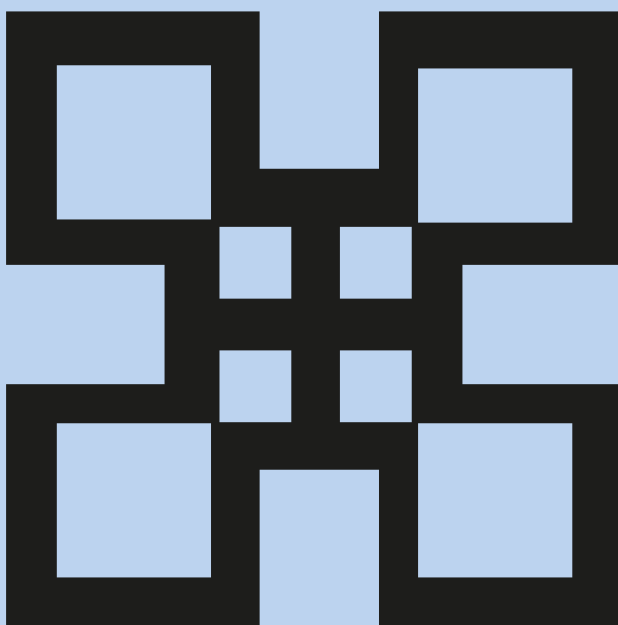


Professional Learning Community Handbook

Business Management

Year Two



Ghana Education
Service (GES)



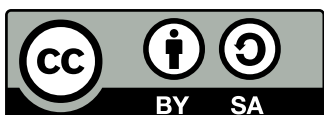
**Professional Learning
Community Handbook**

**Business
Management**

Year Two



REPUBLIC OF GHANA



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Contents

Foreword	v
Acknowledgements	vii
LINKS to APPs	xi
PLC Session 0: Introduction to the Year Two Professional Learning Community Handbook and the Subject Specific App	1
PLC SESSION 0.5: Using the Subject Specific App to deliver assessments at appropriate DoK levels	4
PLC Session 1: Decision Making, Its Importance, Tools and Types	7
PLC Session 2: Preparing for Student Transcript Portal Assessment-Group Project	10
PLC Session 3: Preparing for Student Transcript Portal Assessment-Portfolio	13
PLC Session 4: Benefits, Limitations and Ways for Effective Delegation	16
PLC Session 5: Business Communication, Its Importance and Processes	20
PLC Session 6: Preparing for Mid-Semester Examination	24
PLC Session 7: Barriers and Ways to Effective Business Communication	27
PLC Session 8: Elements of Contract (Offer and Acceptance, Mutual Assent, Intention to Create Legal Relations, Consideration and Capacity)	31
PLC Session 9: Elements of Contract (Legality, Formalities and Possibility of Performance) & Types and Classification of contracts	35
PLC Session 10: Vitiating of Contracts and Its Consequences & Discharge of Contracts	39
PLC Session 11: Business Risks, Insurance and its Principles	43
PLC Session 12: Preparing for End of Semester Examination	47

PLC Session 13: Franchising and Joint Venturing Approaches to International Business	51
PLC Session 14: Preparing for Student Transcript Portal Assessment- Individual Project	55
PLC Session 15: Domestic and International Trade	58
PLC Session 16: Documents used for Domestic and International Trade	62
PLC Session 17: Restrictions in International Trade	66
PLC Session 18: Preparing for Mid-Semester Examination	70
PLC Session 19: HRM (Human Resource Planning & Recruitment and Selection)	74
PLC Session 20: Functions of HRM (Compensation and benefit & Training and Development)	78
PLC Session 21: Functions of HRM (Orientation and Placement & Performance Management)	82
PLC Session 22: Functions of HRM (Health and Safety & HR Information Management)	86
PLC Session 23: Labour and Industrial Relations	90
PLC Session 24: Preparing for End of Semester Examination	94
Appendix 1: Subject Specific App Teaching & Learning Apps - Issue Reporting Guide	97
Appendix 2: Learning Planner Template	102
Appendix 3: Teacher Lesson Observation Form	104
Appendix 4: How to check CPD Points and Training Records on Teacher Portal Ghana	110

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.

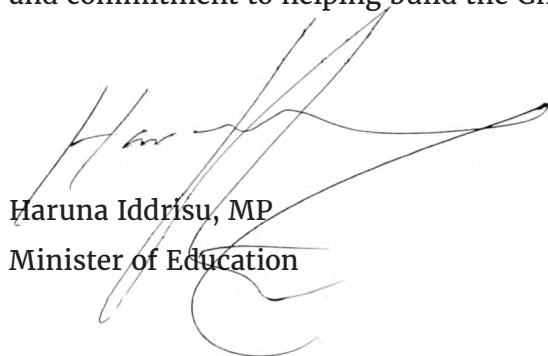
By fostering a culture of collaboration and continuous improvement through PLCs, teachers can enhance their understanding of the new SHS curriculum and effectively facilitate learning in the classroom. This will contribute to our country's resetting agenda by educating a generation of young people with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

A handwritten signature in black ink, appearing to read 'Haruna Iddrisu', is written over the printed name and title.

Haruna Iddrisu, MP
Minister of Education

Acknowledgements

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LINKS to APPs

Year One App



<https://www.playlab.ai/project/cmekep06fobesnbouuqf606q5>

Year Two App



<https://www.playlab.ai/project/cmd97ngc20acujqousfl5z5v1>

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)

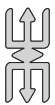
- 2.1** Scan the QR Code or use the link to access your Subject Specific App - <https://www.playlab.ai/project/cmd97ngc20acujq0usfl5z5v1>



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

E.g.

- Select a section and the number of lessons you have in a week to start the App
- Provide information about your class. For instance, the number of learners in your class, etc.
- Select a week you are interested in and continue chatting with your App
- 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.

- 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-3q).

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.

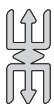
- c. *Select a week you are interested in and continue chatting with your App*
- d. *Refer to your Teacher Manual and confirm the information provided by the App or otherwise.*

2.2 Explore the assessment using the App (NTS 2b, 2c, 2e and 3a-3q)

E.g.

Select Assessment

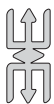
- a. *Look at the LIs for the week and select the appropriate DoK Level or Levels required for the week's lesson. For instance, 'the LI requires modelling I would like to assess at level 3'*
- b. *Review the responses on the formats from your App, select any that meets your needs or continue chatting 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.*



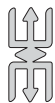
Note

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 3k-3q).

E.g.

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

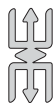


Note

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: Decision Making, Its Importance, Tools and Types

1.0 Introduction (10 minutes)

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 decision-making, its importance, tools and types*, 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 week 1 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 *decision-making, its importance, tools and types* (NTS 3a-3q).

E.g.

i. Learning activities

Plan a lesson on the decision-making, its importance and tools for week 1, focal area 1 lessons using initiating-talking for learning as outlined in the teacher manual. Class size is 60 learners for a 2-hour lesson.

ii. Assessment tasks

The recommended assessment mode for week 1 is gamification. Develop an assessment task for the mode and suggest ways for its administration to learners.

iii. Differentiation

I have 5 learners who do not pay attention in class during teaching and learning. Suggest differentiation strategies outlining how I can actively engage these learners for this week's lesson on the importance and tools of decision-making, for focal area 1, week 1.

iv. Essential questions

Create essential questions for week 1, focal area 1 on decision making and its importance that will initiate critical thinking in learners



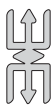
Note

- 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 of an Activity (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 find 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 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.

Learning activities

I am planning to teach management levels and the types of decisions they take for focal area 1 in week 2. The only resources I have available is the chalkboard, exercise books, and marker. The TM suggest the teaching of the types of decisions using activity matching game. Assist me with activities as to how to teach the lesson with the available resources taking into consideration a 2-hour lesson for a class size of 65.

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 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.

Propose a group project task for the learning indicator in week 2 taking into consideration the integration of GESI, ICT, and national values for learners to complete within a period of 4 weeks.



Note

1. One prompt may not be enough for the App to provide all that you may need for the tasks
2. 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

- 3.2** 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

Review the group project task to be more suitable for a class of 50 learners, where 30 learners are at the approaching proficiency level.

ii. Mark scheme and score distribution

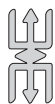
Provide a detailed mark scheme/rubrics that clearly defines roles and expected outputs with appropriate marks allocation.

iii. Resources needed for assessment administration

Suggest the appropriate resources learners require to be able to carry out the group project.

iv. How to provide feedback

Recommend appropriate ways to give feedback to both individual learners and the group that will improve their performances next time.



Note

Use the responses to complete your plan

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 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 3 and address any challenges in planning and developing assessment tasks for the individual 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 individual 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.

Essential questions

Refer to focal area 1, week 3 on delegation and its principles and generate essential questions for the lesson taking into consideration GESI, differentiation and ICT.

Hint



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

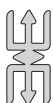
- a) learning activities
- b) differentiation
- c) assessment tasks, etc.

3.0 Prepare 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.

Review the structure of the individual portfolio in week 3 and suggest areas learners can include as a documentation of their works from week 1 to 24. Include a detailed mark scheme/rubrics for a fair scoring.



Note

One prompt 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

Propose an alternative structure for the individual portfolio task in Week 3 that requires learners to include their marked scripts and

personal reflections for each topic covered throughout the academic year.

ii. Mark scheme and score distribution

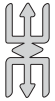
Review the marking scheme/rubrics for the individual portfolio to make it more specific and detailed, with appropriate marks allocation to guide a fair and consistent scoring.

iii. Resources needed for assessment administration

Identify the essential resources learners need to successfully complete the individual portfolio for the academic year.

iv. How to provide feedback

Propose feedback strategies that support learners with poor performance without lowering their self-esteem or making them feel embarrassed among their peers.



Note

Use the responses to complete your plan

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 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: Benefits, Limitations and Ways for Effective Delegation

1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 3
 - a. the challenges you faced
 - b. how you addressed them
- 1.2 Have you developed your learning plan for week 4?
 - 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 4, on *benefits, limitations and ways for effective delegation*, 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 *benefits, limitations and ways for effective delegation* (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Create thought-provoking questions to help learners explore the benefits of delegation in organisations, based on focal area 1, Week 4, while also building 21st century skills.

ii. Differentiation

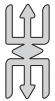
Suggest differentiated activities for teaching the benefits of delegation for focal area 1, week 4 that accommodate learners with diverse cognitive abilities and learning preferences.

iii. Learning activities

Teaching benefits of delegation to 40 learners for focal area 1, week 4 with flip charts, markers, and sticky notes. The TM recommends peer-editing. Design engaging activities that maximise interaction within the resource constraints. Lesson period is 2 hours.

iv. Assessment tasks

Create formative and summative DoK levels 1-3 assessment tasks for week 4 lessons.



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

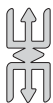
Review the uploaded learning plan for Week 4, identify any gaps, and suggest ways to improve it for more effective lesson delivery while integrating 21st century skills and national values.

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).

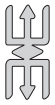
2.3 Share your experience with the group.

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 find challenging in your teaching for discussion during the next session.

PLC Session 5: Business Communication, Its Importance and Processes

1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 4
 - a. the challenges you faced
 - b. how you addressed them
- 1.2 Have you developed your learning plan for week 5?
 - 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 5, on *business communication, its importance and processes*, 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 *business communication, its importance and processes* (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Refer to focal area 1, week 5 on the meaning and importance of business communication and develop probing questions that challenge learners to connect effective communication with business success.

ii. Differentiation

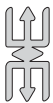
In a class of 42 learners, 15 are shy and reluctant to participate in verbal activities, suggest differentiation strategies that will help actively engage all learners in the teaching and learning of communication and its processes for week 5, focal area 2 lessons.

iii. Learning activities

Prepare practical learning activities that integrate GESI and 21st-century skills for the teaching and learning of the communication process, based on focal area 1, week 5 on the importance of business communication.

iv. Assessment tasks

Give a group mini-presentation task for 38 learners in week 5, where communication processes must be demonstrated rather than just explained. Include a detailed mark scheme to guide fair scoring of learners' performances.



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

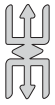
Are the essential questions reflective enough to promote critical thinking in learners and how can they be effectively integrated into the teaching and learning process?

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.

**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).

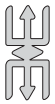
2.3 Share your experience with the group.

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 find 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 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 end of 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.

Learning activities

I have uploaded my learning plan for week 6 focused on focal areas for the teaching and learning of forms/types of business communication. The teacher manual suggests using digital tools to teach the channels of communication. However, I do not have access to any ICT devices. Review the learning activities and suggest alternative strategies to effectively teach this lesson while integrating 21st century skills.

Hint



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

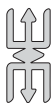
- a. essential questions
- b. differentiation
- c. assessment tasks, etc.

3.0 Prepare for 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.

Develop 15 multiple-choice questions, 10 fill-in-the-blanks questions and 3 essay questions from DoK level 1 to 3 covering weeks 1 – 5 contents of the teacher manual. Provide the table of specifications including the detailed marking scheme and rubrics for the assessment.



Note

In preparing for mid-semester examination, one prompt 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

Review the assessment tasks prepared for the mid-semester examination to cover all Depth of Knowledge (DoK) Levels 1 to 3 and follow the required distribution of 30% for Level 1, 40% for Level 2, and 30% for Level 3.

ii. Mark scheme and score distribution

Are the marking scheme and rubrics detailed enough to ensure fairness in scoring learners' responses? If not, review and revise them to provide clearer and more comprehensive guidelines for scoring.

iii. Resources needed for assessment administration

What low-cost or locally available resources can be used to effectively conduct the mid-semester examination in a rural school setting within the Bolgatanga Municipality taking into SEN learners?

iv. How to provide feedback

Recommend effective feedback strategies to help all learners understand their strengths and areas for improvement after the mid-semester examination.

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.
- b.** Read PLC Session 7, Teacher Manual and related Learner Material (NTS 3a).
- c.** Bring along your 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: Barriers and Ways to Effective Business Communication

1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 6
 - a. the challenges you faced
 - b. how you addressed them
- 1.2 Have you developed your learning plan for week 7?
 - 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 7, on *business communication, its importance and processes*, 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 *barriers and ways to effective business communication* (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

What essential questions are appropriate for the teaching and learning of barriers to business communication for week 7, focal area 1 while considering cultural sensitivities in Ghanaian organisations?

ii. Differentiation

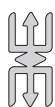
Create adaptive learning experiences for the teaching and learning of barriers to business communication for focal area 1 that provide relatable examples for struggling learners while offering complex organisational scenarios for advanced learners.

iii. Learning activities

Plan a 2-hour lesson for the teaching and learning of the barriers to effective business communication for week 7, focal area 1, taking into consideration a class of 65 learners.

iv. Assessment tasks

Provide a case study based on the Ghanaian context with follow-up questions focused on barriers and ways to effective business communication for week 7. Include a mark scheme or rubric with a total of 15 marks.



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

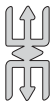
In a class of 46 learners, where 38 have weak presentation skills, develop demonstration methods for teaching focal area 2, effective business communication strategies that help build their confidence.

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) 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).

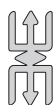
2.3 Share your experience with the group.

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 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 find challenging in your teaching for discussion during the next session.

PLC Session 8: Elements of Contract (Offer and Acceptance, Mutual Assent, Intention to Create Legal Relations, Consideration and Capacity)

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 the *elements of contract (offer and acceptance, mutual assent, intention to create legal relations, consideration and capacity)*, 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 *the elements of contract (offer and acceptance, mutual assent, intention to create legal relations, consideration and capacity)* (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Formulate essential questions based on focal area 1, week 8 that encourage learners to critically analyse how the elements of offer and acceptance, mutual assent and intention to create legal relations applies in contractual relationships.

ii. Differentiation

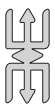
Provide differentiated activities that will enable me to teach all proficiency levels of learners in my class for focal area 1, week 8 on the elements of contract

iii. Learning activities

Plan a 2-hour lesson for the teaching and learning of the elements of contract for week 8, focal area 1 taking into consideration a class size of 65 learners.

iv. Assessment tasks

Create DoK Levels 1-4 assessment tasks for the meaning and elements of contract. Include formative and summative strategies aligned with learning indicators for focal area 1 with a detailed mark scheme/rubrics for each question.



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.

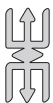
Assessment tasks

Are the assessment tasks for the lesson appropriate and do the mark scheme/rubrics detailed enough to ensure consistency and fair scoring?

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**

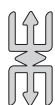
- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans

- 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 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 find challenging in your teaching for discussion during the next session.

PLC Session 9: Elements of Contract (Legality, Formalities and Possibility of Performance) & Types and Classification of contracts

1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 8
 - a. the challenges you faced
 - b. how you addressed them
- 1.2 Have you developed your learning plan for week 9?
 - 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 9, on *business communication, its importance and processes*, 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 *the elements of contract (legality, formalities and possibility of performance) and types and classification of contracts* (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Provide essential questions that will provoke critical thinking in learners for focal area 1 on legality, formality and possibility of performance as elements of contract.

ii. Differentiation

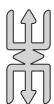
In a class of 42 learners where 18 struggle with legal terminology and abstract concepts while 10 are advanced analytical thinkers. Develop differentiated activities for the teaching and learning of the elements of contract for focal area 1, week 9.

iii. Learning activities

Provide practical learning activities that will engage my learners in the teaching and learning of the elements of a contract, based on Focal Area 1, using the strategies outlined in the teacher's manual.

iv. Assessment tasks

Develop assessment tasks using case studies on the elements of contracts. Include a mark scheme/rubric to guide learning



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

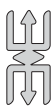
Review the learning activities in the uploaded plan for week 1, focal area 1, on the elements of contract and suggest ways to make them more practical and effective during teaching and learning.

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).

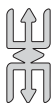
2.3 Share your experience with the group.

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 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 find challenging in your teaching for discussion during the next session.

PLC Session 10: Vitiating of Contracts and Its Consequences & Discharge of Contracts

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 *vitiating of contracts and its consequences and discharge of contracts*, 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 *vitiating of contracts and its consequences and discharge of contracts* (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Based on focal area 1, week 10 on vitiating of contracts and its consequences, develop essential questions that will initiate critical thinking and shape learners' understanding of the lesson.

ii. Differentiation

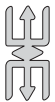
Develop multi-level teaching and learning approaches for vitiating of contracts and its consequences, focal area 1, week 10 that cater to learners with varying comprehension abilities and learning styles.

iii. Learning activities

Recommend interactive learning activities on vitiating of contracts and its consequences for 30 learners in focal area 1, week 10 using printed case studies and whole-class discussion proposed by the teacher manual. Lesson duration is 2 hours.

iv. Assessment tasks

Construct assessment tasks based on contract disputes and termination in a Ghanaian commercial setting and provide rubric to ensure a fair scoring.



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

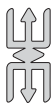
Do the essential questions in the uploaded learning plan promote critical thinking in learners and how can they be effectively integrated into the lesson?

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.



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).

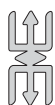
2.3 Share your experience with the group.

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 find challenging in your teaching for discussion during the next session.

PLC Session 11: Business Risks, Insurance and its Principles

1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 10
 - a. the challenges you faced
 - b. how you addressed them
- 1.2 Have you developed your learning plan for week 11?
 - 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 11, on *business risk, its types, risk management strategies and insurance principles*, 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 *business risk, its types, risk management strategies and insurance principles* (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Propose essential questions that integrate 21st century skills into the lesson for focal area 1, week 11 on business risk, its types and risk management strategies to guide the lesson delivery

ii. Differentiation

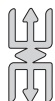
How can I differentiate my lesson for focal area 1 on business risk, its types and risk management strategies to cater for hyper-active learners in my class.

iii. Learning activities

Create practical learning activities for the teaching of business risk, its types and risk management strategies for focal area 1, week 11 using collaborative learning. Lesson duration is 2 hours.

iv. Assessment tasks

The recommended mode of assessment for the week is report writing. Suggest at least 3 tasks on report writing in alignment with the focal areas for the week with mark scheme/rubrics to guide the scoring.



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

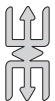
Integrate differentiated activities into my lesson to cater for a class of 48 learners where 30 are approaching proficiency and have reading difficulties for the teaching and learning of business risk, its types and risk management strategies for focal area 1, week 11 in the teacher manual

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

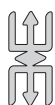
- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans

- 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 find 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.

Key notes on differentiation

Most of my learners are approaching proficiency. Review the key notes on differentiation to help me develop basic and simplified activities that will support their understanding of the types of insurance and insurance policies in the lesson.

Hint



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

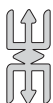
- a) learning activities
- b) essential questions
- c) assessment tasks, etc.

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.

Develop 50 multiple-choice questions, 5 essay questions and 1 case study covering content from weeks 1 to 12 of the teacher manual for the end of semester examination. Include a detailed marking scheme/rubrics and provide a table of specification.



Note

In preparing for end of semester examination, one prompt 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

The distribution for Depth of Knowledge (DoK) levels requires that the questions be 30% for Level 1, 40% for Level 2, and 30% for Level 3. Review the assessment tasks for the end-of-first-semester examination to ensure this distribution is accurately followed.

ii. Mark scheme and score distribution

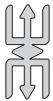
Each multiple-choice question is worth 1 mark, each essay question carries 15 marks and case study 25 marks. Review the marking scheme/rubrics to ensure it reflects the marks allocation.

iii. Resources needed for assessment administration

Considering the assessment tasks developed for the end-of-semester examination, what materials or resources will be required to effectively conduct and manage the administration of the exams in a smooth and organised manner?

iv. How to provide feedback

Suggest strategies that can be used to provide constructive and timely feedback to learners after the end of semester examination, in a way that supports their understanding and encourages improvement.



Note

Use the responses to complete your plan

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:

- a.** Mark, record and upload your learners' assessment scores in the Student Transcript Portal.
- b.** Read PLC Session 13, Teacher Manual and related Learner Material (NTS 3a).
- c.** Bring along your 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: Franchising and Joint Venturing Approaches to International Business

1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 12
 - a. the challenges you faced
 - b. how you addressed them
- 1.2 Have you developed your learning plan for week 13?
 - 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 13, on *franchising and joint venturing approaches to international business*, 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 *franchising and joint venturing approaches to international business* (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Provide critical thinking essential questions for focal area 1, week 13 on franchising as an approach to international business to encourage learners to reflect, critically analyse and apply concepts in the lesson.

ii. Differentiation

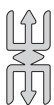
Propose differentiated strategies for the teaching of franchising as an approach to international business to cater for learners who do not pay attention in class.

iii. Learning activities

Prepare learning activities for the teaching and learning of franchising as an approach to international business for focal area 1, week 13 using think-pair-share and collaborative learning strategies as recommended by the TM. The lesson period is 2 hours.

iv. Assessment tasks

The TM proposes e-assessment as the recommended mode of assessment for the week. I have a class size of 56 and only three digital tools available for the assessment. Develop tasks for the week and suggest how I can conduct the assessment with the limited resources.



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.

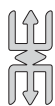
Assessment tasks

Review the assessment tasks in the attached plan and ensure they are in alignment with the learning indicator for the week and cover DoK levels 1 – 3.

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).

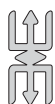
2.3 Share your experience with the group.

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 find challenging in your teaching for discussion during the next session.

PLC Session 14: Preparing for Student Transcript Portal Assessment-Individual Project

1.0 Introduction (10 minutes)

- 1.1 Share one thing on assessment in PLC Session 13 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 14 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

- a. review the completed learning plan for week 14
- b. prepare assessment tasks and rubrics for individual project

Learning Outcome (LO): To review the learning plan for week 14 and address any challenges in planning and developing assessment tasks for the individual 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 individual 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.

Differentiation

Create scaffolded differentiated strategies that will enable all learners to grasp licensing advantages and disadvantages while ensuring HP learners facilitate peer learning and AP learners receive adequate support.

Hint



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

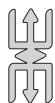
- a) learning activities
- b) essential questions
- c) assessment tasks, etc.

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.

Review the individual project task suggested for Week 14 in the Teacher Manual and recommend areas for improvement, ensuring that the task can be effectively completed by learners within a four-week period.



Note

One prompt 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

Revise the individual project task to incorporate GESI, ICT, differentiation, and national values. The task should be suitable for

a class of 50 learners, with 30 learners at the Approaching Proficiency level.

ii. Mark scheme and score distribution

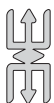
Provide a detailed mark scheme/rubrics that clearly defines roles and expected outputs with appropriate marks allocation.

iii. Resources needed for assessment administration

Recommend appropriate resources that learners will need to successfully carry out the individual project work in a rural community in Bolgatanga.

iv. How to provide feedback

Recommend appropriate ways to give feedback to both individual learners and the group as a whole that will improve their performances next time.



Note

Use the responses to complete your plan

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.** Mark, record and upload your learners' assessment scores in the Student Transcript Portal (NTS 3j, 3n).
- b.** Read PLC Session 15, Teacher Manual and related Learner Material (NTS 3a).
- c.** Bring along your 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 15: Domestic and International Trade

1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 14
 - a. the challenges you faced
 - b. how you addressed them
- 1.2 Have you developed your learning plan for week 15?
 - 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 15, on *the differences between domestic and international trade, the reasons and basis for international trade*, 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 the *differences between domestic and international trade, the reasons and basis for international trade* (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Create essential questions for week 15, focal area 1 on the meaning and differences between domestic and international trade that will help learners understand how geographical boundaries affect business operations and trade dynamics.

ii. Differentiation

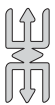
Give ways to differentiate activities for AP, P and HP learners for week 15, focal area 1 lesson on differences between domestic and international trade

iii. Learning activities

Propose learning activities for week 15, focal area 1 for the teaching and learning of domestic versus international trade using comparative analysis and group discussions. The class size is 52 learners for a 120-minute lesson taking into consideration GESI and differentiation.

iv. Assessment tasks

Construct level 1–3 questions on week 15, focal area 1 on domestic and international trade differences, provide the marking scheme/ rubrics to guide scoring.



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

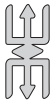
Are the learning activities in the uploaded learning plan GESI responsive and meet varied learning abilities? If no, suggest ways for improvements.

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.

**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).

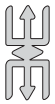
2.3 Share your experience with the group.

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 find challenging in your teaching for discussion during the next session.

PLC Session 16: Documents used for Domestic and International Trade

1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 15
 - a. the challenges you faced
 - b. how you addressed them
- 1.2 Have you developed your learning plan for week 16?
 - 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 16, on *the documents used for domestic and international trade*, 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 16 on the documents used for domestic and international trade (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Create essential questions that reflect 21st century skills and national values for focal area 1, week 1 lesson on documents used for trading.

ii. Differentiation

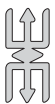
Generate differentiated learning activities that actively engage learners at all proficiency levels in the teaching and learning of trade documents for focal area 1, week 16. Activities should cater to varying abilities in document interpretation and business terminology.

iii. Learning activities

I am planning to teach documents used in trading for focal area 1 in week 16. The resources I have available include sample trade documents, chalkboard, and markers. Assist me with activities on how to teach the lesson with the available resources taking into consideration a 2-hour lesson for a class of 55 learners.

iv. Assessment tasks

Create DoK Level 1 to Level 3 formative and summative assessment items for focal area 1, week 16, focusing on trade documents and their purposes. Ensure assessments align with the expected learning indicators.



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

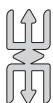
Review the essential questions and integrate them into the learning activities for the lesson.

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 task, 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).

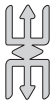
2.3 Share your experience with the group.

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 16 to provide feedback on your lesson (NTS 1f, 1g).

4.3 Remember to:

- a.** Read PLC Session 17, 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 find challenging in your teaching for discussion during the next session.

PLC Session 17: Restrictions in International Trade

1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 16
 - a. the challenges you faced
 - b. how you addressed them
- 1.2 Have you developed your learning plan for week 17?
 - 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 17, on *the restrictions in international trade*, 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 the restrictions in international trade (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Develop essential questions for focal area 1, week 17 lesson on various restrictions countries can adopt in international trade that will learners gain foundational knowledge and functional understanding of the concepts.

ii. Differentiation

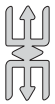
Suggest ways to differentiate the case study activities for AP, P, and HP learners for the teaching and learning of week 17 on international trade restrictions, considering varying analytical abilities.

iii. Learning activities

I need help creating learning activities for week 17 to teach various restrictions in international trade using case study analysis and group presentations with 60 learners in a 120-minute lesson. I do not have materials to print the case study.

iv. Assessment tasks

For week 17 on trade restrictions, I need formative assessment activities to check if my 55 learners understand different types of trade barriers and their applications during the lesson.



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

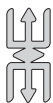
Review the case study assessment task in the learning plan and ensure it integrates national values, GESI principles, and 21st-century skills, and caters to different learning abilities.

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).

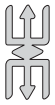
2.3 Share your experience with the group.

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 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 find 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.

Assessment tasks

Review the assessment tasks in the attached learning plan to ensure they are fully aligned with the learning indicator for the week in the teacher manual and meet varied Dok levels.

Hint



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

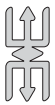
- a) learning activities
- b) essential questions
- c) differentiation, etc.

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.

Develop 15 multiple-choice questions, 10 fill-in-the-blanks questions and 3 essay questions from DoK level 1 to 3 covering weeks 13 – 17 contents of the teacher manual. Provide the table of specifications including the detailed marking scheme and rubrics for the assessment.



Note

In preparing for mid-semester examination, one prompt 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

Review the assessment tasks to ensure they adequately cover all three Depth of Knowledge (DoK) levels, with the correct distribution of 30% for Level 1, 40% for Level 2, and 30% for Level 3?

ii. Mark scheme and score distribution

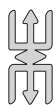
Do the marking scheme and rubrics offer enough clarity and detail to promote fairness and accuracy when evaluating learners' responses? If not, they should be reviewed and improved to include specific, comprehensive criteria that guide consistent and impartial scoring.

iii. Resources needed for assessment administration

Recommend the necessary resources to effectively organise and conduct the mid-semester examination.

iv. How to provide feedback

How can I provide both verbal and written feedback to help learners clearly identify their strengths and recognise specific areas where they need improvement after the mid-semester examination, in order to enhance their future learning outcomes?



Note

Use the responses to complete your plan

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 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: HRM (Human Resource Planning & Recruitment and Selection)

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 *human resource planning, recruitment and selection functions of HRM*, 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 *human resource planning, recruitment and selection functions of HRM* (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Develop essential questions that will guide learners to critically analyse human resource planning function of HRM and its importance in acquiring the right talent, considering Ghana's labour market dynamics.

ii. Differentiation

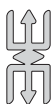
Create differentiated activities to cater for diverse learning abilities on human resource planning and its importance taking into account the Ghanaian national values on

iii. Learning activities

Give 120-minute learning activities for the teaching of focal area 1, week 19 on human resource planning and its importance collaborative learning and whole-class discussion for a class of 45 learners.

iv. Assessment tasks

Develop a case study with follow up questions that meet all the Dok levels for the week 19 assessment.



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

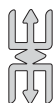
Review the learning activities in the uploaded learning plan and suggest ways for improvement

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.



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).

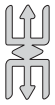
2.3 Share your experience with the group.

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 find challenging in your teaching for discussion during the next session.

PLC Session 20: Functions of HRM (Compensation and benefit & Training and Development)

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 *the functions of HRM (compensation and benefit and training and development)*, 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 the functions of HRM (compensation and benefit and training and development) (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Refer to focal area 1, week 20 on compensation and benefits and generate essential questions that will help learners understand how effective compensation systems attract, motivate, and retain employees in organisations.

ii. Differentiation

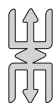
In a class of 50 learners, 35 is at the approaching proficiency level and face challenges with complex HR concepts. Propose specific, practical differentiation strategies to support the effective delivery of the lesson on compensation and benefit for focal area 1, week 20.

iii. Learning activities

Propose GESI responsive learning activities using case studies for focal area 1 on compensation and benefit in alignment with the learning indicator for week 20.

iv. Assessment tasks

Design an assessment task that requires learners to conduct research at home, gather evidence and submit a written report. Include a detailed mark scheme to guide scoring.



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

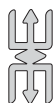
Do the essential questions provoke critical thinking in learners and are they appropriate for the lesson for the week?

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 task, 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).

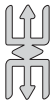
2.3 Share your experience with the group.

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 find challenging in your teaching for discussion during the next session.

PLC Session 21: Functions of HRM (Orientation and Placement & Performance Management)

1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 20
 - a. the challenges you faced
 - b. how you addressed them
- 1.2 Have you developed your learning plan for week 21?
 - 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 21, on *the functions of HRM (orientation and placement and performance management)*, 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 the *functions of HRM (orientation and placement and performance management)* (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

What essential questions can guide the teaching and learning of orientation and placement for focal area 1 taking into consideration 21st century skills.

ii. Differentiation

Provide practical differentiated activities for the teaching and learning of orientation and placement as a function of management for focal area 1 for the week.

iii. Learning activities

Develop practical learning activities that will engage all learners in participating in class discussion during the lesson on orientation and placement as a function of management for focal area 1. The class size is 48 students, and the lesson duration is 2 hours

iv. Assessment tasks

Develop Dok level 1 to 4 questions for the week with detailed mark scheme and feedback strategies.



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

How do I teach my lesson on orientation and placement as a function of management to the understand of all learners in my class?

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 task, etc.

**Note**

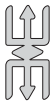
- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans

- 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 find challenging in your teaching for discussion during the next session.

PLC Session 22: Functions of HRM (Health and Safety & HR Information Management)

1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 21
 - a. the challenges you faced
 - b. how you addressed them
- 1.2 Have you developed your learning plan for week 22?
 - 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 22, on *the functions of HRM (health and safety and HR information management)*, 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 the functions of HRM (health and safety and HR information management) (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Formulate essential questions that will help learners explore health and safety functions of HRM.

ii. Differentiation

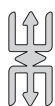
I want my learners to give presentations after group discussions. Provide differentiated strategies that will enable shy learners to actively participate.

iii. Learning activities

Suggest practical learning activities that will help learners draw relevant examples from their daily lives understand health and safety functions of management, focal area 1 for the week

iv. Assessment tasks

Develop 30 multiple-choice questions covering level 1 – 3 for the week's lessons. The options should be plausible and homogeneous. Include the mark scheme.



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

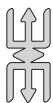
Review both the formative and summative assessment tasks for the lesson on health and safety functions of HRM and make suggestions for improvement.

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.



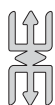
Note

- 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.

- 1.2 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).
- 1.3 Share your experience with the group.

2.0 Enactment (25 minutes)

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



Note

You may record the enacted activity.

3.0 Reflection (10 minutes)

- 3.1 Reflect and share your views on the session (NTS 1a, 1b).
- 3.2 Identify a colleague to observe your lesson in relation to PLC Session 22 to provide feedback on your lesson (NTS 1f, 1g).
- 3.3 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 find challenging in your teaching for discussion during the next session.

PLC Session 23: Labour and Industrial Relations

1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 22
 - a. the challenges you faced
 - b. how you addressed them
- 1.2 Have you developed your learning plan for week 23?
 - 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

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

Purpose: The purpose for this session is to populate the learning planner for week 23, on *labour and industrial relations*, 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 *labour and industrial relations* (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Refer to focal area 2 and develop essential questions that are relevant for the lesson in the week on trade unions and employers' association.

ii. Differentiation

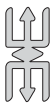
I have fast learners in my class who often feel left out because they progress ahead of their peers. Suggest differentiated approaches to effectively engage and challenge these learners.

iii. Learning activities

Develop learning activities for focal area 1 that incorporate relevant Ghanaian real-life examples of employers and labour, while integrating national values and 21st-century skills.

iv. Assessment tasks

Develop formative and summative assessment on trade unions and employers' association for focal area 1 lesson.



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

Review the essential questions in the uploaded learning plan for relevance, and where necessary, provide recommendations for improvement.

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 task, 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).

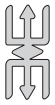
2.3 Share your experience with the group.

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 find 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.

Learning activities

Review the uploaded learning plan for Week 24, focal area 1, which focuses on industrial disputes and actions and evaluate whether the learning activities are aligned with the teacher manual with GESI and SEN learners taking into consideration.

Hint



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

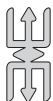
- a) essential questions
- b) differentiation
- c) assessment tasks, etc.

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.

Develop 50 multiple-choice questions, 5 essay questions and 1 case study covering content from weeks 23 to 24 of the teacher manual for the end of semester examination. Include a detailed marking scheme/rubrics and provide a table of specification.



Note

In preparing for end of semester examination, one prompt 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

Review the assessment tasks for the end of semester exams to ensure that the question distribution for the various DoK levels are as follows: 30% for Level 1, 40% for Level 2, and 30% for Level 3.

ii. Mark scheme and score distribution

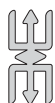
Review the marking scheme/rubrics to give a detailed breakdown of expected responses to promote fair and consistent scoring.

iii. Resources needed for assessment administration

Considering the assessment tasks developed for the end-of-semester examination, what materials or resources will be required to effectively administer the exams?

iv. How to provide feedback

After conducting the end-of-semester examination, what are the most effective ways to provide feedback to help improve learners' performance next time?



Note

Use the responses to complete your plan

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).

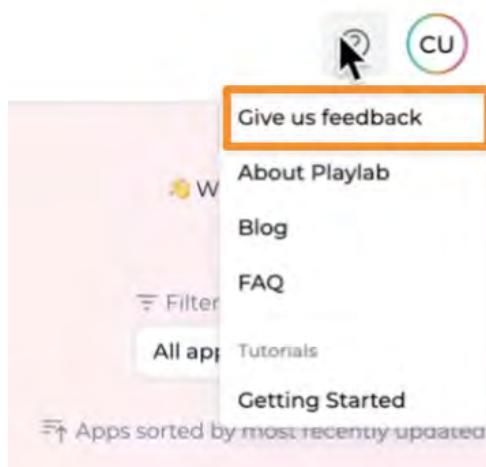
4.3 Remember to mark, record and upload your learners' assessment scores in the Student Transcript Portal.

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 the App
 - 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

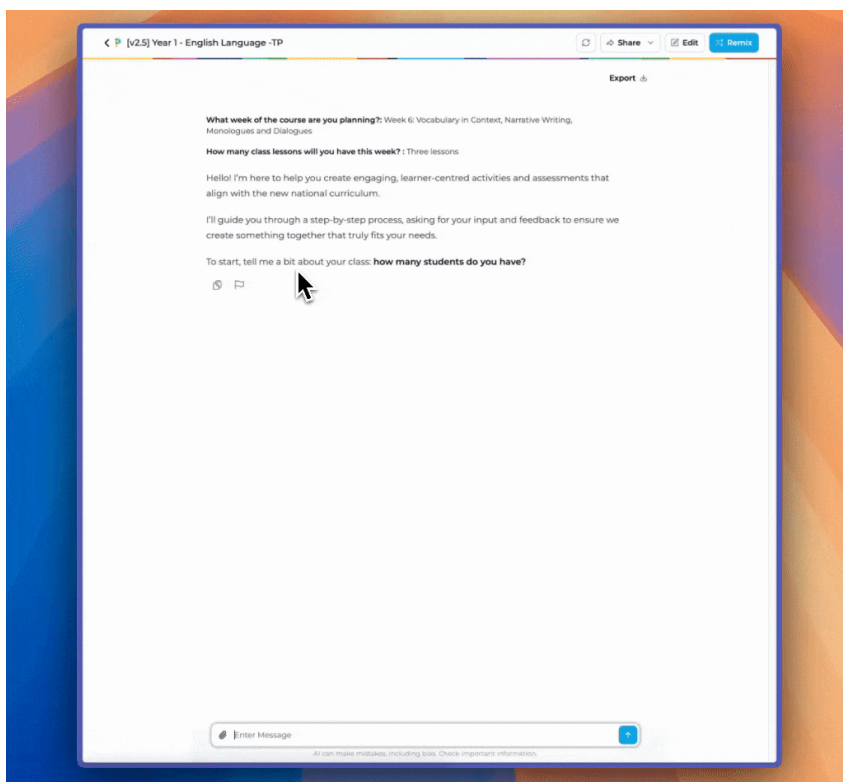
Please share any screenshots or videos that help visualize your feedback.

 **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



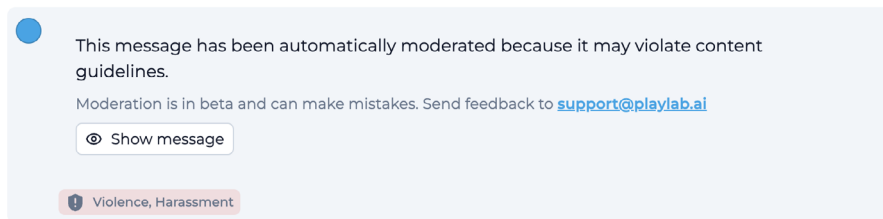
- Click to report biased, inaccurate, or inappropriate messages.
- Best for: Immediate issues with app responses
- There is also in app moderation for both user messages and AI generated responses. You can read more about it [here](#).

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.



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

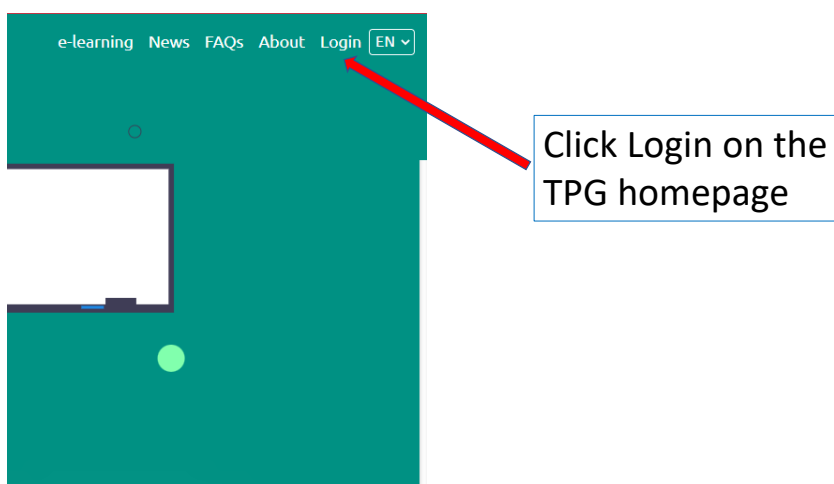
22. Areas for
development

23. Next steps for
teacher

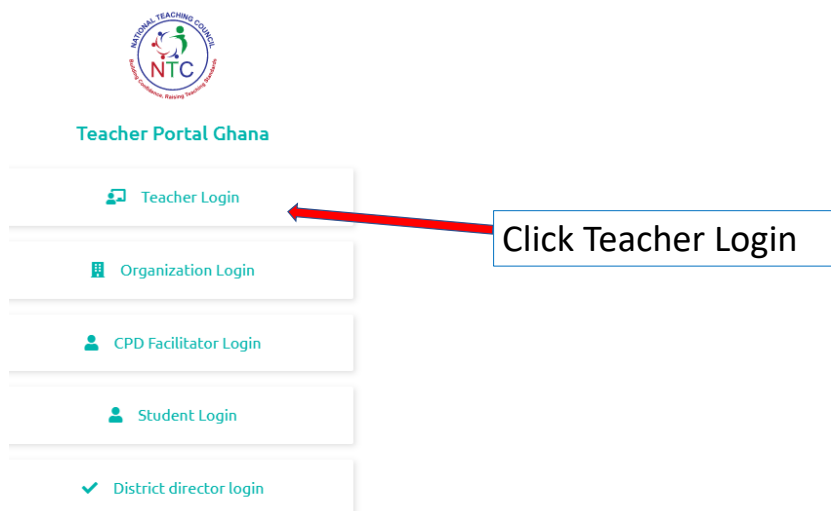
Additional Notes (on teacher's actions, the flow of activities, etc.)

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

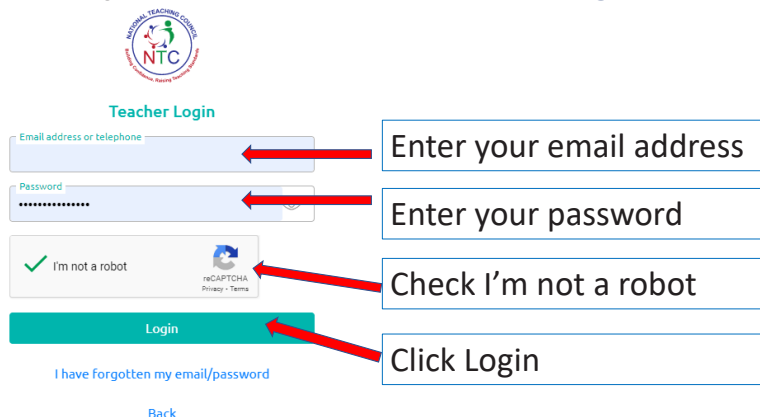
1. Visit *tpg.ntc.gov.gh* and click Login



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 NTC logo at the top. Below the logo, the text "Teacher Login" is displayed. There are four input fields: "Email address or telephone", "Password", "I'm not a robot" (with a reCAPTCHA icon), and a "Login" button. Red arrows point from each of these elements to a corresponding instruction box on the right. Below the "Login" button, there is a link "I have forgotten my email/password" and a "Back" link.

Teacher Login

Email address or telephone

Password

I'm not a robot

reCAPTCHA

Login

I have forgotten my email/password

Back

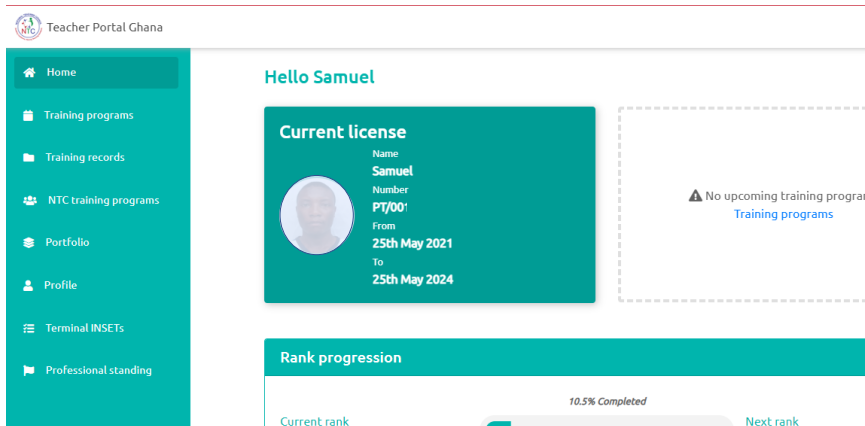
Enter your email address

Enter your password

Check I'm not a robot

Click Login

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



The image shows the Teacher Portal Ghana dashboard. On the left is a teal sidebar with a menu: Home, Training programs, Training records, NTC training programs, Portfolio, Profile, Terminal INSETs, and Professional standing. The main content area has a header "Hello Samuel". Below this is a "Current license" section with a profile picture and details: Name Samuel, Number PT/001, From 25th May 2021, To 25th May 2024. To the right of the license is a message: "No upcoming training program" with a link "Training programs". Below the license is a "Rank progression" section with a progress bar showing "10.5% Completed" and labels "Current rank" and "Next rank".

Teacher Portal Ghana

Home

Training programs

Training records

NTC training programs

Portfolio

Profile

Terminal INSETs

Professional standing

Hello Samuel

Current license

Name Samuel

Number PT/001

From 25th May 2021

To 25th May 2024

No upcoming training program

Training programs

Rank progression

10.5% Completed

Current rank

Next rank

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 (AMLJM)' (Processed, Credits: 0.5788). A red bracket groups these programs, pointing to a label.

Teacher Portal Ghana

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 (AMLJM)	Processed	0.5788

Click to view training records

List of training programs

THANK YOU

