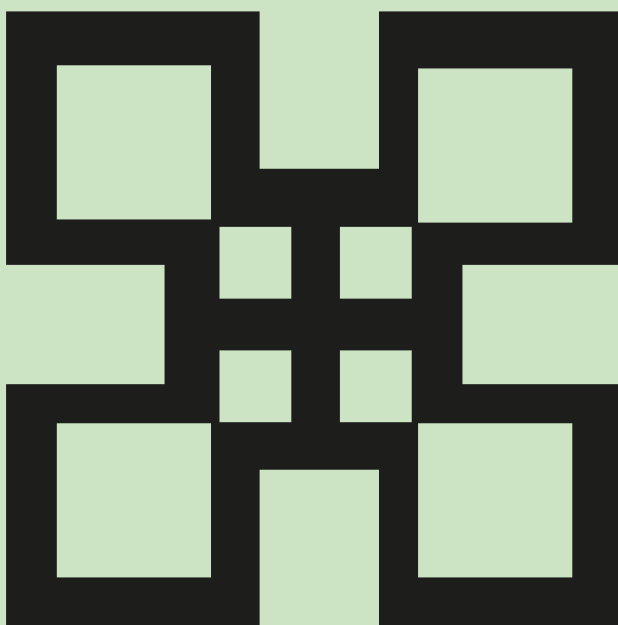


Professional Learning Community Handbook

Clothing and Textiles

Year Two



Ghana Education
Service (GES)



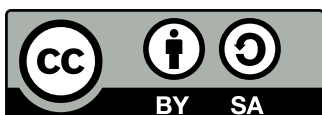
**Professional Learning
Community Handbook**

Clothing and Textiles

Year Two



REPUBLIC OF GHANA



Published by the Ministry of Education, Ghana under Creative Commons Attribution 4.0 International License.

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: Figure 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: Wardrobe Planning and Organisation Techniques	16
PLC Session 5: Role of Accessories, Hairstyles and Make-up in Enhancing Personal Appearance and Appropriate Dress and Grooming for Different Occasions	20
PLC Session 6: Preparing for Mid-Semester Examination	24
PLC Session 7: Characteristics of Blended and Mixed Fabrics and Test of Fabric Composition and Functionality	27
PLC Session 8: Fabric Construction Techniques in Clothing and its Classification based on Construction Techniques and their Characteristics	31
PLC Session 9: Types of Fabrics Construction Techniques and Their Suitability for Various Clothing Purposes	35
PLC Session 10: How Different Fabric Construction Techniques Affect Cutting and Stitching and Their Impact on Garment Production	39
PLC Session 11: Appropriate Care and Maintenance Practices for Garments made from Various Fabric Constructions	43
PLC Session 12: Preparing for End of Semester Examination	47

PLC Session 13: Making samples of garment features	50
PLC Session 14: Customisation in sustainable fashion and clothing production and renovating and reEnactment of articles	54
PLC Session 15: Different ways of renovating and remodelling articles	58
PLC Session 16: Renovation and remodelling of clothing for sustainability and customisation	62
PLC Session 17: Preparing for Student Transcript Portal Assessment – Individual Project	66
PLC Session 18: Preparing for Mid–Semester Examination	69
PLC Session 19: Freehand Cutting and Fabric Manipulation Techniques	72
PLC Session 20: Construction of Basic Garments Using Appropriate Sewing Techniques	76
PLC Session 21: Garment Evaluation and Quality Improvement	80
PLC Session 22: Creative Use of Fabrics and Fabric Craft Processes	84
PLC Session 23: Application of Creative Fabric Craft Techniques in Garment Decoration	88
PLC Session 24: Preparing for End of Semester Examination	92
Appendix 1: Subject Specific App Teaching & Learning Apps – Issue Reporting Guide	95
Appendix 2: Learning Planner Template	100
Appendix 3: Teacher Lesson Observation Form	102
Appendix 4: How to check CPD Points and Training Records on Teacher Portal Ghana	108

Foreword

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

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

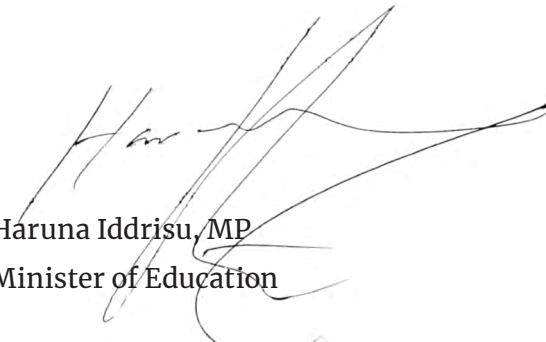
By fostering a culture of collaboration and continuous improvement through PLCs, teachers can enhance their understanding of the new SHS curriculum and effectively facilitate learning in the classroom. This will contribute to our country's resetting agenda by educating a generation of young people with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

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

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

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

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



Haruna Iddrisu, MP
Minister of Education

Acknowledgements

Special thanks to Professor Samuel Ofori Bekoe, Director-General of the National Council for Curriculum and Assessment (NaCCA) and all who contributed to the successful writing of the Year Two Professional Learning Community Handbook.

The writing team was made up of the following members

NaCCA Team

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

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

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

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

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

Links to APPs

Year One App



<https://www.playlab.ai/project/cmdw978jxok83mgouij7zjef3>

Year Two App



<https://www.playlab.ai/project/cme6h94e50apwjdoucc7wjk10>

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)

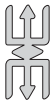
2.1 Scan the QR Code or use the link to access your Subject Specific App- <https://www.playlab.ai/project/cme6h94e50apwjdoucc7wjk10>



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.

a. Learning activities

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

b. Assessments

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

c. Differentiation strategies

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

Hint



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

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

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

3.0 Reflection

3.1 Reflect and share your views on the session (NTS1a, 1b).

3.2 Remember to read PLC Session 0.5 and bring along your laptop in preparation for next week's session.

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

1.0 Introduction (10 minutes)

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

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

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

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

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

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

2.1 Open your App and have a chat with it.

E.g.

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

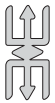
- c. *Select a week you are interested in and continue chatting with your App*
- d. *Refer to your Teacher Manual and confirm the information provided by the App or otherwise.*

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

E.g.

Select Assessment

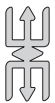
- a. *Look at the LIs for the week and select the appropriate DoK Level or Levels required for the week's lesson. For instance, 'the LI requires modelling, I would like to assess at level 3'*
- b. *Review the responses on the formats from your App, select any that meets your needs or continue chatting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



Note

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

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



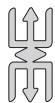
Note

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

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

E.g.

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

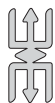


Note

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

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

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



Note

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

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

4.0 Reflection (15 minutes)

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

- 4.2** Remember to

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

PLC Session 1: Figure 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 *Figure Types with the needed areas* using the subject-specific App to review the completed learning plan.

Learning Outcome (LO): To populate the learning planner on Figure Types 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 figure types (NTS 3a–3q).

E.g.

i. Learning activities

Suggest collaborative group activities that help learners identify and compare different body shapes while maintaining cultural sensitivity.

ii. Assessment tasks

Design assessment questions covering DoK levels 1–4 for evaluating learner understanding of figure types and body measurements.

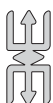
Develop a mark scheme/rubric for scoring the assessment.

iii. Differentiation

Suggest differentiation strategies for teaching figure types to learners with varying academic abilities and learning styles.

iv. Essential questions

Create essential questions that guide learners to understand the relationship between figure types and clothing selection.



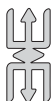
Note

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



3.0 Enactment (20 minutes)

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



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

- 4.1 Reflect and share your views on the session (NTS 1a, 1b).
- 4.2 Identify a critical friend to observe your lesson in relation to PLC Session 1 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3 Remember to:
 - a. read PLC Session 2, Teacher Manual and related Learner Material (NTS 3a).

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

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

1.0 Introduction (10 minutes)

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

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

- 1. review the completed learning plan for week 2
- 2. prepare assessment tasks and rubrics for 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

Review the attached learning plan to identify areas where learning activities can be improved, then suggest specific enhancements that incorporate 21st-century skills and social-emotional learning competencies while aligning with the prescribed pedagogies to effectively meet the learning indicators.

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.

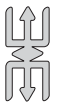
3.0 Prepare to Assign, Assess and Record for the Student Transcript Portal (50 minutes)

- 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.

Group project

Refer to the group project task in appendix B of section one of the teacher manual, review and revise the project task and rubrics and suggest areas of improvement, etc.



Note

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

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

E.g.

i. Task

Based on the revised project task, verify if it is in line with the learning outcomes and indicators, etc.

ii. Mark scheme and score distribution

Check the generated rubric, verify and refine the clarity and specificity of the performance descriptions in the performance levels and ensure it matches with the criteria, etc.

iii. Resources needed for assessment administration

Suggest appropriate low resources to support the administration of the group project, especially in rural schools, etc.

iv. How to provide feedback

Recommend strategies to offer feedback to learners approaching proficiency who demonstrate poor performance in the group project, ensuring the feedback is delivered sensitively and protects their dignity whilst maintaining peer respect.

4.0 Reflection (10 minutes)

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

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

4.3 Remember to:

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

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

1.0 Introduction (10 minutes)

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

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

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

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

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

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

2.0 Reviewing the Learning Plan (20 minutes)

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

E.g.

Essential questions

Examine essential questions and suggest improvements that support 21st century competencies and align with learning indicators.

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.

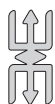
3.0 Prepare to Assign, Assess and Record for the Student Transcript Portal (50 minutes)

- 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.

Portfolio

Examine the individual portfolio assessment outlined in Appendix ‘B’ following Section 1 of the teacher manual. Evaluate the current portfolio structure, assessment criteria and implementation guidelines to identify specific gaps and propose improvements that enhance learning outcomes.



Note

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

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

E.g.

i. Task

Evaluate the modified project task against the learning indicators. Analyse how well project requirements match curriculum expectations, identifying areas where the task successfully supports or diverges from intended learning objectives.

ii. Mark scheme and score distribution

*Review the rubric to ensure **performance indicators** are clear, specific and properly aligned with the assessment criteria.*

iii. Resources needed for assessment administration

Recommend additional resources needed to support the administration of the portfolio assessment.

iv. How to provide feedback

Suggest a feedback strategy that outlines how to support learners' improvement.

4.0 Reflection (10 minutes)

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

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

4.3 Remember to:

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

PLC Session 4: Wardrobe Planning and Organisation Techniques

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 *wardrobe planning and organisation techniques* 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 wardrobe planning and organisation techniques (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Generate three essential questions for Week 4 learning indicators: two targeting content and one integrating 21st-century skills.

ii. Differentiation

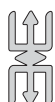
Suggest differentiated instructional approaches for teaching wardrobe types to diverse learner groups with varying learning abilities.

iii. Learning activities

I have 47 learners with varied learning abilities and limited resources. Suggest 4 suitable learning activities for teaching wardrobe types and occasion suitability.

iv. Assessment tasks.

Suggest 2 formative assessment tasks for Week 4 based on the Teacher Manual, learning indicators, and activities.



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

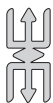
Analyse the learning plan to identify gaps, then suggest improvements that incorporate 21st century skills and SEL competencies while aligning with prescribed pedagogies to meet learning indicators.

Hint



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

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



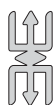
Note

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

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

3.0 Enactment (25 minutes)

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



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

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

PLC Session 5: Role of Accessories, Hairstyles and Make-up in Enhancing Personal Appearance and Appropriate Dress and Grooming for Different Occasions

1.0 Introduction (5 minutes)

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

HINT



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

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

Purpose: The purpose for this session is to populate the learning planner for week 5 on *the role of accessories, hairstyles and make-up in enhancing personal appearance and appropriate dress and grooming for different occasions* 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 the role of accessories, hairstyles and make-up in enhancing personal appearance and appropriate dress and grooming for different occasions (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Create 3 essential questions about appearance enhancement through accessories and styling that integrate 21st century skills for diverse learners.

ii. Differentiation

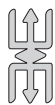
Propose differentiated teaching strategies for varied ability levels (approaching proficiency, proficient, highly proficient) to teach assessing accessories, hairstyles and make-up roles, aligned with weekly learning indicators.

iii. Learning activities

Design 2 interactive 45-minute activities on assessing appearance enhancement through accessories/styling for mixed-ability learners. Use Talk-for-Learning, low-cost resources and include visual/hearing impaired students.

iv. Assessment tasks

Using Week 5 learning indicators and activities, suggest 1 formative assessment strategy with 2 DoK Levels 2, 3 and 4 tasks on appearance enhancement. Include rubrics for 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

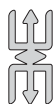
Analyse essential questions for inclusivity gaps and propose improvements that integrate 21st century competencies and support learning indicators.

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).

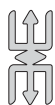
2.3 Share your experience with the group.

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

PLC Session 6: Preparing for Mid-Semester Examination

1.0 Introduction (10 minutes)

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

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

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

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

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

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

2.0 Reviewing the Learning Plan (20 minutes)

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

E.g.

Assessment tasks

My class is made up of 47 learners with different proficiency levels. Review the attached learning plan and identify the gaps in the assessment tasks and make suggestions for improvement in line with the prescribed DoK levels and the learning indicator in the teacher manual to suit learners' proficiency levels.

Hint



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

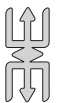
- a. essential questions
- b. differentiation
- c. learning activities, etc.

3.0 Prepare for 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.

Refer to the Teacher Manual and develop comprehensive assessment tasks for 20 Multiple Choice Questions with a corresponding mark scheme that adheres to the table specifications.



Note

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

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

E.g.

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

Review assessment tasks for mid-semester to ensure whether the questions follow the 30% of level 1, 40% of level 2 and 30% of level 3 of DoK distribution. Re-develop assessment tasks to meet the various levels in terms of the distribution, etc.

ii. Mark scheme and score distribution

Improve distractors by making options more plausible and ensure all options are grammatically parallel.

iii. Resources needed for assessment administration

I have shading answer sheets for learners and the room in which they will write the examination is not spacious. Suggest ways to prevent cheating. Suggest other resources that can support the conduct of the assessment.

iv. How to provide feedback

Suggest 2 ways to provide feedback for learners approaching proficiency who underperformed in the mid-semester examination, etc.

4.0 Reflection (10 minutes)

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

4.2 Identify a colleague to observe your lesson in relation to PLC Session 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 laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- d.** identify areas you found challenging in your planning and administering of the assessment for discussion during the next session.

PLC Session 7: Characteristics of Blended and Mixed Fabrics and Test of Fabric Composition and Functionality

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 *characteristics of blended and mixed fabrics and test of fabric composition and functionality* 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 characteristics of blended and mixed fabrics and test of fabric composition and functionality (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Generate 3 essential questions on fabric testing techniques – 1 teacher-directed and 2 learner-centred for 47 diverse learners using Teacher Manual guidance, etc.

ii. Differentiation

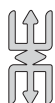
Recommend differentiated instructional strategies for teaching fabric testing techniques across varied ability levels (approaching to highly proficient), aligned with weekly learning indicators, etc.

iii. Learning activities

Develop group activities for 47 learners (ages 14–17) with mixed abilities and minimal resources to teach fabric testing techniques for Week 7.

iv. Assessment tasks

Suggest 3 formative assessment approaches at DoK Levels 3 and 4, and rubrics for fabric testing techniques, aligned with learning indicators, etc.



Note

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

HINT



Move to Activity 3.0

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

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

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

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

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

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

E.g.

Assessment tasks

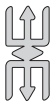
Analyse my learning plan for 47 diverse learners and recommend summative assessments that correspond with DoK levels, large class size and resource limitations, etc.

Hint



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

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



Note

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

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

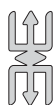
2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

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

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

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



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

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

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

4.3 Remember to:

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

PLC Session 8: Fabric Construction Techniques in Clothing and its Classification based on Construction Techniques and their Characteristics

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 *fabric construction techniques in clothing and its classification based on construction techniques and their characteristics* 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 fabric construction techniques in clothing and its classification based on construction techniques and their characteristics (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Design 3 fabric construction essential questions (1 teacher-directed, 2 learner-centred), suitable for diverse learners, including those with visual challenges, etc.

ii. Differentiation

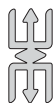
Create varied instructional approaches for teaching fabric construction techniques across different learning ability levels in line with learning indicators, etc.

iii. Learning activities

Develop 2 engaging 45-minute fabric construction activities using Talk-for-Learning approach with improvised materials, supporting diverse learners, including those with visual/hearing impairments, etc.

iv. Assessment tasks

Select Week 8 key assessment in the Teacher Manual and create a comprehensive DoK levels 2–4 task with corresponding rubric for effective evaluation, etc.



Note

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

HINT

Move to Activity 3.0



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

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

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

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

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

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

E.g.

Essential questions

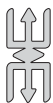
Evaluate essential questions for gaps and propose inclusive modifications that foster 21st century skills and match learning indicators, etc.

Hint



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

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



Note

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

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

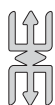
2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

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

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

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



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

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

4.2 Identify a colleague to observe your lesson in relation to PLC Session 8 to provide feedback on your lesson (NTS 1f, 1g).

4.3 Remember to:

- a.** read PLC Session 9, Teacher Manual and related Learner Material (NTS 3a).
- b.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- c.** identify areas you found challenging in your teaching for discussion during the next session.

PLC Session 9: Types of Fabrics Construction Techniques and Their Suitability for Various Clothing Purposes

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 *types of fabrics construction techniques and their suitability for various clothing purposes* 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 types of fabrics construction techniques and their suitability for various clothing purposes (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Create 3 fabric construction comparison questions focusing on instructional planning and 21st century skills development, based on Teacher Manual, etc.

ii. Differentiation

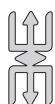
Recommend teaching strategies for Week 9 that support learners at different ability levels whilst ensuring inclusive classroom practices.

iii. Learning activities

Design group teaching activities for Week 9 that are appropriate for mixed abilities and genders. Activities should focus on comparing fabric construction techniques (woven, knitted, non-woven) and their clothing applications.

iv. Assessment tasks

Create an assessment task for DoK Levels 2 and 3 that aligns with comparing fabric construction techniques and their suitability for clothing purposes. Include a detailed rubric or scoring guide.



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

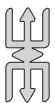
Evaluate my lesson plan for 47 diverse learners and recommend assessment enhancements that match appropriate DoK levels while accommodating different ability levels, large class size and resource constraints.

Hint



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

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



Note

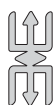
- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans

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

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

3.0 Enactment (25 minutes)

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



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

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

PLC Session 10: How Different Fabric Construction Techniques Affect Cutting and Stitching and Their Impact on Garment Production

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 *how different fabric construction techniques affect cutting and stitching and their impact on garment production* 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 how different fabric construction techniques affect cutting and stitching and their impact on garment production. (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Develop 4 essential questions to guide the week's lesson on how fabric techniques affect garment production.

ii. Differentiation

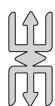
Create differentiated activities based on learners' diverse backgrounds and learning needs as a guide to teaching the week's focal area.

iii. Learning activities

Propose group strategies for Week 10 focal area on fabric techniques affecting production, considering 47 mixed-ability students and limited resources.

iv. Assessment tasks

Use Teacher Manual Week 10 learning indicators to develop assessments for DoK Levels 2, 3 and 4, including rubric for 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

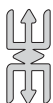
Review the provided learning plan and evaluate how well the differentiation notes address diverse learner needs. Highlight gaps in the differentiation approach and suggest improvements that incorporate 21st century competencies.

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

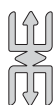
- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans

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

PLC Session 11: Appropriate Care and Maintenance Practices for Garments made from Various Fabric Constructions

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 *appropriate care and maintenance practices for garments made from various fabric constructions* 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 Appropriate Care and Maintenance Practices for Garments made from Various Fabric Constructions. (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Create three essential questions to guide the lesson on garment maintenance across fabric types for a class of 47 with different learning abilities, integrating communication and critical thinking skills.

ii. Differentiation

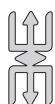
Design varied differentiated activities addressing diverse learning styles and abilities based on the focal area of the week.

iii. Learning activities

Create collaborative activities to guide the teaching of fabric construction care practices for diverse learners with resource limitations.

iv. Assessment tasks

Consult Week 11 activities and indicators to develop 4 assessments for the week's lesson covering DoK Levels 2, 3, and 4, including a scoring rubric.



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

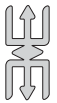
Analyse the activities in the learning plan to align with learning indicators for the week, incorporating 21st century skills and SEL, etc.

Hint



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

- a. essential questions
- b. 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).

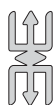
2.3 Share your experience with the group.

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

4.3 Remember to:

- a.** read PLC Session 12, Teacher Manual and related Learner Material (NTS 3a).
- b.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- c.** identify areas you found challenging in your teaching for discussion during the next session.

PLC Session 12: Preparing for End of Semester Examination

1.0 Introduction (10 minutes)

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

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

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

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

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

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

2.0 Reviewing the Learning Plan (20 minutes)

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

E.g.

Key notes on differentiation

Examine the attached learning plan and analyse the key notes on differentiation and identify any missing elements in differentiated strategies and provide recommendations, integrating 21st century skills.



Hint

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

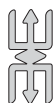
- a. essential questions
- b. learning activities
- c. assessment tasks, etc.

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.

Using the Teacher Manual as a reference, create detailed assessment items comprising 40 Multiple Choice Questions and 2 essay questions with an accompanying mark scheme/rubric that follows the specified table requirements across DoK levels.



Note

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

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

E.g.

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

Examine the mid-semester assessment items to verify adherence to the DoK distribution of 30% Level 1, 40% Level 2 and 30% Level 3&4.

ii. Mark scheme and score distribution

Verify the mid-semester assessment tasks to ensure the accuracy and fairness of the mark scheme.

iii. Resources needed for assessment administration

Recommend additional resources and materials needed to support the administration of the mid-semester examination.

iv. How to provide feedback

Suggest a feedback strategy that outlines how learners will receive feedback to support improvement.

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: Making samples of garment features

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 *making samples of garment features* 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 making samples of garment features. (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Create three essential questions to guide the lesson on garment feature samples for 47 diverse learners, including those with visual impairments, and integrating 21st-century skills.

ii. Differentiation

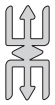
Plan inclusive differentiated activities to support SEN learners.

iii. Learning activities

Create practical activities for Week 13 lesson on garment feature sampling with 47 learners, including slow learners.

iv. Assessment tasks

Identify week 13 assessment approach and develop assessment tasks to align with DoK 2, 3 and 4 with a comprehensive scoring guide, etc.



Note

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

HINT



Move to Activity 3.0

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

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

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

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

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

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

E.g.

Essential questions

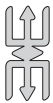
Review essential questions for making garment features and recommend improvements that promote 21st century skills, etc.

Hint



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

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



Note

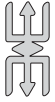
- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century skills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

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

- 2.3** Share your experience with the group.

3.0 Enactment (25 minutes)

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



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

- 4.1 Reflect and share your views on the session (NTS 1a, 1b).
- 4.2 Identify a colleague to observe your lesson in relation to PLC Session 13 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3 Remember to:
 - a. read PLC Session 14, Teacher Manual and related Learner Material (NTS 3a).
 - b. bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
 - c. identify areas you found challenging in your teaching for discussion during the next session.

PLC Session 14: Customisation in sustainable fashion and clothing production and renovating and reEnactment of articles

1.0 Introduction (5 minutes)

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

HINT



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

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

Purpose: The purpose for this session is to populate the learning planner for week 14 on *customisation in sustainable fashion and clothing production and renovating and reEnactment of articles*, using the subject specific App.

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

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

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

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 14 on customisation in sustainable fashion and clothing production and renovating and reEnactment of articles (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Generate 4 essential questions for the lesson on Customisation in sustainable fashion and clothing production, renovating and reEnactment of articles for 47 learners, emphasising communication, critical thinking, GESI and SEL using Teacher Manual guidance, etc.

ii. Differentiation

Develop differentiated activities for 47 learners with 10 visually impaired learners.

iii. Learning activities

Create interactive group activities for week 14 lesson for 47 mixed-ability learners.

iv. Assessment tasks

Reference Week 14 assessment strategies and create suitable assessment tasks for the week's 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

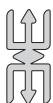
Examine my learning plan for 47 mixed-ability learners and recommend assessments that match DoK levels, etc.

Hint



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

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



Note

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

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

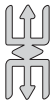
2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

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

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

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



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

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

4.2 Identify a colleague to observe your lesson in relation to PLC Session 14 to provide feedback on your lesson (NTS 1f, 1g).

4.3 Remember to:

- a.** read PLC Session 15, Teacher Manual and related Learner Material (NTS 3a).
- b.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- c.** identify areas you found challenging in your teaching for discussion during the next session.

PLC Session 15: Different ways of renovating and remodelling articles

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 different ways of renovating and remodelling articles 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 different ways of renovating and remodelling articles (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Provide three essential questions on different ways of renovating and remodelling articles for a class of 47 learners, integrating communication, critical thinking, GESI and SEL.

ii. Differentiation

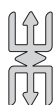
Plan differentiated activities to support SEN learners.

iii. Learning activities

Design collaborative activities for the lesson on renovating and remodelling articles for different abilities.

iv. Assessment tasks

Develop assessment tasks for the week's lesson with rubric for 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

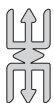
Assess the learning plan's differentiation section and determine its appropriateness, and propose adjustments that embed modern learning skills, etc.

Hint



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

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



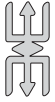
Note

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

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

3.0 Enactment (25 minutes)

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



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

- 4.1 Reflect and share your views on the session (NTS 1a, 1b).
- 4.2 Identify a colleague to observe your lesson in relation to PLC Session 15 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3 Remember to:
 - a. read PLC Session 16, Teacher Manual and related Learner Material (NTS 3a).
 - b. bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
 - c. identify areas you found challenging in your teaching for discussion during the next session.

PLC Session 16: Renovation and remodelling of clothing for sustainability and customisation

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 *renovation and remodelling of clothing for sustainability and customisation* 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 renovation and remodelling of clothing for sustainability and customisation (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. **Essential questions**

Create three essential questions to guide the lesson on Renovation and remodelling of clothing for sustainability and customisation for different learning abilities.

ii. **Differentiation**

Design differentiated strategies to teach the week's lesson, taking into consideration some learners with hearing impairment.

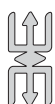
iii. **Learning activities**

Develop group-based tasks on Renovation and remodelling of clothing for sustainability and customisation with 47 mixed-ability learners.

iv. **Assessment tasks**

Create assessment tasks for the week's lesson (DoK 2–4) with a structured scoring rubric, referencing the Teacher Manual.

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

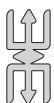
Examine the plan to strengthen learning activities through 21st century competencies and emotional learning integration, etc.

Hint



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

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



Note

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

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

2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

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

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

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

Note



You may record the enacted activity.

4.0 Reflection (10 minutes)

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

4.2 Identify a colleague to observe your lesson in relation to PLC Session 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 found challenging in your teaching for discussion during the next session.

PLC Session 17: Preparing for Student Transcript Portal Assessment – Individual Project

1.0 Introduction (10 minutes)

- 1.1 Share one thing on assessment in PLC Session 16 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 17 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 17
- 2. prepare assessment tasks and rubrics for individual project

Learning Outcome (LO): To review the learning plan for week 17 and address any challenges in planning and developing assessment tasks for the individual project (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

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

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

2.0 Reviewing the Learning Plan (20 minutes)

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

E.g.

Assessment tasks

Review my learning plan and suggest assessment improvements to aligned with DoK levels, considering varied learner abilities, class size of 47.

Hint



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

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

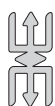
3.0 Prepare to Assign, Assess and Record for the Student Transcript Portal (50 minutes)

- 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.

Individual Project

Refer to a sample of an individual project task in Week 17 of Section five of the teacher manual and develop a comprehensive project task with corresponding scoring rubrics that incorporate differentiation strategies for diverse learners.



Note

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

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

E.g.

i. Task

Review the project tasks to check their alignment with the specified learning indicators. Provide recommendations where possible.

ii. Mark scheme and score distribution

Assess the rubric for clarity, verify achievement indicators align with criteria, and ensure appropriate score distribution.

iii. Resources needed for assessment administration

Recommend resources to support assessment administration and delivery.

iv. How to provide feedback

Suggest strategies for providing feedback after assessment administration that help learners understand their performance and steps for improvement.

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.** mark, record and upload your learners' assessment scores in the Student Transcript Portal (NTS 3j, 3n).
- b.** read PLC Session 18, Teacher Manual and related Learner Material (NTS 3a).
- c.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- d.** identify areas you found challenging in your teaching and administration of the assessment for discussion during the next session.

PLC Session 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.

Essential questions

Analyse the essential questions in the attached learning plan and provide suggestions to reflect the 21st century skills in alignment with the learning indicator.

Hint



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

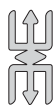
- a. Learning activity
- b. differentiation
- c. assessment tasks, etc.

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.

Prompt 1: Refer to the Teacher Manual and the table of specifications in Appendix E to construct 20 multiple-choice, 2 Essay Questions from weeks 13– 17, following the distribution of 30% of level 1, 40% of level 2 and 30% of level 3 questions. Ensure the wording is appropriate for learners aged 16 years and develop the mark scheme for the 20 multiple-choice questions and rubric for 2 essay questions.



Note

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

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

E.g.

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

Cross-check the mid-semester examination questions to confirm they align with the prescribed DoK allocation: 30% recall tasks, 40% conceptual skills and 30% strategic reasoning.

ii. Mark scheme and score distribution

Provide a comprehensive mark scheme/rubric for scoring.

iii. Resources needed for assessment administration

Suggest strategies to maintain examination integrity with a large class of 47 learners.

iv. How to provide feedback

Design feedback strategies for learners who scored below expectations in the mid-semester examination, incorporating targeted intervention activities.

4.0 Reflection (10 minutes)

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

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

4.3 Remember to:

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

PLC Session 19: Freehand Cutting and Fabric Manipulation Techniques

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 *freehand cutting and fabric manipulation techniques* 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 freehand cutting and fabric manipulation techniques (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Develop 4 essential questions for week 19 lesson on freehand cutting and fabric manipulation techniques tailored to mixed-ability learners, incorporating communication, critical thinking and GESI.

ii. Differentiation

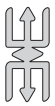
Create differentiated activities for SEN learners based on learner descriptions and Teacher Manual differentiation guidance.

iii. Learning activities

Create interactive group activities for the lesson on freehand cutting and fabric manipulation techniques with 47 mixed-ability learners.

iv. Assessment tasks

Design group assessment tasks for week 19 lesson for 47 learners. Provide rubric for scoring the 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.

Essential questions

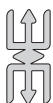
Evaluate the 4 essential questions to blend 21st century competencies with learning indicators.

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).

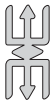
2.3 Share your experience with the group.

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

4.3 Remember to:

- a.** read PLC Session 20, Teacher Manual and related Learner Material (NTS 3a).
- b.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- c.** identify areas you found challenging in your teaching for discussion during the next session.

PLC Session 20: Construction of Basic Garments Using Appropriate Sewing Techniques

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 *construction of basic garments using appropriate sewing techniques* 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 construction of basic garments using appropriate sewing techniques (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Formulate 4 essential questions to guide the lesson on construction of basic garments using appropriate sewing techniques for different learner abilities, emphasising communication, critical thinking and SEL.

ii. Differentiation

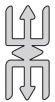
Design supportive differentiated tasks for learners to help them understand the lesson.

iii. Learning activities

Develop group practical activities for the lesson on construction of basic garments using appropriate sewing techniques for learners aged 14–17.

iv. Assessment tasks

Develop assessment tasks to align with the DoK levels 2–4 with a corresponding 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.

Learning activities

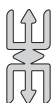
Review the activities in the learning plan to include 21st century competencies and SEL development, etc.

Hint



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

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



Note

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

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

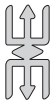
2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

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

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

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



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

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

4.2 Identify a colleague to observe your lesson in relation to PLC Session 20 to provide feedback on your lesson (NTS 1f, 1g).

4.3 Remember to:

- a.** read PLC Session 21, Teacher Manual and related Learner Material (NTS 3a).
- b.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- c.** identify areas you found challenging in your teaching for discussion during the next session.

PLC Session 21: Garment Evaluation and Quality Improvement

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 *garment evaluation and quality improvement* 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 garment evaluation and quality improvement (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Generate three essential questions for the lesson on garment evaluation and quality improvement, incorporating communication, critical thinking and SEL.

ii. Differentiation

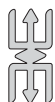
Plan differentiated activities for 47 learners with different learning abilities and 2 visually impaired.

iii. Learning activities

Create 4 interactive group tasks for the lesson on garment evaluation and quality improvement

iv. Assessment tasks

Suggest 4 DoK 2 and 3 essay-type assessment tasks for the lesson on garment evaluation and quality improvement with a rubric for 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

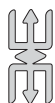
Revise the key notes on differentiation in the learning plan to include 21st century learning outcomes.

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.



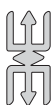
Note

- 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 21 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3 Remember to:
 - a. read PLC Session 22, Teacher Manual and related Learner Material (NTS 3a).
 - b. bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
 - c. identify areas you found challenging in your teaching for discussion during the next session.

PLC Session 22: Creative Use of Fabrics and Fabric Craft Processes

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 *creative use of fabrics and fabric craft 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 22 on creative use of fabrics and fabric craft processes (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Develop three questions for the lesson on creative use of fabrics and fabric craft processes for mixed-ability class of 47, emphasising GESI and SEL elements.

ii. Differentiation

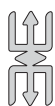
Suggest differentiated strategies to teach the lesson on creative use of fabrics and fabric craft processes for 47 learners of varied learning abilities.

iii. Learning activities

Create interactive group activities for mixed-ability learners to help them understand the week's focal areas.

iv. Assessment tasks

Design 2 practical assessment tasks to assess learners' understanding of the week's focal areas. Include rubric for 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.

Assessment tasks

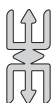
Revise the assessment tasks in the learning plan to align with the DoK levels proposed in the teacher manual for the week's lesson, etc.

Hint



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

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



Note

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

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

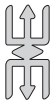
2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

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

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

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



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

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

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

4.3 Remember to:

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

PLC Session 23: Application of Creative Fabric Craft Techniques in Garment Decoration

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

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

Purpose: The purpose for this session is to populate the learning planner for week 23 on *application of creative fabric craft techniques in garment decoration* 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 application of creative fabric craft techniques in garment decoration (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Design essential questions for the lesson on application of creative fabric craft techniques in garment decoration, incorporating GESI and SEL.

ii. Differentiation

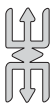
Suggest differentiated teaching strategies to help support 4 slow learners in a class of 47 learners.

iii. Learning activities

Create collaborative learning activities to help learners better understand the lesson on application of creative fabric craft techniques in garment decoration.

iv. Assessment tasks

Give 2 DoK 2 and 3 DoK practical assessment tasks to assess learners understanding of the week's lesson. Include scoring rubric.



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

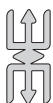
Review the essential questions in the learning plan to match learning outcomes, etc.

Hint



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

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



Note

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

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

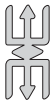
2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

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

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

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



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

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

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

4.3 Remember to:

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

PLC Session 24: Preparing for End of Semester Examination

1.0 Introduction (10 minutes)

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

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

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

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

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

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

2.0 Reviewing the Learning Plan (20 minutes)

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

E.g.

Learning activities

Review the attached learning plan to match the activities in line with the prescribed pedagogies in the teacher manual to meet learning outcomes.

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.

Assessment

With reference to the table of specifications in the teacher manual, develop 40 multiple-choice questions, 2 essay questions and 1 practical assessment task from the content of weeks 13–24. Develop mark scheme and rubrics to be used for scoring the multiple-choice, essay, and practical questions.

Note

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

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

E.g.

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

Review and revise the mid-semester assessment to match the assessment task distribution of 30% of DoK level 1, 40% of DoK level 2 and 30% of DoK level 3.

ii. Mark scheme and score distribution

Refine the mark scheme/rubric and score distribution to ensure clarity and fairness for scoring.

iii. Resources needed for assessment administration

There are 47 answer booklets for students to complete the multiple-choice and essay sections. For the practical component, I have 10 yards of used cotton bedsheet material to distribute among the 47 learners during a 2-hour practical examination. Recommend the most equitable method for distributing these materials to ensure fair access for all learners during the assessment.

iv. How to provide feedback

Recommend strategies to offer feedback for learners approaching proficiency who demonstrate poor performance in the end-of-semester assessment.

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).

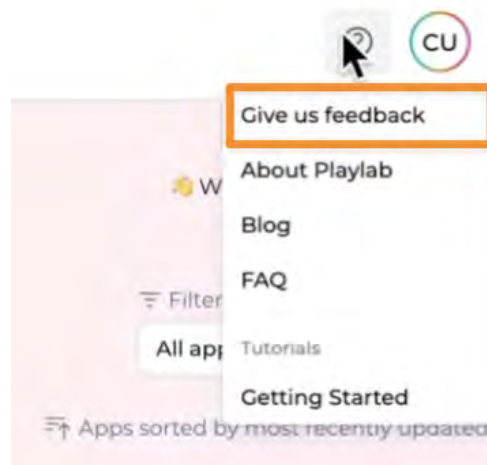
4.3 Remember to mark, record and upload your learners' assessment scores in the Student Transcript Portal.

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 Playlab
 - In the app, Click the “Give us Feedback” link in the menu and share feedback.



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



User Feedback Form

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

Full Name*

Your answer

Email*

Your answer

What is your role?*

Your answer

Please share your feedback

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

Your answer

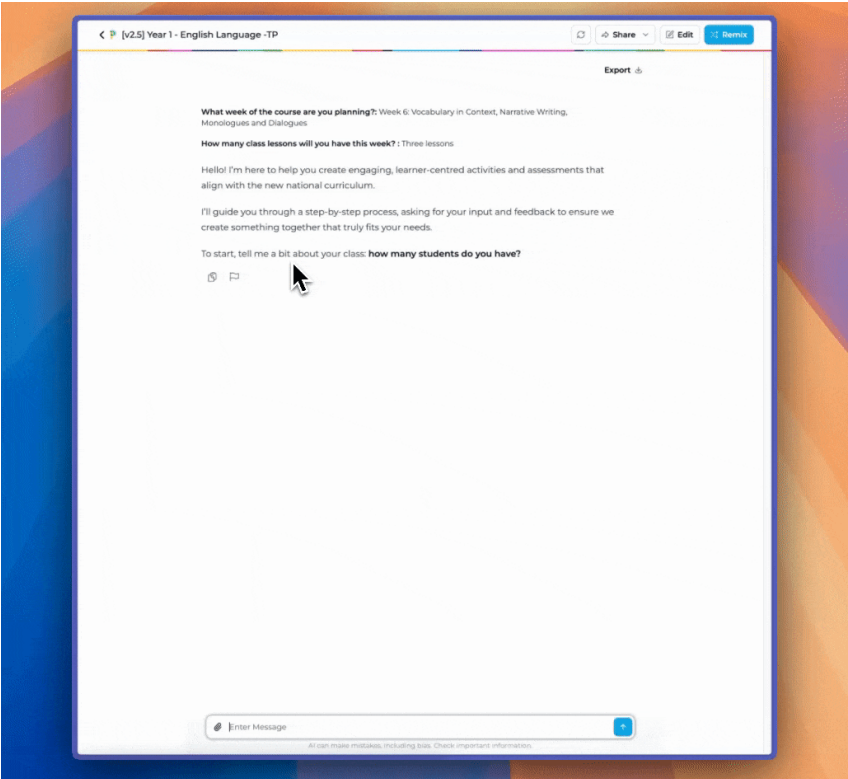
Please share any screenshots or videos that help visualize your feedback.

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

Submit

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

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



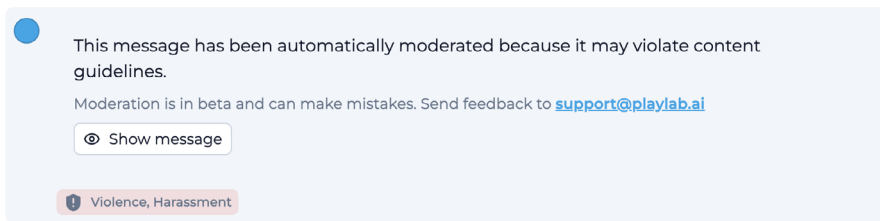
- Click to report biased, inaccurate, or inappropriate messages.
- Best for: Immediate issues with app responses
- There is also in app moderation for both user messages and AI generated responses. You can read more about it here.

What Happens After You Report?

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

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

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



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

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

Tips for Effective Reporting:

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

Additional Support Resources

1 App Basics:

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

Video Tutorials

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

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

Key Reminders

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

Appendix 2: Learning Planner Template

Name of Subject:

Learning Planner Template Year Two

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

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

Appendix 3: Teacher Lesson Observation Form

Teacher Lesson Observation Form

Name of School

Subject being observed

Class

Year 1

Year 2

Year 3

Sex of the teacher

Male

Female

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

Yes

In Part

No

NA

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

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

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

Yes

In Part

No

NA

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

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

Yes In Part No NA

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

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

Yes In Part No NA

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

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

Does the teacher take into consideration the uniqueness of learners?

Yes In Part No NA

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

6. Is there evidence that students are learning?

Yes In Part No NA

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

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

Yes In Part No NA

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

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

Yes In Part No NA

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

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

Yes In Part No NA

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

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

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

Yes In Part No NA

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

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

Yes In Part No NA

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

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

Yes In Part No NA

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

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

Yes In Part No NA

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

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

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

Yes In Part No NA

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

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

Yes In Part No NA

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

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

Yes In Part No NA

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

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

Yes In Part No NA

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

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

Yes In Part No NA

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

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

Yes

In Part

No

NA

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

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

Yes

In Part

No

NA

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

21. Key strengths in the lesson

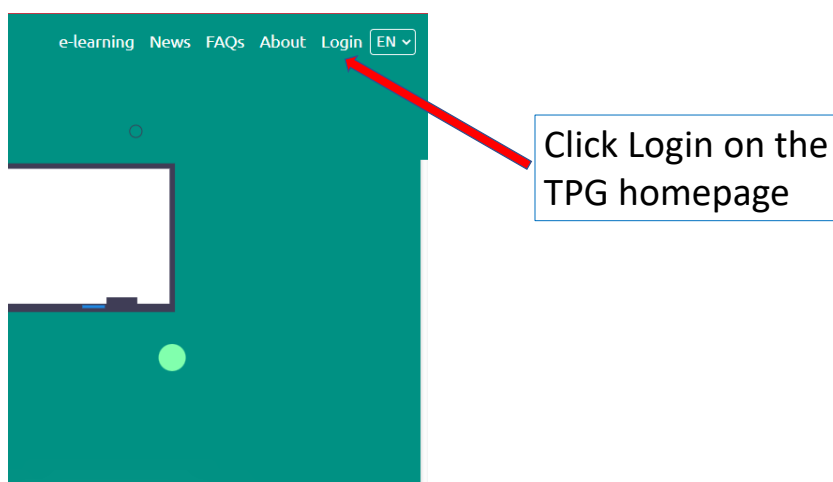
22. Areas for development

23. Next steps for teacher

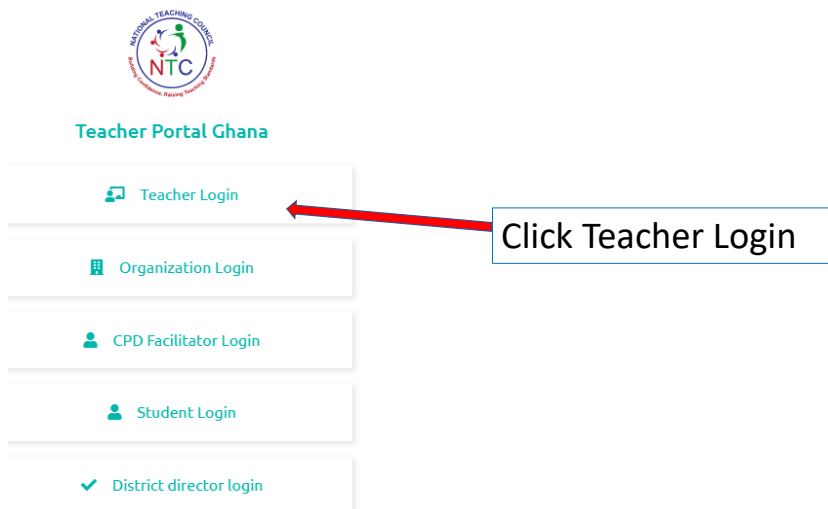
Additional Notes (on teacher's actions, the flow of activities, etc.)

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

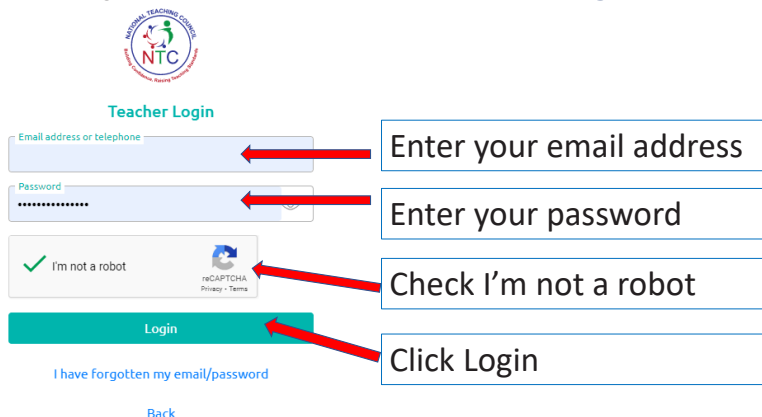
1. Visit tpg.ntc.gov.gh and click Login



2. On the Login page, click Teacher Login



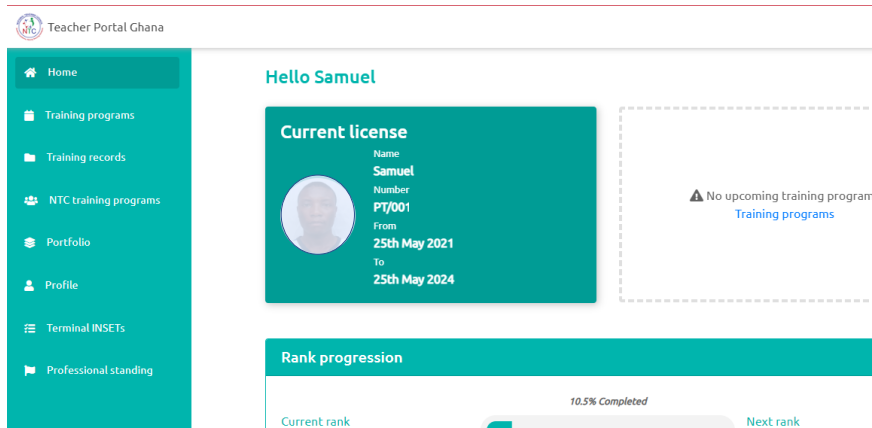
3. On the **Teacher Login** page enter your email address and password and then click **Login**



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

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

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



The image shows the Teacher Portal Ghana dashboard for a user named Samuel. The dashboard includes a sidebar with navigation links and a main content area with a greeting and a current license card.

Teacher Portal Ghana

Navigation Links:

- 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

Rank progression

Current rank 10.5% Completed Next rank

No upcoming training program
[Training programs](#)

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 screenshot 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' menu item to a text box. 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 on the right groups these programs under a text box. The total points are 1.8988.

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

