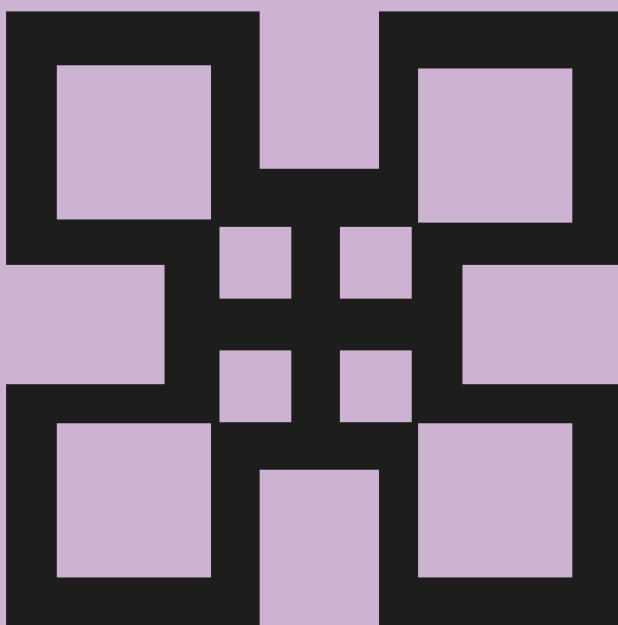


Professional Learning Community Handbook

English Language

Year Two



Ghana Education
Service (GES)



**Professional Learning
Community Handbook**

**English
Language**

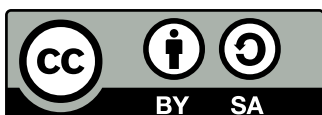
Year Two



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Foreword

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

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

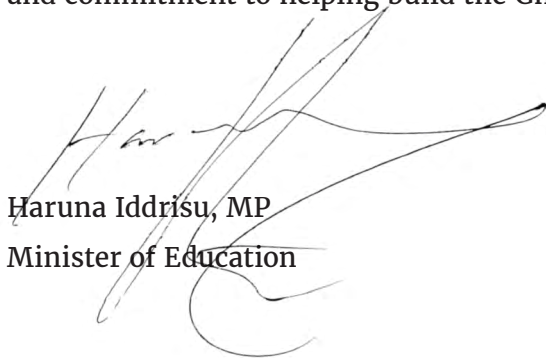
By fostering a culture of collaboration and continuous improvement through PLCs, teachers can enhance their understanding of the new SHS curriculum and effectively facilitate learning in the classroom. This will contribute to our country's resetting agenda by educating a generation of young people with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

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

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

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

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

A handwritten signature in black ink, appearing to read 'Haruna Iddrisu', is written over a light blue rectangular background.

Haruna Iddrisu, MP
Minister of Education

Acknowledgements

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The writing team was made up of the following members

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

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

	Subject	Name of Writer	Institution
8.	Aviation and Aerospace Engineering	David Kofi Oppong	Kwame Nkrumah University of Science and Technology
9.	Biology	Jo-Ann Neequaye	Nyarkrom SHS
10.	Biomedical Science	Davidson N.K. Addo	
11.	Building Construction & Woodwork Technology	Isaac Buckman	Armed Forces SHS
12.	Business Management	Ansbert Avole Baba	Bolgatanga Senior High School, Winkogo
13.	Chemistry	Michael Amissah	St. Augustine's College
14.	Clothing and Textiles	Rev. Sr. Jusinta Kwakyewaa	St. Francis Senior High Technical School
15.	Computing	Osei Amankwa Gyampo	Wesley Girls SHS, Kumasi
16.	Design and Communication Technology	Henry Angmor Mensah	Anglican Senior High School, Kumasi
17.	Economics	Salitsi Freeman Etonam	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/cmdxx258702r9osoukf1zoqke>

Year Two App



<https://www.playlab.ai/project/cme6glvhlogvgm3ouccc5uu7j9>

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 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)

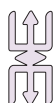
- 2.1** Scan the QR Code or use the link to access your Subject Specific App – <https://www.playlab.ai/project/cme6glvhl0gvgm30uccc5uu7j>



- 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.*

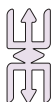
- c. *Select a week you are interested in and continue chatting with your App*
- d. *Refer to your Teacher Manual and confirm the information provided by the App or otherwise.*

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

E.g.

Select Assessment

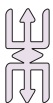
- a) *Look at the LIs for the week and select the appropriate DoK Level or Levels required for the week's lesson. For instance, 'the LI requires modelling, I would like to assess at level 3'*
- b) *Review the responses on the formats from your App, select any that meets your needs or continue chatting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



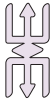
Note

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.

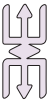


Note

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. 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.*

- 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: Diphthongs, Reading Comprehension, and Phrase/Clause

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 *Diphthongs, Reading Comprehension, and Phrase/Clause with the needed areas* using the subject-specific App to review the completed learning plan.

Learning Outcome (LO): To populate the learning planner on Diphthongs, Reading Comprehension, and Phrase/Clause 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 4 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 Diphthongs, Reading Comprehension and Phrase/Clause (NTS 3a-3q).

E.g.

i. Learning activities

Create learner-centered activities for all three focal areas (Diphthongs, Reading Comprehension, and Phrase/Clause) that promote 21st-century skills and can be completed in small mixed-ability groups of 40 slow learners and 5 intermediate learners.

ii. Assessment tasks

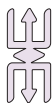
Design DOK Level 2 assessments for all three focal areas that fairly evaluate learning progress of 40 slow learners and 5 intermediate learners, including rubrics and marking schemes for group discussion activities

iii. Differentiation

Develop differentiation strategies for 'A Guide to Reading and Answering Comprehension' that provide scaffolding for 40 slow learners while offering extension opportunities for 5 intermediate learners, incorporating GESI principles.

iv. Essential questions

Create essential questions for 'Diphthongs in English Speech Sounds' that scaffold learning for 40 slow learners while challenging 5 intermediate learners. Include both teacher planning questions and student inquiry questions



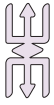
Note

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

PLC Session 2: Preparing for Student Transcript Portal Assessment – Portfolio

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 Portfolio Assessment

Learning Outcome (LO): To review the learning plan for week 2 and address any challenges in planning and developing assessment tasks for the Portfolio Assessment (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 Assessment.

2.0 Reviewing the Learning Plan (20 minutes)

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

E.g.

Differentiation

Refer to the Teacher manual for week 2 focal area 2 (Cohesive devices) and provide differentiated strategies that can be used with my 46 learners, where about 80% of them are slow learners and the rest intermediate. The duration for the lesson is 60 minutes. Most of the learners are not fluent in the English language.

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 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

I have a class of 45 learners. 40 are highly proficient and 5 are proficient. Portfolio assessment is the recommended assessment mode for the week and collected at the end of week 19 of the second semester, scored and recorded. Help me develop:

1. Clear learner instructions for portfolio setup
2. Detailed rubric for each task component
3. Checkpoint monitoring schedule with feedback prompts
4. Assessment administration guidelines

Consider differentiation for my mixed proficiency levels.



Note

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

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

E.g.

i. Task

Review and tailor the portfolio assessment task to meet the diverse abilities of my learners.

ii. Mark scheme and score distribution

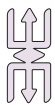
Based on the portfolio assessment tasks, help me develop a comprehensive marking scheme that ensures accuracy and fairness.

iii. Resources needed for assessment administration

Suggest an effective resource list for the portfolio assessment development for learners.

iv. How to provide feedback

Create structured feedback templates and guidelines for each checkpoint, including differentiated feedback approaches for varying proficiency levels.



Note

Use the responses to complete your plan

4.0 Reflection (10 minutes)

- 4.1** Reflect and share your views on the session (NTS 1a, 1b).
- 4.2** Identify a colleague to observe your lesson in relation to PLC Session 2 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3** Remember to:
- a.** Mark, record and upload your learners' assessment scores in the Student Transcript Portal (NTS 3j, 3n).
 - b.** Read PLC Session 3, Teacher Manual and related Learner Material (NTS 3a).
 - c.** Bring along your 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 – Group Project

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 group project

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

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

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

2.0 Reviewing the Learning Plan (20 minutes)

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

E.g.

Learning activities

I have a class of 80 learners, with 65 being slow learners and 15 intermediate learners. Review the learning activities in my learning plan on Subordinate Clause – Noun/Nominal Clause following the Teacher Manual, and suggest areas for improvement to better cater to the learners' needs, class size, etc.

Hint



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

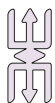
- a) essential questions
- b) differentiation
- c) assessment tasks, etc.

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.

I need to design a group project for Week 3 with 80 learners, 65 slow learners, and 15 intermediate. The project is a 450–word story ending with “it was a blessing in disguise”. How should I organise these learners into effective mixed–ability groups that ensure meaningful participation for all ability levels?



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 learning activities, assessment tasks and rubrics/mark scheme.

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

E.g.

i. **Group Project**

Review this group project task design: write a 450-word story ending with “it was a blessing in disguise.”

Is this task appropriate for 80 learners (65 slow and 15 intermediate learners)? What modifications are needed to ensure the 450-word story requirement is achievable?

ii. **Mark scheme and score distribution**

Evaluate this marking approach for the group story project using the Appendix B rubric in the Teacher Manual. Is this score distribution fair and practical for mixed-ability groups? How should I break down the marks allocated, and what evidence should I collect for a reliable assessment?

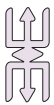
Suggest an enhanced mark scheme that proposes modifications to the score distribution and marking criteria for the group project while maintaining the total mark allocation.

iii. **Resources needed for assessment administration**

What specific resources do I need to effectively implement and assess this group story project? Consider materials for 80 learners, assessment tools, monitoring systems, support materials for limited English fluency, and technology needs. Include both physical and digital resources with alternatives for low-resource settings.

iv. **How to provide feedback**

Design a comprehensive feedback system for the 8-week group project timeline. How should I provide formative feedback at each checkpoint, support struggling groups, celebrate progress, and deliver summative feedback that promotes learning? Include strategies for both group and individual feedback that accommodate language barriers.



Note

Use the responses to complete your plan

4.0 Reflection (10 minutes)

- 4.1 Reflect and share your views on the session (NTS 1a, 1b).
- 4.2 Identify a colleague to observe your lesson in relation to PLC Session 3 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3 Remember to:
 - a. Mark, record and upload your learners' assessment scores in the Student Transcript Portal (NTS 3j, 3n).
 - b. Read PLC Session 4, Teacher Manual and related Learner Material (NTS 3a).
 - c. Bring along your Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
 - d. Identify areas you found challenging in your teaching and administering of the assessment for discussion during the next session.

PLC Session 4: Noun Clause, Cohesive Devices and Non-African Poems

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 *Noun/Nominal Clause, Cohesive devices in paragraph Coherence, Poetry (selected non-African poems* 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 *Noun/ Nominal Clause, Cohesive devices in paragraph Coherence, Poetry (selected non-African poems (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).*

E.g.

i. Essential questions

Suggest essential questions for focal area 1 (Noun/Nominal clause) that can be answered at different complexity levels

ii. Differentiation

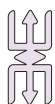
Suggest differentiation strategies for focal area 1 (Noun/Nominal clause) that use peer support and tiered activities to help slow learners succeed while challenging intermediate learners

iii. Learning activities

I have a very large class of 80 learners with 64 slow learners and 16 intermediate. Suggest learning activities for focal area 1 (Noun/ Nominal clause) that will help control all learners and make them participate fully in a 60-minute lesson.

iv. Assessment tasks

I have a very large class of 80 learners with 64 slow learners and 16 intermediate. Suggest assessment tasks for focal area 1 (Noun/ Nominal clause) that will help control all learners and make them participate fully in a 60-minute lesson in a typical classroom with basic materials.



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

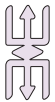
I have a very large class of 80 learners with 64 slow learners and 16 intermediate. Suggest engaging learning activities for focal area 1 (Noun/Nominal clause) that will maintain student interest and ensure active participation throughout the 60-minute lesson

Hint



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

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



Note

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

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

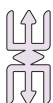
2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

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

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

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



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

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

4.2 Identify a colleague to observe your lesson in relation to PLC Session 4 to provide feedback on your lesson (NTS 1f, 1g).

4.3 Remember to:

- a)** Read PLC Session 5, Teacher Manual and related Learner Material (NTS 3a).
- b)** Bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- c)** Identify areas you find challenging in your teaching for discussion during the next session.

PLC Session 5: Affricates and Approximants, Grammatical Structures and Subordinate Clauses

1.0 Introduction (5 minutes)

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

Hint



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

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

Purpose: The purpose for this session is to populate the learning planner for week 2 on *Affricates and Approximants, Grammatical Structures, and Subordinate Clauses*. 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 Affricates and Approximants, Grammatical Structures, and Subordinate Clauses (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Help me develop essential questions for Focal Area 2: Grammatical Structures. I want questions that will guide my learners to understand how grammatical structures help them interpret complex texts and use context clues effectively.

ii. Differentiation

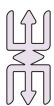
Suggest differentiation strategies for Focal Area 1: Affricates and Approximants. I have learners with different L1 influences – some struggle with /r/ vs /l/ distinction, others with affricate sounds. I also have learners with hearing difficulties and varying confidence levels in oral participation.”

iii. Learning activities

Create learning activities for Focal Area 3: Relative/Adjective Clauses. I have 25 learners and want activities for a 60–minute session. I need them to identify and use restrictive and non–restrictive relative clauses, and understand how relative pronouns (who, whom, whose, which, that) function in sentences.

iv. Assessment tasks

Develop DoK Level 3 assessment for Focal Area 1 for consonant Sounds using concept maps as specified in the manual. I want learners to demonstrate their understanding of affricates and approximants with examples and characteristics.



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.

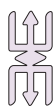
Learning activities

Help me review my learning plan to see if the learning activities for focal area 3 Relative/ Adjectival Clauses are achievable and well-suited for my 45 learners with 40 of them slow and only 5 intermediate within a 60-minute lesson. Make suggestions where necessary.

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).

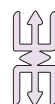
2.3 Share your experience with the group.

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

4.3 Remember to:

- a. Read PLC Session 6, Teacher Manual and related Learner Material (NTS 3a).
- b. Bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- c. Identify areas you find challenging in your teaching for discussion during the next session.

PLC Session 6: Preparing for Mid-Semester Examination

1.0 Introduction (10 minutes)

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

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

1. review the completed learning plan for week 6
2. prepare assessment tasks and rubrics for 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 completed learning plan into the subject-specific App for review.

E.g.

I have developed my learning plan for week 6 on the focal areas “Relative/Adjectival Clause, Essay and Poetry”. Review the plan and suggest areas for improvement, if any.

2.2 Have a chat with your App to review the following areas in the learning plan based on the responses from activity 2.1.

E.g.

i. Essential questions

Review my essential questions for suitability to teachers and learners and suggest better options if any.

ii. Key notes on differentiation

I have 80 learners in my class with limited space to walk between rows. 68 learners are slow, 10 proficient learners, and 2 with hearing impairment are stationed in front of the class for a better view of the board. Check the keynotes on differentiation to see if they meet the various needs of my learners.

iii. Learning activities

Review my learning plan to check the appropriateness of the suggested activities for my type of learners. Suggest alternative activities for 60 minutes

iv. Assessment tasks

Review my assessment tasks to check if they match the learning indicators for the week. Check if the DOK levels suggested for the week's lessons in the manual have been met.

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 develop your assessment tasks, mark schemes/rubrics.

E.g.

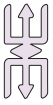
I have reviewed the structure and guidelines for setting the mid–semester examination. It recommends that the end–of–semester examination should contain 40 multiple–choice questions across DoK levels 1, 2, 3, and 4.

Suggest:

1. 40 multiple–choice covering DoK levels 1 to 3

2. Mark scheme

The examination is for 1 hour. The developed assessment tasks should match with the learning indicators in weeks 1 to 5.

**Note**

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

- 3.2** Have a chat with your App to review the suggested assessment tasks and discuss the suitability of the responses from activity 3.1. Use the review to refine the responses to complete the set questions. In doing this activity, consider:

E.g.

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

Review the assessment tasks to check whether they align to the DOK distribution of 30%, 40%, 30%. Suggest appropriate modifications to the assessment tasks if any.

- ii. Mark scheme and score distribution**

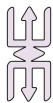
Provide a comprehensive mark scheme with appropriate score distributions for the questions.

- iii. Resources needed for assessment administration**

What resources will be appropriate and easily accessible for the learners to get and use for the mid-semester examinations?

- iv. How to provide feedback**

What appropriate feedback mechanism can I use to communicate back to my learners after scoring learners work? Suggest specific feedback for individuals needing special attention

**Note**

Use the responses to complete your plan

4.0 Reflection (10 minutes)

- 4.1** Reflect and share your views on the session (NTS 1a, 1b).
- 4.2** Identify a colleague to observe your lesson in relation to PLC Session 6 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3** Remember to:
- Mark, record and upload your learners' assessment scores in the Student Transcript Portal (NTS 3j, 3n).

- 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 teaching and administering of the assessment for discussion during the next session.

PLC Session 7: Patterns Of Consonant Clusters, Reading for Pleasure, and Adverbial Clauses

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 *Patterns of Consonant Clusters, Reading for Pleasure and Adverbial Clause* 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 *Patterns of Consonant Clusters, Reading for Pleasure, Subordinate Clause – Adverbial Clause* (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Create essential questions for Focal Area 2 on Reading for Pleasure for my 76 learners, most of whom are slow learners, with 2 having low vision and 1 wheelchair user. I need questions that will motivate them to see reading as enjoyable while considering different ways they can access and engage with texts.

ii. Differentiation

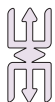
I need differentiation strategies for Focal Area 1 on Patterns of Consonant Clusters. I have 76 learners, with 69 being slow learners who struggle with complex pronunciation, 2 with low vision who need alternative ways to access visual cluster patterns, and 1 wheelchair user who needs accessible seating arrangements. Help me create strategies that ensure all learners can participate meaningfully in cluster identification activities.

iii. Learning activities

Create learning activities for Focal Area 3 on Adverbial Clause. I have 76 learners and need a 60-minute session. With 69 slow learners, I need activities that break down adverbial clauses into manageable steps, while ensuring my 2 learners with low vision can participate through tactile or auditory methods, and my wheelchair user has full access to all activities

iv. Assessment tasks

Design a DoK Level 1–3 assessment for Focal Area 2 on Reading for Pleasure. I need to assess whether my 76 learners can analyse level-appropriate texts for enjoyment, but I must accommodate my 69 slow learners with simpler tasks, provide alternative formats for my 2 learners with low vision, and ensure my wheelchair user can access all assessment materials.



Note

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

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

Hint



Move to Activity 3.0

2.0B Reviewing the Learning Plan and Addressing challenges in planning, delivering and assessing lessons (50 minutes)

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

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

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

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

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

E.g.

Assessment tasks

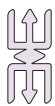
Review the DoK Level 2 assessment for Focal Area 3 on Adverbial Clause using gamification as specified in the manual. With 76 learners (69 slow learners, 2 with low vision, 1 wheelchair user), I need assessment options that allow different ways to demonstrate understanding of adverbial clause types and functions.”

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).

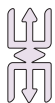
2.3 Share your experience with the group.

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

PLC Session 8: Adverbial Clause, Narrative Writing and Themes in Poetry

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 *Adverbial Clause, Narrative Writing, Identification of Common Themes Across Poems* 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 *Adverbial Clause, Narrative Writing, Identification of Common Themes Across Poems* (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Create essential questions for Focal Area 2 on Narrative Writing that guide learners to explore how sensory language and imagery can bring characters, settings, and experiences to life in their short stories.

ii. Differentiation

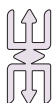
Suggest differentiation strategies for Focal Area 1 on Adverbial Clauses that accommodate learners with different learning styles, language proficiency levels, and special educational needs.

iii. Learning activities

Design 3–4 collaborative learning activities for Focal Area 2 on Narrative Writing that help learners practice using sensory language and imagery in their short stories, suitable for mixed-ability groups

iv. Assessment tasks

Create formative assessment activities for Focal Area 2 on Narrative Writing at DoK Levels 1–2 that allow learners to show their understanding of how sensory language creates vivid imagery.



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

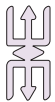
Create differentiation approaches for Focal Area 3 on Poetry Themes that support both my 40 struggling readers and 5 advanced learners in exploring common themes across poems.

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).

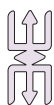
2.3 Share your experience with the group.

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

4.3 Remember to:

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

PLC Session 9: Consonant Clusters, Reading Fluently and Concord

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 *Consonant Clusters Practice, Importance of Reading Fluently, Subject-Verb Agreement* 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 *Consonant Clusters Practice, Importance of Reading Fluently, Subject-Verb Agreement* (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Generate essential questions for Focal Area 1 on Consonant Clusters Practice that help learners understand why accurate pronunciation of consonant clusters, including silent sounds, is important for effective communication

ii. Differentiation

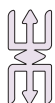
Develop inclusive differentiation strategies for Focal Area 3 on Subject-Verb Agreement that consider learners with different grammatical backgrounds and learning preferences.

iii. Learning activities

Create experiential learning activities for Focal Area 2 (Reading Fluency) that use model reading and talk-for-learning approaches to help learners understand the benefits of fluent reading.

iv. Assessment tasks

Develop formative assessment activities for Focal Area 2 on Reading Fluency at DoK Levels 1–4 that measure learners' understanding of fluency benefits and their actual reading performance.



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

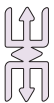
Review my learning activities to check if I have created experiential learning activities for Focal Area 2 on Reading Fluency that use model reading and talk-for-learning approaches to help learners understand the benefits of fluent reading. Re-align them if not.

Hint



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

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



Note

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

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

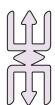
2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

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

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

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



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

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

4.2 Identify a colleague to observe your lesson in relation to PLC Session 9 to provide feedback on your lesson (NTS 1f, 1g).

4.3 Remember to:

- a.** Read PLC Session 10, Teacher Manual and related Learner Material (NTS 3a).
- b.** Bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- c.** Identify areas you find challenging in your teaching for discussion during the next session.

PLC Session 10: Concord, Speech Writing and Poetry

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 Subject-Verb Agreement, Speech writing and poetry 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 *Subject-Verb Agreement, Speech writing and poetry* (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Develop essential questions for Focal Area 3 on Imagery in Literature that encourage learners to discover how figurative language and expressive imagery enhance meaning and emotional impact in narratives, drama, and poetry.

ii. Differentiation

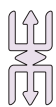
Create differentiation approaches for Focal Area 2 on Speech Writing that accommodate learners with different confidence levels in public speaking and varying writing abilities for both formal and informal contexts.

iii. Learning activities

Design collaborative learning activities for Focal Area 1 on Subject-Verb Agreement. using ‘build on what others say’ and role-play strategies that help learners practice concord principles in authentic contexts like TV presenting

iv. Assessment tasks

Develop DoK Level 1–3 assessment activities for Focal Area 3 on Imagery that allow learners to identify figurative language, create original imagery, and analyse the effectiveness of literary devices in texts.



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

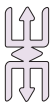
I have 45 learners. 40 are slow learners and 5 intermediate. Review the learning activities in my learning plan on Consonant Clusters Practice, Importance of Reading Fluently, and Subject-Verb Agreement in alignment with the teacher manual and suggest areas for improvement to suit the learners, class size, etc.

Hint



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

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



Note

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

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

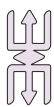
2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

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

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

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



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

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

4.2 Identify a colleague to observe your lesson in relation to PLC Session 10 to provide feedback on your lesson (NTS 1f, 1g).

4.3 Remember to:

- a.** Read PLC Session 11, Teacher Manual and related Learner Material (NTS 3a).
- b.** Bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- c.** Identify areas you find challenging in your teaching for discussion during the next session.

PLC Session 11: Oral Narrative, Summary Writing and Concord

1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 10
- c. the challenges you faced
 - d. 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 *Purpose of Texts, Strategies for Summarising Texts, Subject-Verb Agreement* 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 12 on *Purpose of Texts, Strategies for Summarising Texts, Subject-Verb Agreement* (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Develop essential questions for Focal Area 3 on Subject-Verb Agreement that encourage learners to think critically about how proper concord usage in everyday communication reflects language competence and professionalism.

ii. Differentiation

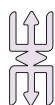
Develop inclusive differentiation strategies for Focal Area 3 on Subject-Verb Agreement that consider learners with different L1 influences while challenging those who have mastered basic concord rules.

iii. Learning activities

Create hands-on learning activities for Focal Area 2 on Summary Writing using collaborative learning and brainstorming that guide learners through paragraph shrinking and ‘who, what, when, where, why, how’ questioning techniques

iv. Assessment tasks

Design summary-based assessment tasks for Focal Area 2 on Summary Writing at DoK Levels 2–3 that test learners’ ability to condense complex texts while maintaining essential information and using their own words.



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

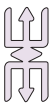
Review the DoK Level 2-3 assessment activities for Focal Area 3 on Subject-Verb Agreement in the learning plan to check that they allow learners to correct grammatical errors in sentences and passages while demonstrating understanding of concord principles."

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).

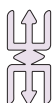
2.3 Share your experience with the group.

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

PLC Session 12: Preparing for End of Semester Examination

1.0 Introduction (10 minutes)

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

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

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

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

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

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

2.0 Reviewing the Learning Plan (20 minutes)

- 2.1 Upload your completed learning plan into the subject-specific App for review.

E.g.

Review the uploaded Week 12 learning plan for active and passive voice, debate writing, and imagery, assess alignment, effectiveness,

and differentiation for my 75 learners, with 69 slow learners and the rest proficient.

2.2 Have a chat with your App to review the following areas in the learning plan based on the responses from activity 2.1.

E.g.

i. Essential questions

Review the essential questions to promote critical thinking

ii. Key notes on differentiation

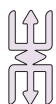
Can my keynotes on differentiation work with 69 struggling learners? Suggest realistic support strategies for large classes.

iii. Learning activities

Will my activities work with 75 students? Are time allocations realistic? Redesign the learning activities to be manageable while teaching voice, persuasive writing, and imagery

iv. Assessment tasks

Can I assess 75 learners effectively with DOK levels 1, 2, 4? Simplify assessment if necessary while maintaining quality.



Note

Use the responses to complete your work

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 develop your assessment tasks, mark schemes/rubrics.

E.g.

I have reviewed the structure and guidelines for setting the end of semester examination.

Paper 1 part A: Multiple choice questions (40 questions).

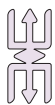
Paper 1 part B: Oral test (10 questions).

Paper 2 A: 3 essay questions, 1 should be selected by learners

Paper 2 B: 1 comprehension passage with questions

Total mark for end of semester examination is 110 marks to be scaled down to 70%

Provide a comprehensive end of semester examination question covering DOK levels 1 to 4 of content taught from week 1 to 12, as suggested in the teacher manual.



Note

In preparing for End of Semester examination, one prompt may not be enough for the App to provide all that you may need (DoK levels, structure, percentage distribution across DoK levels, etc.).

- 3.2** Have a chat with your App to review the suggested assessment tasks and discuss the suitability of the responses from activity 3.1. Use the review to refine the responses to complete the set questions. In doing this activity, consider:

E.g.

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

Review the assessment tasks to check whether they align with the DOK distribution of 30%, 40%, 30%. Suggest appropriate modifications to the assessment tasks if any.

- ii. Mark scheme and score distribution**

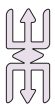
Provide a comprehensive mark scheme with appropriate score distributions for the questions.

- iii. Resources needed for assessment administration**

What resources will be appropriate and easily accessible for the conduct of the mid-semester examinations?

- iv. How to provide feedback**

What appropriate feedback mechanism can I use to communicate back to my learners after scoring learners work? Suggest specific feedback for individuals needing special attention



Note

Use the responses to complete your plan

4.0 Reflection (10 minutes)

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

4.2 Identify a colleague to observe your lesson in relation to PLC Session 12 to provide feedback on your lesson (NTS 1f, 1g)

4.3 Remember to:

- a. Read PLC Session 13, Teacher Manual and related Learner Material (NTS 3a).
- b. Bring along your Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- c. Identify areas you find challenging in your teaching for discussion during the next session.

PLC Session 13: Preparing for Student Transcript Portal Assessment – Individual Project

1.0 Introduction (10 minutes)

- 1.1 Share one thing on assessment in PLC Session 12 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 13 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 13
- 2. prepare assessment tasks and rubrics for Individual Project.

Learning Outcome (LO): To review the learning plan for week 13 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.

I have a class of 45 learners with 40 highly proficient and 5 proficient. Review my learning plan to check the suitability of the learning activities in focal area 2 on Active/Passive Voice Principles and Usage for the two groups of learners in the class.

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.

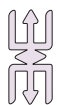
3.0 Prepare to Assign, Assess and Record for the Student Transcript Portal (50 minutes)

- 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.

Individual Project

I have to administer Individual Project as a summative assessment for the week. Review the suggested Individual Project in the teacher manual and revise it if necessary to meet the needs of my learners.



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 learning activities, assessment tasks and rubrics/mark scheme.

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

E.g.

i. Task

Suggest improvements for task clarity, differentiation strategies, and assessment validity of the Individual Project.

ii. Mark scheme and score distribution

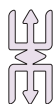
With the modifications done in the tasks, provide refined marking criteria with specific performance descriptors and suggest modifications for better assessment equity.

iii. Resources needed for assessment administration

Provide a resource list needed for the administration to complete the Individual Project.

iv. How to provide feedback

Create structured feedback templates and guidelines for each checkpoint, including differentiated feedback approaches for varying proficiency levels.



Note

Use the responses to complete your plan

4.0 Reflection (10 minutes)

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

4.2 Identify a colleague to observe your lesson in relation to PLC Session 13 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 14, Teacher Manual and related Learner Material (NTS 3a).
- c.** Bring along your Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- d.** Identify areas you found challenging in your teaching and administering of the assessment for discussion during the next session.

PLC Session 14: Cues In Communication, Registers and Speech Writing

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 *Cues in Communication, Registers and Speech Writing* 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 *Cues in Communication, Registers and Speech Writing* (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Develop essential questions for Week 14 that connect communication cues, registers, and debate writing to real-life Ghanaian contexts, suitable for predominantly slow learners in 60-minute sessions with peer support opportunities.

ii. Differentiation

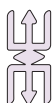
Design inclusive differentiation methods for Week 14 that connect local communication practices to academic learning, ensuring all 45 learners can access content.

iii. Learning activities

Design learning activities for Week 14 that explore communication cues, registers, and debate writing through real-life Ghanaian contexts, suitable for slow learners in 60-minute sessions.

iv. Assessment tasks

Create assessment strategies for Week 14 that evaluate communication cues, registers, and debate writing through real-life Ghanaian contexts, suitable for slow learners in 60-minute sessions.



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

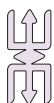
I have 45 learners, 40 are slow and 5 are intermediate learners, review the learning activities in my learning plan on communication cues, registers, and debate writing through real-life Ghanaian contexts in alignment with the teacher manual and suggest areas for improvement to suit the learners, class size, duration, 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

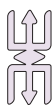
- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans

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

PLC Session 15: Cultural Perspectives in Communication and Vocabulary in Context

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 *Cultural Perspectives in Communication and Vocabulary in Context* 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 *Cultural Perspectives in Communication and Vocabulary in Context* (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Generate essential questions for the week covering cultural perspectives in communication and vocabulary in context, designed for 45 learners with collaborative learning opportunities.

ii. Differentiation

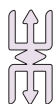
Design inclusive differentiation strategies for Week 15 that connect cultural ceremonies to vocabulary learning, ensuring all learners access content through familiar Ghanaian examples with collaborative support.

iii. Learning activities

Create hands-on learning activities for Week 15 that use Ghanaian wedding/arbitration/funeral scenarios to teach communication and vocabulary, engaging 45 learners (40 slow, 5 intermediate)

iv. Assessment tasks

Develop an inclusive assessment for Week 15 that connects cultural communication practices to learning indicators, ensuring all learners can demonstrate understanding through accessible evaluation methods, including homework tasks.



Note

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

Hint



Move to Activity 3.0

2.0B Reviewing the Learning Plan and Addressing challenges in planning, delivering and assessing lessons (50 minutes)

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

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

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

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

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

E.g.

Learning activities

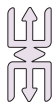
Review the learning activities in my learning plan for week 15 to check if they align with the learning indicators for the week and are engaging enough for the 40 slow learners as well as the 5 intermediate learners. Restructure the learning activities where possible.

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).

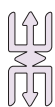
2.3 Share your experience with the group.

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

4.3 Remember to:

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

PLC Session 16: Minutes Writing: Structure/Format

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 *Minutes Writing* 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 *Minutes Writing* (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. **Essential questions**

Develop essential questions for Week 16 that connect minutes writing structure and format to real-life Ghanaian meeting contexts, suitable for predominantly slow learners.

ii. **Differentiation**

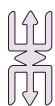
Design inclusive differentiation approaches for Week 16 that connect formal documentation skills to practical meeting situations, ensuring all learners have access to content through group work and peer collaboration.

iii. **Learning activities**

Create hands-on learning activities for Week 16 that use familiar school and community meeting scenarios to teach minutes writing, engaging 45 learners (40 slow, 5 intermediate) in collaborative sessions leading to group oral presentations.

iv. **Assessment tasks**

Design assessment tasks for Week 16 using authentic Ghanaian meeting scenarios (school committees, PTA meetings, community gatherings) to measure minutes writing skills, accommodating 45 learners through group oral presentations.



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

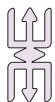
Read through the learning activities in my learning plan to see if they align with the learning indicator and use familiar Ghanaian meeting contexts to teach minute writing, accommodating 40 slow learners and 5 intermediate learners. Revise if necessary.

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

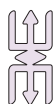
- i. *Chatting once may not be enough for the App to provide all that you may need for the tasks*
- ii. *Transfer the information from your SS App into your learning planner template to complete your plans*

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

PLC Session 17: Report Writing (Structure/Format)

1.0 Introduction (5 minutes)

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

Hint



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

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

Purpose: The purpose for this session is to populate the learning planner for week 17 on *Report Writing* using the subject specific App.

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

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

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

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

E.g.

i. Essential questions

Generate essential questions for Report Writing Structure and Format that will guide my diverse class of 62 learners through understanding, analysing, and creating effective reports

ii. Differentiation

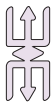
Create differentiation strategies for Week 17 on Report Writing that address my diverse class of 62 learners (56 slow, 6 intermediate, 1 visually impaired) with varied instructional approaches, flexible grouping, and specific accommodations in all 3 lessons

iii. Learning activities

Design engaging, collaborative learning activities for Week 17 on Report Writing that work for 62 diverse learners in 60-minute lesson sessions, incorporating hands-on practice, real-world connections, and Ghana's cultural values.

iv. Assessment tasks

Create varied assessment tasks for Week 17 on Report Writing across DoK Levels 2–4 that fairly evaluate all 62 learners using multiple formats, accommodations, and alignment with learning indicators.



Note

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

Hint



Move to Activity 3.0

2.0B Reviewing the Learning Plan and Addressing challenges in planning, delivering and assessing lessons (50 minutes)

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

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

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

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

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

E.g.

Assessment tasks

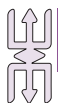
Review my learning plan and Design assessment tasks for Report Writing Structure and Format that offer alternative demonstration methods, specific accommodations for diverse needs, and prepare learners for the short quiz format.

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).

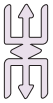
2.3 Share your experience with the group.

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

4.3 Remember to:

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

PLC Session 18: Preparing for Mid-Semester Examination

1.0 Introduction (10 minutes)

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

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

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

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

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

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

2.0 Reviewing the Learning Plan (20 minutes)

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

E.g.

Assessment tasks

I have 45 learners with 40 of them highly proficient and 5 proficient. Review my learning plan and restructure questions into one set to meet the needs and abilities of the two groups.

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 indicators, 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).

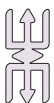
E.g.

I have reviewed the structure and guidelines for setting the mid-semester examinations. It recommends that it should cover contents from weeks 13 – 17

The test should include: 3 essay questions, 1 Passage for Summary writing with questions develop:

1. Table of specifications for the areas covered.
2. 3 essay questions
3. 1 passage for summary writing
4. Rubric

Adjust the table of specification to accommodate only contents from weeks 13 to 16



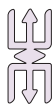
Note

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

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

E.g.

- i. Whether the assessment tasks generated follow 30%, 40%, 30% DoK distribution**
Check the assessment tasks provided if they meet the 30%, 40%, 30% DoK distribution.
- ii. Mark scheme and score distribution**
Check the mark scheme for the mid-semester examination and make sure the scores are well distributed.
- iii. Resources needed for assessment administration**
Provide a list of common resources that are very necessary for the administration of the mid-semester examination.
- iv. How to provide feedback**
Give sample feedback remarks in both written and verbal forms to pass to learners after scoring.



Note

Use the responses to complete your plan

4.0 Reflection (10 minutes)

- 4.1** Reflect and share your views on the session (NTS 1a, 1b).
- 4.2** Identify a colleague to observe your lesson in relation to PLC Session 18 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3** Remember to:
 - a.** Mark, record and upload your learners' assessment scores in the Student Transcript Portal.
 - b.** Read PLC Session 19, Teacher Manual and related Learner Material (NTS 3a).
 - c.** Bring along your Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
 - d.** Identify areas you found challenging in your planning and administering of the assessment for discussion during the next session.

PLC Session 19: Antonyms (Nearly Opposite in Meaning)

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 *Antonyms (Nearly Opposite in Meaning)* 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 Antonyms (Nearly Opposite in Meaning) (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Generate essential questions for Antonyms (Nearly Opposite in Meaning) that is connected to vocabulary development and effective communication, and help assess learners' understanding across different contexts

ii. Differentiation

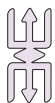
Design differentiated instruction for Antonyms using flexible groupings

iii. Learning activities

Design engaging learning activities for Week 19 on Antonyms that help 62 learners (56 slow, 6 intermediate, 1 visually impaired) identify and use opposite meanings through interactive practice in a 60-minute lesson.

iv. Assessment tasks

Create MCQ assessment tasks for Week 19 on Antonyms across DoK Level 2-4 to evaluate learners vocabulary usage.



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

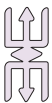
Review my learning plan and create hands-on activities for Antonyms (Nearly Opposite in Meaning) that connect vocabulary development to real-world communication.

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).

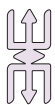
2.3 Share your experience with the group.

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

4.3 Remember to:

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

PLC Session 20: Article Writing

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 *Article Writing* 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 Article Writing (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Create essential questions for Week 20 on Article Writing that connect to real-world publication and Ghana's cultural values.

ii. Differentiation

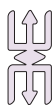
Design differentiated instruction for Article Writing using flexible

iii. Learning activities

Design engaging learning activities for Week 20 on Article Writing that help 62 learners (56 slow, 6 intermediate, 1 visually impaired) craft compelling articles for international newspapers through interactive practice in 60-minute lessons.

iv. Assessment tasks

Create assessment tasks for Week 20 on Article Writing across DoK Levels 1-4 for 62 learners (56 slow, 6 intermediate, 1 visually impaired) that prepare for Text Review format while evaluating article writing skills.



Note

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

Hint



Move to Activity 3.0

2.0B Reviewing the Learning Plan and Addressing challenges in planning, delivering and assessing lessons (50 minutes)

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

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

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

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

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

E.g.

Assessment tasks

Review and Design varied assessment tasks for Article Writing that accommodate 62 diverse learners in 60-minute sessions and include both formative and summative options.

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

4.3 Remember to:

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

PLC Session 21: Research and Presentation

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 *Research and Presentation* 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 *Research and Presentation* (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. **Essential questions**

Develop essential questions for Research and Presentation that guide my diverse class of 62 learners through understanding information retrieval, citation techniques, and effective presentation skills, while connecting these concepts to academic integrity and Ghana's research contexts.

ii. **Differentiation**

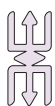
Design differentiated instruction for Research and Presentation using flexible grouping, focusing on information retrieval and citation in a 60-minute lesson.

iii. **Learning activities**

Design engaging learning activities for Week 21 on Research and Presentation that help learners retrieve information from print and digital sources and practice in-text referencing.

iv. **Assessment tasks**

Develop assessment tasks for Week 21 on Research and Presentation for DoK Levels 3–4 for 62 learners (56 slow, 6 intermediate, 1 visually impaired) that prepare them for journal presentation, evaluating research and citation skills.



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

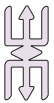
Develop hands-on activities for Research and Presentation that help learners connect information retrieval skills to real-world research and presentation contexts.

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).

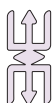
2.3 Share your experience with the group.

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

4.3 Remember to:

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

PLC Session 22: Word collocations (Best linkages)

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 *Word collocations (Best linkages)* 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 *Word collocations (Best linkages)* (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Give essential questions for Word Collocations that guide learners through understanding word partnerships, analysing natural language patterns, and creating fluent speech and writing through effective word combinations.

ii. Differentiation

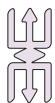
Design differentiated instruction for Word Collocations using flexible focusing on natural word partnerships in 60–minute sessions.

iii. Learning activities

Create hands-on activities for Word Collocations to help learners connect vocabulary development to natural and fluent communication contexts.

iv. Assessment tasks

Create assessment tasks for Week 22 on Word Collocations for DoK Levels 2–4 that prepare for field trip report writing format while evaluating vocabulary usage in context.



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 to address challenges they may have during lesson preparation and delivery.

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

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

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

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

E.g.

Assessment tasks

Review my learning plan and design varied assessment tasks for Word Collocations (Best linkages) that help learners focus on appropriate vocabulary use with both formative and summative options.

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).

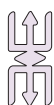
2.3 Share your experience with the group.

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

PLC Session 23: Formal Letter Writing

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 *Formal Letter Writing* 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 *Formal Letter Writing* (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Develop essential questions for Formal Letter Writing that guide my diverse class of 62 learners through understanding letter formats, analysing professional communication needs, and creating effective formal letters for real-world contexts.

ii. Differentiation

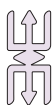
Create differentiation strategies for Week 23 on Formal Letter Writing with varied instructional approaches.

iii. Learning activities

Design engaging learning activities for Week 23 on Formal Letter Writing that help learners write formal letters on given topics using appropriate format through interactive practice in 60-minute lessons.

iv. Assessment tasks

Design varied assessment tasks for Formal Letter Writing, focusing on appropriate letter format and structure with both formative and summative options.



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

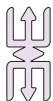
Review and design differentiated instruction for Formal Letter Writing, focusing on appropriate letter formats in 60-minute lesson.

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).

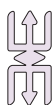
2.3 Share your experience with the group.

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

4.3 Remember to:

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

PLC Session 24: Preparing for End of Semester Examination

1.0 Introduction (10 minutes)

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

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

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

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

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

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

2.0 Reviewing the Learning Plan (20 minutes)

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

E.g.

Learning activities

I have uploaded my learning plan for week 24. Review the learning activities to suit the recommended pedagogies in the teacher manual.

Hint



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

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

3.0 Prepare for End of Semester Examination (50 minutes)

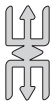
- 3.1** Refer to your Teacher Manual for the format of the end of semester examination and use the subject-specific App to review or develop your assessment tasks, mark schemes/rubrics, etc. (NTS 2a–2c, 2e–2h and 3j–3q).

E.g.

I have reviewed the structure and guidelines for setting the end of semester examination. It recommends that the end of semester examination should contain 40 multiple-choice, 6 essay type questions across DoK levels 1, 2 and 3. Suggest

- 1.** 40 multiple-choice questions
- 2.** 6 essay type questions
- 3.** Rubric

The developed assessment tasks should match with the learning indicators in weeks 13 to 24.



Note

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

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

E.g.

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

Check the assessment tasks to be sure they follow the 30%, 40%, 30% DOK distribution, and review if they do not follow the distribution.

- ii. Mark scheme and score distribution**

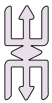
Check the score distribution of the assessment in the mark scheme and see if they align with the guidelines of end of semester examination in the teacher manual

- iii. Resources needed for assessment administration**

Suggest resources to administer the end of semester examination?

- iv. How to provide feedback**

Suggest sample written feedback comments to pass for the end of semester examination.



Note

Use the responses to complete your work

4.0 Reflection (10 minutes)

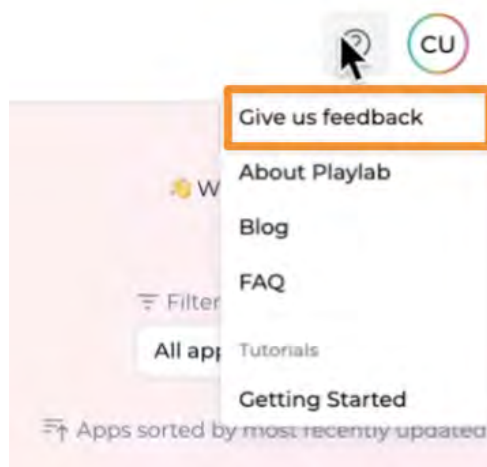
- 4.1** Reflect and share your views on the session (NTS 1a, 1b).
4.2 Identify a colleague to observe your lesson in relation to PLC Session 24 to provide feedback on your lesson (NTS 1f, 1g).
4.3 Remember to mark, record and upload your learners' assessment scores in the Student Transcript Portal.

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

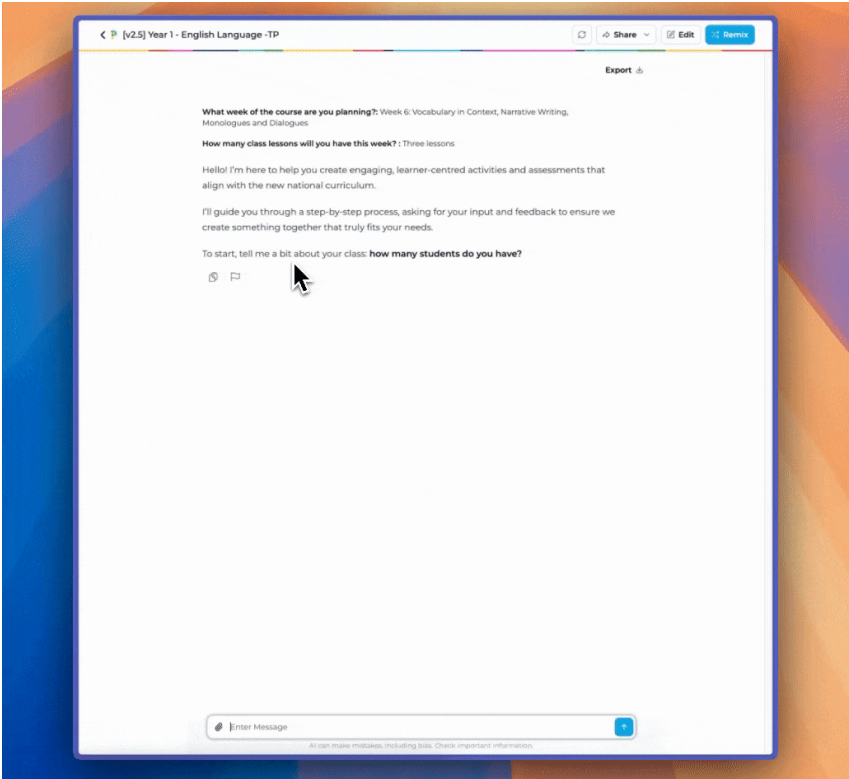
Please share any screenshots or videos that help visualize your feedback.

 **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



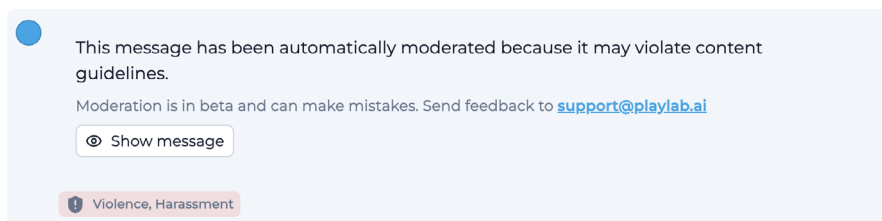
- Click to report biased, inaccurate, or inappropriate messages.
- Best for: Immediate issues with app responses
- There is also in app moderation for both user messages and AI generated responses. You can read more about it here.

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

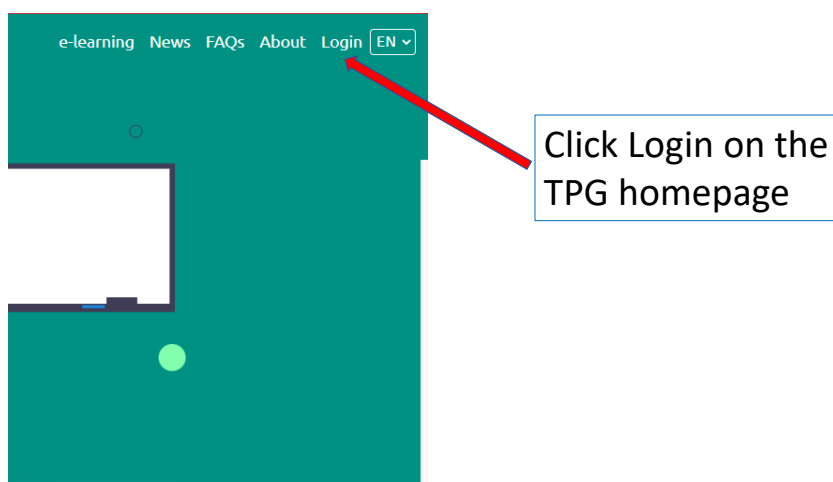
22. Areas for
development

23. Next steps for
teacher

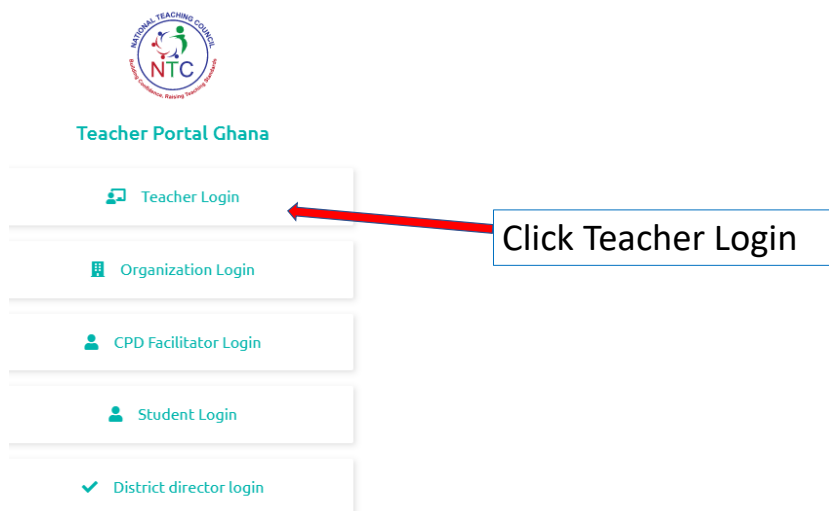
Additional Notes (on teacher's actions, the flow of activities, etc.)

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

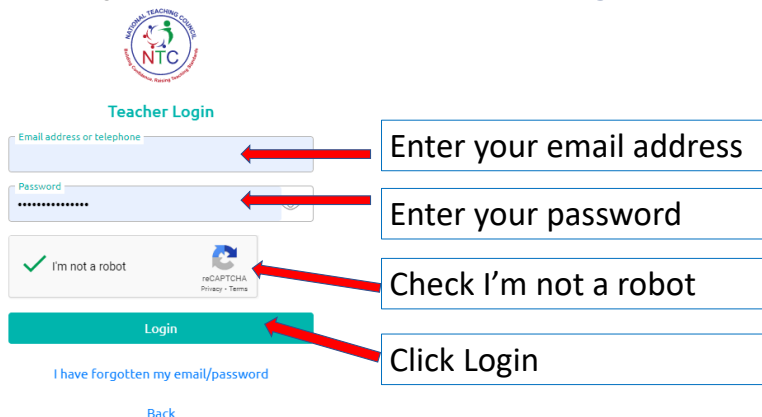
1. Visit tpg.ntc.gov.gh and click Login



2. On the Login page, click Teacher Login



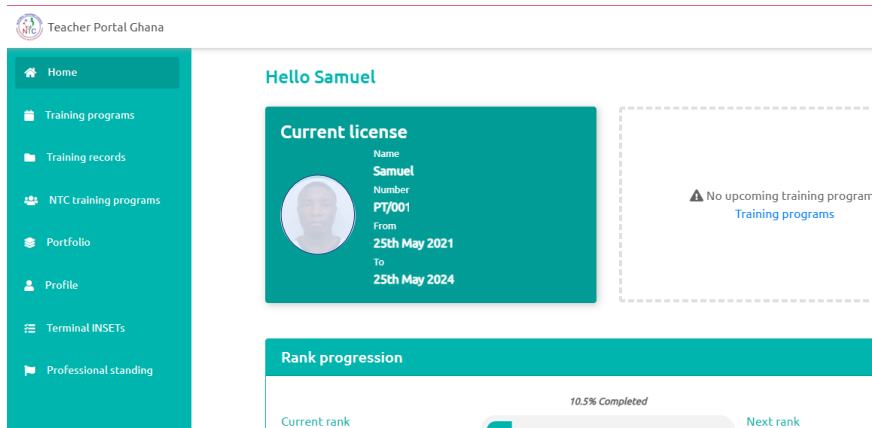
3. On the **Teacher Login** page enter your email address and password and then click **Login**



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 the following sections:

- Header:** Teacher Portal Ghana
- Left Sidebar:** Home, Training programs, Training records, NTC training programs, Portfolio, Profile, Terminal INSETs, Professional standing.
- Main Content:**
 - 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 image shows the 'Teacher Portal Ghana' interface. On the left is a teal side menu with options: Home, Training programs, Training records, NTC training programs, Portfolio, Profile, Terminal INSETs, and Professional standing. A red arrow points from the 'Training records' option to a text box. The main content area is titled 'Training records' and shows 'Records for training programs registered and/or attended'. It displays a list of training programs with their status and credits. A red bracket on the right groups the list of programs under a text box.

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 (AMLW)	Processed	0.5788

List of training programs

Click to view training records

THANK YOU

