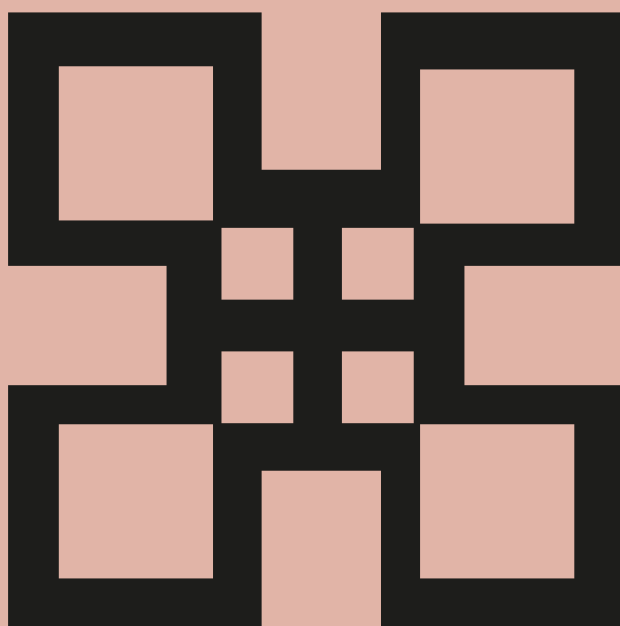


Professional Learning Community Handbook

Ghanaian Languages

Year Two



Ghana Education
Service (GES)



**Professional Learning
Community Handbook**

**Ghanaian
Languages**

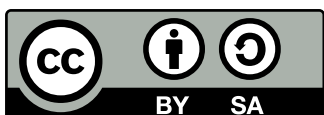
Year Two



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Contents

Foreword	v
Acknowledgements	vii
Links to APPs	xi
PLC Session 0: Introduction to the Year Two Professional Learning Community Handbook and the Subject Specific App	1
PLC Session 0.5: Using the Subject Specific App to deliver assessments at appropriate DoK levels	4
PLC Session 1: The Syllable, Its Types and Structure	7
PLC Session 2: Preparing for Student Transcript Portal Assessment – Group Project	10
PLC Session 3: Preparing for Student Transcript Portal Assessment – Portfolio	14
PLC Session 4: Features of Intensive and Extensive Reading	17
PLC Session 5: Affixes in Word Formation	21
PLC Session 6: Preparing for Mid-Semester Examination	25
PLC Session 7: Word Formation Processes	29
PLC Session 8: Phrases	33
PLC Session 9: The Clause and Its Types	37
PLC Session 10: Punctuation Marks	41
PLC Session 11: Composition	45
PLC Session 12: Preparing for End of Semester Examination	49
PLC Session 13: Translation	52
PLC Session 14: Preparing for Student Transcript Portal Assessment – Individual Project	56
PLC Session 15: Performance of Marriage in Other Cultures	59
PLC Session 16: Marriage and Some Modern Trends	63

PLC Session 17: The Clan System	67
PLC Session 18: Preparing for Mid-Semester Examination	71
PLC Session 19: The Judicial Systems	74
PLC Session 20: Comparing Traditional and Contemporary Judiciary Systems	78
PLC Session 21: Riddles	82
PLC Session 22: Puzzles	86
PLC Session 23: Poetry	90
PLC Session 24: Preparing for End of Semester Examination	94
Appendix 1: Subject Specific App Teaching & Learning Apps – Issue Reporting Guide	97
Appendix 2: Learning Planner Template	102
Appendix 3: Teacher Lesson Observation Form	104
Appendix 4: How to check CPD Points and Training Records on Teacher Portal Ghana	110

Foreword

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

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

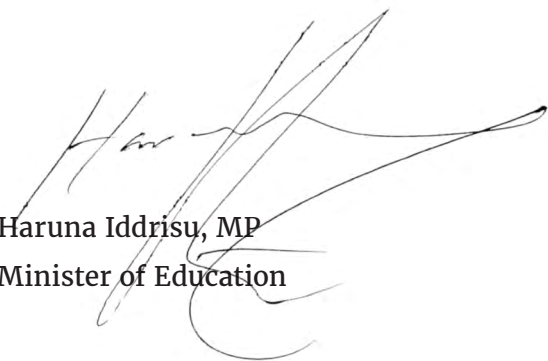
By fostering a culture of collaboration and continuous improvement through PLCs, teachers can enhance their understanding of the new SHS curriculum and effectively facilitate learning in the classroom. This will contribute to our country's resetting agenda by educating a generation of young people with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

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

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

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

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

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

Haruna Iddrisu, MP
Minister of Education

Acknowledgements

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

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Links to APPs

Year One App



Ga

<https://www.playlab.ai/project/cmdxsmmlr00o5osouf6qv6fl3>



Ewe

<https://www.playlab.ai/project/cmdxscejv00ifp50vfkxh13b>



Mfantse

<https://www.playlab.ai/project/cmdxww6f103azltoukrgiardh>



Year Two App



Ga

<https://www.playlab.ai/project/cmdw6pxdl2rr9msoueqelj7bg>



Ewe

<https://www.playlab.ai/project/cme6h10090eakm90usb1xoa41>



Mfantse

<https://www.playlab.ai/project/cmdddltpf0qqfj70ue5jgrocp>



Year One App

Dagbani

<https://www.playlab.ai/project/cmdxozu0o321ao7ouk8p7aat5>



Dangme

<https://www.playlab.ai/project/cmdxsfra80354mwouywbjuw9b>



Asante Twi

<https://www.playlab.ai/project/cmdxpx04a2zr2nnouzjoju8b6>



Akuapem Twi

<https://www.playlab.ai/project/cmdxpx42ec2za5nnoup00eu89e>



Dagaare

<https://www.playlab.ai/project/cmdxs8hop0okymzourf88mkvn>

Year Two App

Dagbani

<https://www.playlab.ai/project/cmddm3kilo0tqjnouutsrqatt>



Dangme

<https://www.playlab.ai/project/cme6gytpp0aaxjdourafgnpab>



Asante Twi

<https://www.playlab.ai/project/cme6gy49209kvnlouyv3ie7rx>



Akuapem Twi

<https://www.playlab.ai/project/cme6gt76x0h8rm3ouglx7i0zd>



Dagaare

<https://www.playlab.ai/project/cme6gwoma0cvgm50una2eh6lt>

Year One App



Nzema

[https://www.playlab.ai/project/
cmdxwyptj03d7mzoucgrae3s](https://www.playlab.ai/project/cmdxwyptj03d7mzoucgrae3s)



Gurene

[https://www.playlab.ai/project/
cmdxss2do0106ltou100art46](https://www.playlab.ai/project/cmdxss2do0106ltou100art46)



Gonja

[https://www.playlab.ai/project/
cmdxsp86l0128p50v1x6e8srg](https://www.playlab.ai/project/cmdxsp86l0128p50v1x6e8srg)



Kasem

[https://www.playlab.ai/project/
cmdxsv6sk01czltou9f5ze8wl](https://www.playlab.ai/project/cmdxsv6sk01czltou9f5ze8wl)



Ghanaian Language - English
[https://www.playlab.ai/project/
cmdw93xyh2it6o5oudeafg5yk](https://www.playlab.ai/project/cmdw93xyh2it6o5oudeafg5yk)

Year Two App



Nzema

[https://www.playlab.ai/project/
cmddma9bo0pyal00uwud3n4ko](https://www.playlab.ai/project/cmddma9bo0pyal00uwud3n4ko)



Gurene

[https://www.playlab.ai/project/
cme6h4rg60bfnmvoutg5vi2zt](https://www.playlab.ai/project/cme6h4rg60bfnmvoutg5vi2zt)



Gonja

[https://www.playlab.ai/project/
cme6h2p2n0hn6m30um1qk4of9](https://www.playlab.ai/project/cme6h2p2n0hn6m30um1qk4of9)



Kasem

[https://www.playlab.ai/project/
cmdwm6upiooitdmgouqh1ef77e](https://www.playlab.ai/project/cmdwm6upiooitdmgouqh1ef77e)



Ghanaian Language - English
[https://www.playlab.ai/project/
cmddm7f870odxlloukmaq58ue](https://www.playlab.ai/project/cmddm7f870odxlloukmaq58ue)

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 (see page 2)

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

E.g.

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



Note

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

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

E.g.

a. Learning activities

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

b. Assessments

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

c. Differentiation strategies

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

Hint



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

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

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

3.0 Reflection

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

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

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

1.0 Introduction (10 minutes)

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

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

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

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

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

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

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

E.g.

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

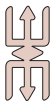
- c. *Select a week you are interested in and continue chatting with your App*
- d. *Refer to your Teacher Manual and confirm the information provided by the App or otherwise.*

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

E.g.

Select Assessment

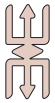
- a. *Look at the LIs for the week and select the appropriate DoK Level or Levels required for the week's lesson. For instance, 'the LI requires modelling, I would like to assess at level 3'*
- b. *Review the responses on the formats from your App, select any that meets your needs or continue chatting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



Note

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

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



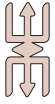
Note

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

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

E.g.

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

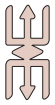


Note

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

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

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



Note

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks.*
- ii. 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: The Syllable, Its Types and Structure

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 syllable structure and types with the needed areas and use the subject specific App to review the completed learning plan.

Learning Outcome (LO): To populate the learning planner on Week 1 with essential questions, key notes on differentiation, learning activities and key assessments, and to use the subject specific App to review your populated learning plan (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

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

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

2.0 Planning and Reviewing of Learning Plan (50 minutes)

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

E.g.

i. Learning activities

Develop learning activities for a class of 45 learners. Integrate inclusive practices for learners from diverse linguistic backgrounds (including non-native Asante Twi speakers), hearing and visual impairments, short attention span, and different academic abilities.

ii. Assessment tasks

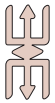
Develop formative assessment tasks based on the indicators for Week 1 to accommodate learners with different learning abilities, diverse linguistic backgrounds and short attention span.

iii. Differentiation

Provide differentiation notes on how to deliver the lesson to benefit learners from diverse linguistic backgrounds (including non-native Asante Twi speakers), hearing and visual impairments, short attention span, and different academic abilities.

iv. Essential questions

Generate essential questions for Week 1 learning planner on 'syllable structure and types'. Create questions that guide inquiry into syllable identification, classification, and practical application in word formation. Ensure questions promote critical thinking and align with the learning indicators.



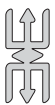
Note

- 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. 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 – Group Project

1.0 Introduction (10 minutes)

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

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

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

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

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

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

2.0 Reviewing the Learning Plan (20 minutes)

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

E.g.

Essential questions

Review the essential questions in the attached learning plan for week 2 on “The concept of tone”. Check their appropriateness to the indicators, considering learners with different learning abilities, and those from diverse linguistic backgrounds. Suggest revised and additional essential questions based on your review.

Hint



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

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

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

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

E.g.

Review the Week 2 Group Project task: ‘Take an inventory of syllable structure and tones with 10 examples each.’ Learners have three weeks to complete this task. Analyze the task’s clarity, feasibility, alignment with learning indicators, collaborative potential, and suitability for diverse learners (different abilities and SEN: hearing impaired, multilingual backgrounds) in a class of 45 learners.



Note

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

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

E.g.

i. Task

Revise the group project task for Week 2 on “Take an inventory of syllable structure and tones with 10 examples each” based on the review recommendations.

ii. Mark scheme and score distribution

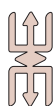
Revise only the marking scheme and score distribution for the Week 2 group project on syllable structure and tones. Analyze the current rubric for clarity, fairness, and alignment with learning objectives. Create an improved marking scheme with specific criteria, clear performance descriptors, appropriate mark allocation across different competencies, and differentiated scoring accommodations for diverse learners (HP, P, AP, SEN, hearing impaired, multilingual).

iii. Resources needed for assessment administration

List all resources needed to implement the Week 2 Group Project on syllable structure and tones for 45 learners. Include materials, space requirements, and accommodation resources for diverse learners. Provide an implementation checklist.

iv. How to provide feedback

Create a feedback strategy for the Week 2 Group Project on syllable structure and tones. Include feedback strategies for during and after the project, feedback templates for different learners in groups. Provide specific feedback examples.



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 – Portfolio

1.0 Introduction (10 minutes)

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

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

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

Learning Outcome (LO): To review the learning plan for week 3 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**

Review the notes on differentiation and suggest revision to properly cater for the following groups of learners in my class:

1. *Diverse linguistic backgrounds*
2. *Minor hearing and visual impairments*
3. *Different learning abilities*

**Hint**

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

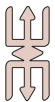
- a) essential questions
- b) learning activities
- c) assessment tasks, etc.

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 Assessment**

I have a class of 45 learners with 8 high performing, 2 struggling while the rest are average. I have also diagnosed one learner with minor hearing impairment and short attention span. Review the portfolio assessment to be assigned this week and check the suitability of the major elements (task, mark scheme/score distribution, resources, feedback).

**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

Suggest modifications to the portfolio structure that would work better for a class of 45 with accommodations for SEN, diverse linguistic backgrounds and learner abilities.

ii. Mark scheme and score distribution

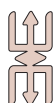
Propose alternative scoring weights that would better accommodate my high-performing and struggling learners.

iii. Resources needed for assessment administration

Suggest resources needed to manage and handle learners' portfolio.

iv. How to provide feedback

Suggest peer feedback approaches that would work with my class composition.



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 laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- d.** Identify areas you found challenging in your teaching and administration of the assessment for discussion during the next session.

PLC Session 4: Features of Intensive and Extensive Reading

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 features of intensive and extensive reading 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 features of intensive and extensive reading TS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. **Essential questions**

Create questions that guide inquiry into reading strategies, purposes, and applications of both reading types. Ensure questions promote critical thinking about when and why to use different reading approaches and align with learning indicators: ‘demonstrate features of intensive reading (skimming and scanning)’ and ‘analyze features of extensive reading (fluency, text structure, monitoring, inference, evaluating).’

ii. **Differentiation**

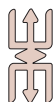
Suggest practical teaching strategies to make this lesson accessible for learners with varying language proficiency, sensory needs, attention challenges, and learning speeds. Include specific differentiation techniques for each group.

iii. **Learning activities**

Develop learning activities for a class of 45 learners. Integrate inclusive practices for learners from diverse linguistic backgrounds (including non-native Asante Twi speakers), hearing and visual impairments, short attention span, and different academic abilities. These activities should reflect SEL and the Ghanaian values, where possible.

iv. **Assessment tasks**

Develop formative assessment tasks based on the indicators for Week 4 to accommodate learners with different learning abilities and diverse linguistic backgrounds.



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.

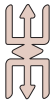
Learning activities

I have attached my learning plan. Evaluate how well they integrate inclusive practices for learners from diverse linguistic backgrounds (including non-native Asante Twi speakers), hearing and visual impairments, short attention span, and different academic abilities. Assess whether the activities reflect SEL and Ghanaian values and provide specific recommendations for improvement, where needed.

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).

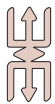
2.3 Share your experience with the group.

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: Affixes in Word Formation

1.0 Introduction (5 minutes)

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

Hint



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

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

Purpose: The purpose for this session is to populate the learning planner for week 5 on “Affixes” 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 “Affixes” TS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Provide essential questions for Week 5 learning planner on “Affixes in word formation”. Create questions that guide inquiry into the concept and use of “affixes in word formation”. Ensure questions promote critical thinking about what affixes are and when and why to use them, and align with the learning indicator: “Explore the use of Affixes in the Ghanaian Languages.”

ii. Differentiation

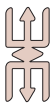
Suggest practical teaching strategies to make this lesson accessible for learners with varying language proficiency, sensory needs, attention challenges, and learning speeds. Include specific differentiation techniques for each group.

iii. Learning activities

Develop learning activities for a class of 45 learners. Integrate inclusive practices for learners from diverse linguistic backgrounds (including non-native Asante Twi speakers), hearing and visual impairments, short attention span, and different academic abilities. These activities should reflect SEL and the Ghanaian values, where possible.

iv. Assessment tasks

Develop formative assessment tasks based on the Focal Area for Week 5 to accommodate learners with different learning abilities and diverse linguistic backgrounds.



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.

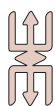
Learning activities

I have uploaded my learning plan. Review how effectively it incorporates inclusive instructional strategies for learners from varied linguistic backgrounds such as non-native Asante Twi speakers, as well as those with hearing or visual impairments, short attention spans and differing academic abilities. Evaluate whether the activities demonstrate social-emotional learning (SEL) principles and align with Ghanaian cultural values. Offer targeted recommendations for improvement where appropriate.

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).

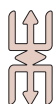
2.3 Share your experience with the group.

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 pre-populating your learning plan for week 6 before the session that you would like to discuss during this PLC session.
- 1.3 Read and discuss the Purpose, Learning Outcome (LO) and Learning Indicators (LIs) for the session.

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

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

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

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

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

2.0 Reviewing the Learning Plan (20 minutes)

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

E.g.

Essential questions

Review the essential questions in the attached learning plan for week 6 on the indicator “Construct sentences with the types of conjunctions in the Ghanaian language”. Check their appropriateness to the indicator, considering learners with different learning abilities, minor hearing and visual impairment, and those from diverse linguistic backgrounds. Suggest revised and additional essential questions based on your review.

Hint



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

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

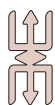
3.0 Prepare for Mid-Semester Examination (50 minutes)

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

E.g.

I have reviewed the structure and guidelines for setting the mid-semester examination for weeks 1 to 5 at Appendix E. Develop:

- 1.** 20 multiple-choice items with proper stems and plausible distractors
- 2.** 4 essay-type questions with clear instructions for learners to answer only two
- 3.** Detailed marking schemes including rubrics for essays



Note

- i. 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.)
- ii. Use the responses to complete your plan

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

E.g.

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

Review and revise the entire mid-semester assessment to align with this percentage weighting for the DoK levels: “30 percent for DoK level 1, 40 percent for DoK level 2, and 30 percent for DoK level 3”.

- ii. Mark scheme and score distribution**

Analyse the revised assessment to produce a mark scheme with explanations (for MCQs) and detailed rubrics (for essays). Ensure marking criteria are objective and fair for the essay tasks.

- iii. Resources needed for assessment administration**

Generate a comprehensive resource list and administration guide for the attached assessment to support effective implementation in a class of 45 learners. Include physical resources needed, accommodation materials for learners with minor hearing and visual impairments, implementation checklist.

- iv. How to provide feedback**

Generate a comprehensive feedback strategy guide for the attached assessment that promotes learning and improvement. In your response, provide written differentiated feedback templates and comment banks, oral feedback protocols and self-reflection prompts for learners.

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.
 - Read PLC Session 7, Teacher Manual and related Learner Material (NTS 3a).
 - Bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).

- d.** Identify areas you found challenging in your planning and administration of the assessment for discussion during the next session.

PLC Session 7: Word Formation Processes

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 *Word Formation Processes* using the subject specific App.

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

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

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

2.1 Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 7 on Word Formation Processes (TS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. **Essential questions**

Generate four essential questions to encourage critical thinking and connect learners to real-life language use

ii. **Differentiation**

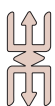
Suggest practical differentiation strategies to make this lesson accessible to learners with varying language proficiency, sensory needs, attention challenges, and learning speeds

iii. **Learning activities**

Develop learning activities for a class of 45 learners. Integrate inclusive practices for learners from diverse linguistic backgrounds, including non-native Asante Twi speakers, hearing and visual impairments, short attention span, and different academic abilities. These activities should reflect SEL and the Ghanaian values, where possible.

iv. **Assessment tasks**

Develop formative assessment tasks based on the indicators for Week 7 to assess learners with different learning abilities, diverse linguistic backgrounds.



Note

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

Hint



Move to Activity 3.0

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

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

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

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

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

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

E.g.

Differentiation

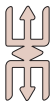
I have attached my learning plan. Evaluate how well they integrate inclusive practices for learners from diverse linguistic backgrounds, including non-native Asante Twi speakers, hearing and visual impairments, short attention span, and different academic abilities. Assess whether the activities reflect SEL and Ghanaian values and provide specific recommendations for improvement, where needed.

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

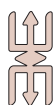
- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans.

- 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 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: Phrases

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 'Phrases and their Structure in Sentence Construction' using the subject specific App.

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

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

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

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

E.g.

i. Essential questions

Create four essential questions for week 8 lesson on Types and Structure of Phrases to align with the learning indicator

ii. Differentiation

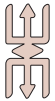
Suggest differentiation strategies to help learners with varying language proficiency, sensory needs, attention challenges, and learning speed to understand the concept of types and structure of phrases

iii. Learning activities

Develop learning activities for a class of 45 learners. Integrate inclusive practices for learners from diverse linguistic backgrounds including non-native Asante Twi speakers

iv. Assessment tasks

Develop formative assessment tasks based on the indicators for Week 8 to assess learners with different learning abilities and diverse linguistic backgrounds



Note

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

Hint



Move to Activity 3.0

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

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

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

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

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

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

E.g.

Essential Questions

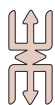
Review the essential questions for Week 8 on Types and Structure of Phrases to promote higher-order thinking, align with the learning indicator, and are appropriate for learners with different ability levels.

Hint



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

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



Note

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

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

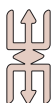
2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

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

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

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



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

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

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

4.3 Remember to:

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

PLC Session 9: The Clause and Its Types

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 'The Clause and Its Types' 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 (TS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Suggest essential questions for week 9 lesson on The Clause and Its Types that address the diverse learning needs of learners

ii. Differentiation

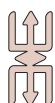
Suggest differentiation strategies that guide the week's lesson to help learners with varying language proficiency in Asanti Twi

iii. Learning activities

Develop learning activities for a class of 45 learners. Integrate SEL and the Ghanaian values

iv. Assessment tasks

Develop formative assessment tasks to assess learners with different learning abilities and diverse linguistic backgrounds



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

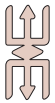
I have attached my learning plan for Week 9. Review the assessment tasks section and evaluate how effectively the assessments measure learning outcomes for learners of varied academic abilities. Consider whether the tasks are fair and accessible to learners from diverse linguistic backgrounds, including non-native Asante Twi speakers

Hint



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

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



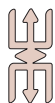
Note

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

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

3.0 Enactment (25 minutes)

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



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

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

PLC Session 10: Punctuation Marks

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 “Punctuation Marks” 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 Punctuation Marks (TS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Create essential questions that guide inquiry into the use of punctuation marks

ii. Differentiation

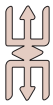
Suggest practical teaching strategies to help learners with attention challenges

iii. Learning activities

Develop group activities for a class of 45 learners. Integrate inclusive practices for learners from diverse linguistic backgrounds, including non-native Asante Twi speakers

iv. Assessment tasks

Develop summative assessment tasks to assess different learning abilities and diverse linguistic backgrounds of learners



Note

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

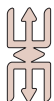
I have attached my learning plan. Review the learning activities to engage learners of different academic abilities and learning styles

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

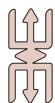
- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. **Transfer the information from your SS App into your learning planner template to complete your plans.**
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century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

1.0 Introduction (5 minutes)

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

Hint



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

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

Purpose: The purpose for this session is to populate the learning planner for week 11 on *Composition* using the subject specific App.

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

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

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

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

E.g.

i. Essential questions

Provide essential questions for the lesson on Composition that facilitate learners' understanding of varying composition texts and on how to compose specific essays as specified in the teacher manual

ii. Differentiation

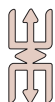
Suggest practical differentiation strategies for learners with varying language proficiency

iii. Learning activities

Develop learning activities for a class of 45 learners. Integrate activities that reflect SEL and the Ghanaian values, where possible

iv. Assessment tasks

Develop formative assessment tasks based on the indicators for Week 11 to assess learners with different learning abilities



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

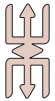
My class consists of 45 learners, of whom 5 struggle with written language proficiency. Review the differentiated learning strategies in the plan that can effectively address the class size and accommodate the diverse learning needs and speed of learners

Hint



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

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



Note

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

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

3.0 Enactment (25 minutes)

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



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

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

PLC Session 12: Preparing for End of Semester Examination

1.0 Introduction (10 minutes)

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

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

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

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

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

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

2.0 Reviewing the Learning Plan (20 minutes)

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

E.g.

Assessment Tasks

Suggest ways to enhance assessment tasks to effectively meet the varied ability levels of learners

Hint



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

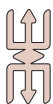
- a) essential questions
- b) learning activities
- c) differentiation, etc.

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.

Create a complete end of semester examination for weeks 1 to 12, following the guidelines in Appendix G of the Teacher Manual and develop a detailed marking scheme and rubrics for essays.



Note

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

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

E.g.

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

Review MCQs to follow 30% DoK level 1, 40% DoK level 2 and 30% DoK level 3 across the weeks

ii. Mark scheme and score distribution

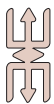
Go through the revised assessment and create a marking guide. Include clear explanations for the multiple-choice questions and detailed scoring rubrics for the essay questions

iii. Resources needed for assessment administration

Create a detailed resource list and administration guide to support the effective implementation of the assessment in a class of 45 learners

iv. How to provide feedback

Develop clear and practical feedback strategies that support learning, growth, and inclusivity

**Note**

Use the responses to complete your plan

4.0 Reflection (10 minutes)

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

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

4.3 Remember to:

- a.** Mark, record and upload your learners' assessment scores in the Student Transcript Portal.
- b.** Read PLC Session 13, Teacher Manual and related Learner Material (NTS 3a).
- c.** Bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- d.** Identify areas you found challenging in your planning and administration of the assessment for discussion during the next session.

PLC Session 13: Translation

1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 11
 - a. the challenges you faced
 - b. how you addressed them
- 1.2 Have you developed your learning plan for week 13?
 - a. If you answered yes, conduct your PLC Session from Activity 2.0B
 - b. If you answered no, conduct your PLC Session from Activity 2.0A

Hint



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

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

Purpose: The purpose for this session is to populate the learning planner for week 13 on *Translation* using the subject specific App.

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

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

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

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

E.g.

i. Essential questions

Give essential questions to ensure that learners can reflect on translation and how to apply translation types to translate texts from a source to a target language

ii. Differentiation

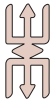
Suggest strategies that can accommodate learners with varying language proficiency

iii. Learning activities

Provide learning activities that will allow learners to practice translation types to translate texts from a source to a target language

iv. Assessment tasks

Develop assessment tasks based on the indicators to assess learners with different learning abilities and diverse linguistic backgrounds.



Note

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

Hint



Move to Activity 3.0

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

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

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

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

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

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

E.g.

Essential question

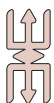
Suggest essential questions to guide learners with short attention span, and different academic abilities understand the week's lesson on translation types

Hint



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

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



Note

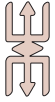
- i. *Chatting once may not be enough for the App to provide all that you may need for the tasks*
- ii. *Transfer the information from your SS App into your learning planner template to complete your plans.*
- iii. *Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century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

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

- 2.3** Share your experience with the group.

3.0 Enactment (25 minutes)

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



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

- 4.1** Reflect and share your views on the session (NTS 1a, 1b).
- 4.2** Identify a colleague to observe your lesson in relation to PLC Session 11 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 laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
 - c.** Identify areas you find challenging in your teaching for discussion during the next session.

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

1.0 Introduction (10 minutes)

- 1.1 Share one thing on assessment in PLC Session 13 that you
 - a. applied in your lesson delivery
 - b. found challenging and how you addressed it.
- 1.2 Share one challenge you encountered while populating your learning plan for week 14 before the session that you would like to discuss during this PLC session.
- 1.3 Read and discuss the Purpose, Learning Outcome (LO) and Learning Indicators (LIs) for the session.

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

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

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

Learning activities

Review the attached Week 14 learning plan on “marriage” and analyse the learning activities to suit diverse learner needs, such as hearing-impaired learners

Hint



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

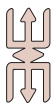
- a) essential questions
- b) differentiation
- c) assessment tasks, etc.

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.

Develop an individual project that covers multiple learning indicators from weeks 15–19. The project should involve community-based research on language use and cultural practices. Create one simple task with clear objectives, appropriate differentiation strategies for diverse learners (HP, P, AP, SEN, multilingual), a detailed marking rubric for scoring



Note

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

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

E.g.

i. Task

Review the uploaded individual project task for clarity, feasibility, and effectiveness to match the recommendation in the teacher manual

ii. Mark scheme and score distribution

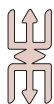
Revise the rubric for the individual project to ensure clarity in the distribution of scores

iii. Resources needed for assessment administration

Suggest resources needed to effectively implement the Individual Project for 45 learners.

iv. How to provide feedback

Create a feedback strategy for the Individual Project. Include feedback strategies during and after the project to help improve learning



Note

Use the responses to complete your plan

4.0 Reflection (10 minutes)

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

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

4.3 Remember to:

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

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 “**performance of marriage in other cultures**” 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 “performance of marriage in other cultures” (TS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Suggest essential questions that will guide learners to understand performance of marriage in other cultures

ii. Differentiation

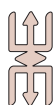
Give differentiation strategies that would help advanced learners in analysing the performance of marriage in other cultures

iii. Learning activities

Design learning activities that will ensure collaborative learning among learners

iv. Assessment tasks

Suggest assessment tasks that will enable learners to make presentations on the performance of marriage in other cultures



Note

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

Hint



Move to Activity 3.0

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

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

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

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

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

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

E.g.

Essential Questions

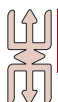
Review the essential questions in the plan to align with the diverse learning needs and levels of understanding among the learners.

Hint



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

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



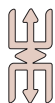
Note

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

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

3.0 Enactment (25 minutes)

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



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

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

PLC Session 16: Marriage and Some Modern Trends

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 “marriage and some modern trends” 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 (TS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. **Essential questions**

Give essential questions that will help learners discuss marriage and some modern trends

ii. **Differentiation**

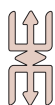
Give differentiated teaching strategies that will support diverse learners in the discussion of marriage and some modern trends

iii. **Learning activities**

Give learning activities that will allow learners to role-play real-world examples of marriage and modern trends

iv. **Assessment tasks**

Suggest assessment strategies that will help learners evaluate the relevance of marriage and some modern trends



Note

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

Hint



Move to Activity 3.0

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

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

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

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

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

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

E.g.

Assessment tasks

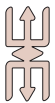
Review the assessment tasks to effectively measure learning outcomes for learners of varied academic abilities, including non-native Asante Twi speakers, as well as those with hearing or visual impairments.

Hint



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

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



Note

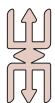
- i. *Chatting once may not be enough for the App to provide all that you may need for the tasks*
- ii. *Transfer the information from your SS App into your learning planner template to complete your plans.*
- iii. *Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century 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: The Clan System

1.0 Introduction (5 minutes)

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

Hint



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

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

Purpose: The purpose for this session is to populate the learning planner for week 17 on the clan system 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 (TS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

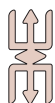
Give essential questions that invite personal reflection on the clan system

ii. Differentiation & Learning activities

Suggest differentiated learning activities to support rural background learners and advanced learners to identify and compare the clan system

iii. Assessment tasks

Suggest assessment tasks that measure learners' ability to recognise the clan system in the Asanti kingdom



Note

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

Hint



Move to Activity 3.0

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

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

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

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

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

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

E.g.

Assessment Task

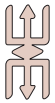
Suggest assessment tasks that effectively address the learning outcome outlined in the Teacher Manual, taking into account the diverse experiences and learning needs of 10 slow learners.



Hint

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

- a) learning activity
- b) differentiation
- c) essential question, etc.



Note

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

- 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).

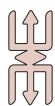
- 2.3** Share your experience with the group.

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.

Differentiation

Suggest differentiation learning strategies to help 10 slow learners understand the concept of the clan system

Hint



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

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

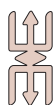
3.0 Prepare for Mid-Semester Examination (50 minutes)

- 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 examination for weeks 13 to 18 at Appendix H. It recommends that the mid-semester examination is for 1 hour and it should contain 20 multiple-choice items across DoK levels 1, 2 and 3; and 4 essay-type tasks across DoK levels 2 and 3 for learners to answer only two. Refer to the Table of Specification in Appendix H to develop:

1. 20 multiple-choice items with proper stems and plausible distractors
2. 4 essay-type questions with clear instructions
3. Detailed marking schemes including rubrics for essays



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

Revise MCQs generated to follow the distribution: Dok level 1(10 questions), DoK level 2 (15 questions) and DoK levels 3 and 4 (10 questions).

ii. Mark scheme and score distribution

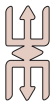
Give the mark scheme/ rubric for MCQs generated.

iii. Resources needed for assessment administration

Suggest resources needed for the effective administration of mid-semester exams.

iv. How to provide feedback

Give 4 written and oral feedback to help them understand areas for improvement



Note

Use the responses to complete your plan

4.0 Reflection (10 minutes)

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

4.2 Identify a colleague to observe your lesson in relation to PLC Session 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 administration of the assessment for discussion during the next session.

PLC Session 19: The Judicial Systems

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 “the judicial systems” 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 (TS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Provide essential questions for the Week 19 lesson on the judicial systems that address the diverse needs of learners, fostering critical thinking, and promoting Ghanaian values and socio-emotional awareness.

ii. Differentiation

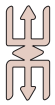
Suggest practical teaching strategies to make this lesson accessible to learners with varying language and cultural proficiency, sensory needs and attention challenges

iii. Learning activities

Develop learning activities for a class of 45 learners. Integrate inclusive practices for learners from diverse cultural backgrounds including non-native Asante Twi speakers, hearing and visual impairments

iv. Assessment tasks

Develop assessment tasks that allow learners to demonstrate understanding of the judicial system



Note

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

Hint



Move to Activity 3.0

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

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

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

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

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

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

E.g.

Learning activities

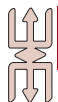
Review the uploaded learning plan to effectively incorporate inclusive instructional strategies for learners from varied linguistic backgrounds, such as non-native Asante Twi speakers, as well as those with attention spans and differing academic abilities

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).

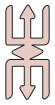
2.3 Share your experience with the group.

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: Comparing Traditional and Contemporary Judiciary Systems

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 “comparing the traditional and judiciary systems” 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 (TS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Suggest essential questions to guide the lesson on comparing the traditional and contemporary judiciary systems, fostering critical thinking, and promoting Ghanaian values and socio-emotional awareness

ii. Differentiation

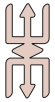
Suggest strategies to help learners with varying language and cultural proficiency, sensory needs, attention challenges, and learning speeds

iii. Learning activities

Develop collaborative learning activities for a class of 45 learners. Integrate inclusive practices for learners from diverse cultural backgrounds including non-native Asante Twi speakers

iv. Assessment tasks

Develop formative assessment tasks to assess learners' understanding of Traditional and Contemporary Judiciary Systems



Note

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

Hint



Move to Activity 3.0

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

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

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

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

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

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

E.g.

Differentiation

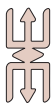
Review differentiation strategies to match the learning activities in the teacher manual

Hint



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

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



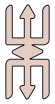
Note

- 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: Riddles

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)

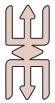
Purpose: The purpose for this session is to populate the learning planner for week 21 on “**riddles**” using the subject specific App.

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 (TS 1a, 2b, 2c, 2e-2h and 3a-3q).

*E.g.***i. Essential questions***Give two essential questions that will help learners think about riddles to create meaning.***ii. Differentiation***Suggest differentiation strategies to guide 11 slow learners to identify riddles***iii. Learning activities***Develop engaging activities that will help learners understand the use of riddles in communication***iv. Assessment tasks***Develop assessment tasks that allow learners to accurately give and explain riddles 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, address challenges they may have during lesson preparation and delivery.

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

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

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

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

E.g.

Essential questions

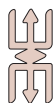
Review essential questions to promote higher-order thinking, align with the learning indicator

Hint



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

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



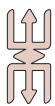
Note

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

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

3.0 Enactment (25 minutes)

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

**Note**

You may record the enacted activity.

4.0 Reflection (10 minutes)

- 4.1** Reflect and share your views on the session (NTS 1a, 1b).
- 4.2** Identify a colleague to observe your lesson in relation to PLC Session 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: Puzzles

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 “puzzles” 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 (TS 1a, 2b, 2c, 2e-2h and 3a-3q).

*E.g.***i. Essential questions**

Give essential questions for the Week 22 lesson on Puzzles to guide learners to be able to explore the structure of puzzles.

ii. Differentiation

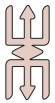
Suggest differentiation strategies to guide both slow and advanced learners to explore the structure of puzzles

iii. Learning activities

Develop learning activities for a class of 45 learners that guide them to apply the structure of puzzles in their identification.

iv. Assessment tasks

Develop assessment tasks that allow learners to demonstrate their ability to use puzzles accurately

**Note**

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

Hint

Move to Activity 3.0

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

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

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

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

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

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

E.g.

Differentiation

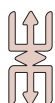
Review the pedagogical activities to address the diverse learning needs in class

Hint



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

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



Note

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

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

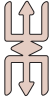
- 2.3** Share your experience with the group.

3.0 Enactment (25 minutes)

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

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

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

**Note**

You may record the enacted activity.

4.0 Reflection (10 minutes)

- 4.1** Reflect and share your views on the session (NTS 1a, 1b).
- 4.2** Identify a colleague to observe your lesson in relation to PLC Session 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: Poetry

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)

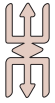
Purpose: The purpose for this session is to populate the learning planner for week 23 on “poetry” using the subject specific App.

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 23 on Poetry TS 1a, 2b, 2c, 2e-2h and 3a-3q).

*E.g.***i. Essential questions***Suggest essential questions that encourage critical thinking and national values in the recitation of poetry***ii. Differentiation***Give differentiated strategies to support learners with challenging recitation skills***iii. Learning activities***Suggest engaging learning activities to help learners develop confidence in recitation of poems***iv. Assessment tasks***Develop role-play assessment tasks to assess learners' progress***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

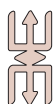
Review learning activities to effectively incorporate inclusive instructional strategies for learners from varied linguistic backgrounds, such as non-native Asante Twi speakers, as well as those with hearing or visual impairments



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.

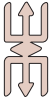
- 2.2** Identify a challenging area or issue and chat with your subject specific App for steps on how to address it for effective lesson delivery (NTS 3j).

- 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).

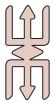
*E.g.***Essential Questions***Suggest essential questions to guide learners to appreciate poetry recitation***Hint**

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

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

3.0 Prepare for 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.**Create a complete end of semester examination for weeks 13 to 24, following the guidelines at Appendix I of the Teacher Manual, and develop a detailed marking scheme, including rubrics for essays.***Note**

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

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

E.g.

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

Review MCQs to match the distribution to follow 30% DoK level 1, 40% DoK level 2 and 30% DoK level 3 and 4 across weeks 13 to 23.

ii. Mark scheme and score distribution

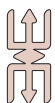
Review mark allocation to match the weighting of the multiple-choice and essay sections based on the assessment guidelines

iii. Resources needed for assessment administration

Suggest resources needed to prepare and administer end of semester exam effectively

iv. How to provide feedback

Suggest feedback approaches that will help learners understand their performance and plan how to improve.



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

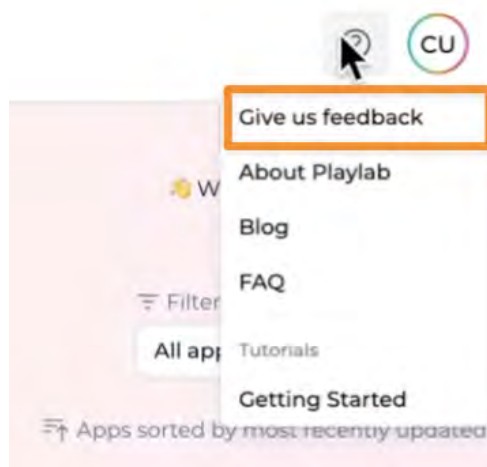
4.3 Remember to mark, record and upload your learners' assessment scores in the Student Transcript Portal.

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

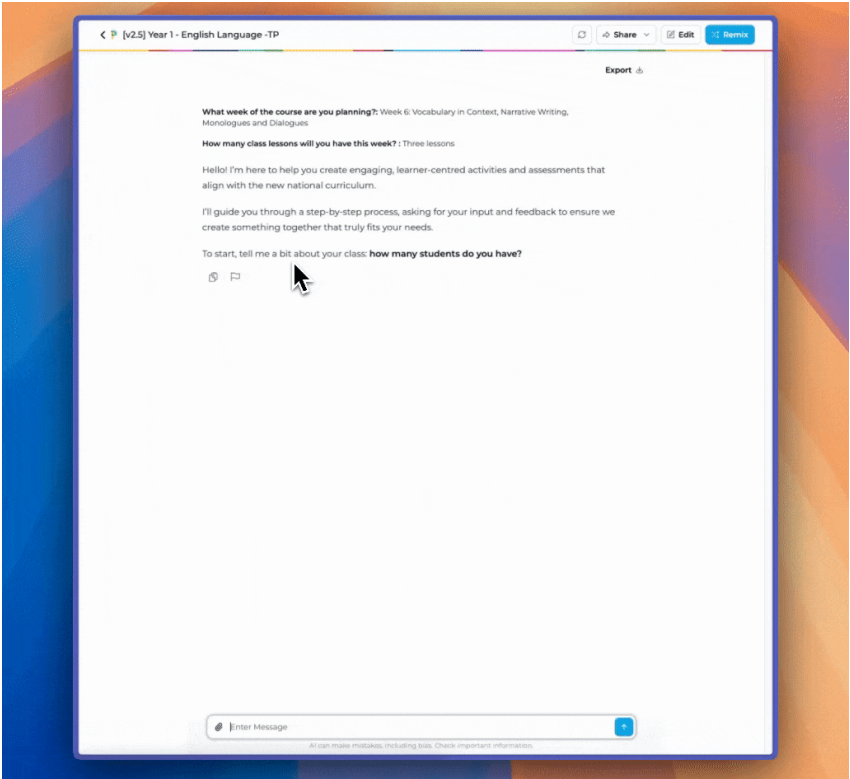
Please share any screenshots or videos that help visualize your feedback.

 **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



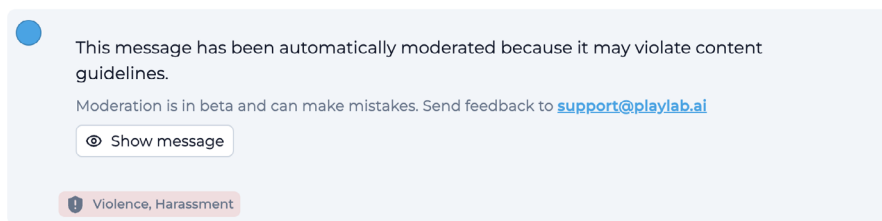
- Click to report biased, inaccurate, or inappropriate messages.
- **Best for:** Immediate issues with app responses
- There is also in app moderation for both user messages and AI generated responses. You can read more about it here.

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](\"mailto: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

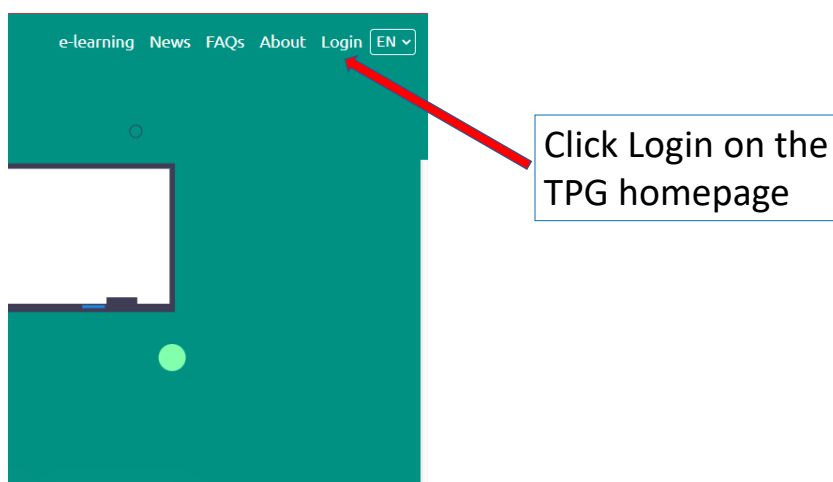
22. Areas for development

23. Next steps for teacher

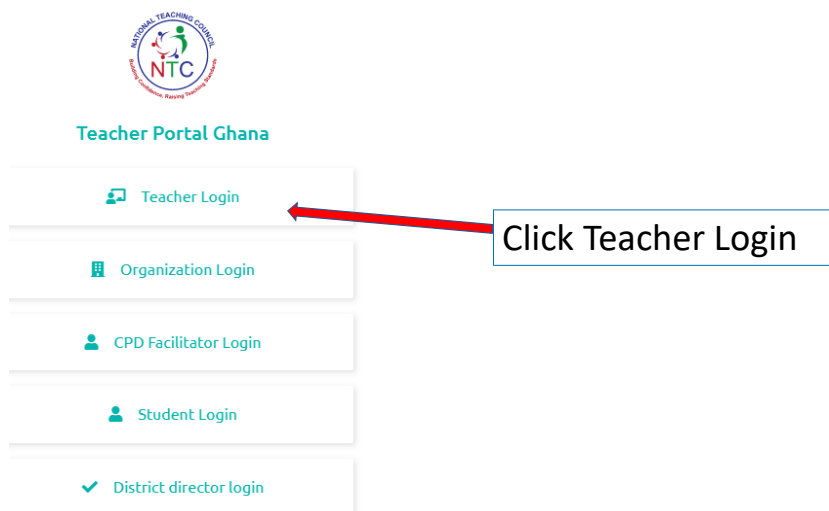
Additional Notes (on teacher's actions, the flow of activities, etc.)

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

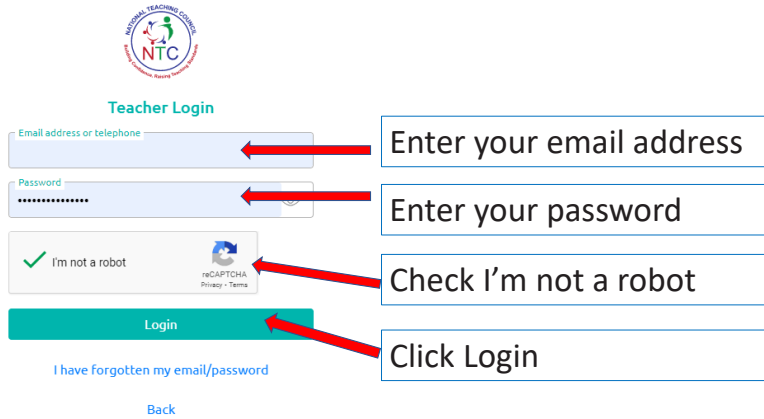
1. Visit tpg.ntc.gov.gh and click Login



2. On the Login page, click Teacher Login



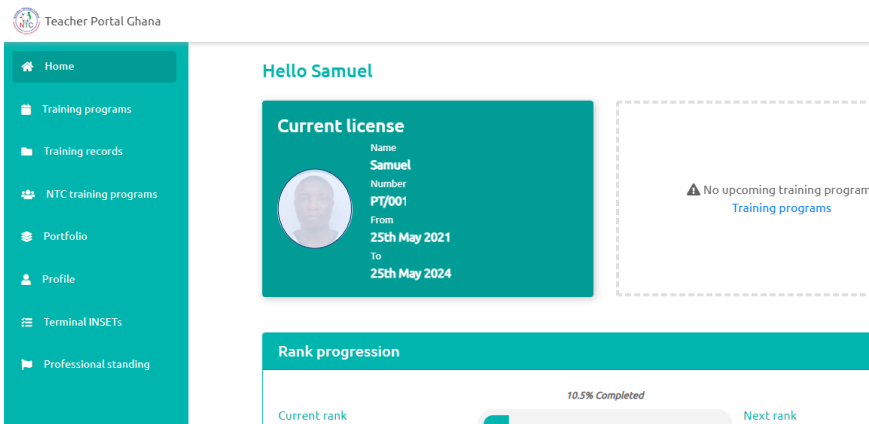
3. On the **Teacher Login** page enter your email address and password and then click **Login**



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

- Teacher Login** header with the NTC logo.
- Email address or telephone** input field with an annotation: **Enter your email address**.
- Password** input field with an annotation: **Enter your password**.
- I'm not a robot** checkbox with a reCAPTCHA logo and an annotation: **Check I'm not a robot**.
- Login** button with an annotation: **Click Login**.
- [I have forgotten my email/password](#) link.
- [Back](#) link.

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



The image shows the Teacher Portal Ghana dashboard for a user named Samuel. The dashboard includes a sidebar with navigation links and a main content area with the following sections:

- Home** (selected)
- Training programs**
- Training records**
- NTC training programs**
- Portfolio**
- Profile**
- Terminal INSETs**
- Professional standing**

Hello Samuel

Current license

Name
Samuel

Number

PT/001

From

25th May 2021

To

25th May 2024

No upcoming training program
[Training programs](#)

Rank progression

Current rank 10.5% Completed Next rank

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



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

The screenshot shows the 'Teacher Portal Ghana' interface. On the left is a teal side menu with options: Home, Training programs, Training records, NTC training programs, Portfolio, Profile, Terminal INSETs, and Professional standing. A red arrow points from the 'Training records' menu item to a text box. The main content area is titled 'Training records' and shows 'Records for training programs registered and/or attended'. It lists three programs: 'Sensitization on Education Policies' (Marked as absent), 'Differentiated Learning' (Processed, Credits: 1.32), and 'Advanced Mobile Learning with Multimedia (AMLJM)' (Processed, Credits: 0.5788). A red bracket on the right groups these programs under a text box. The total points are 1.8988.

Teacher Portal Ghana

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

Click to view training records

Training records
Records for training programs registered and/or attended

Total points: 1.8988

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

List of training programs

THANK YOU

