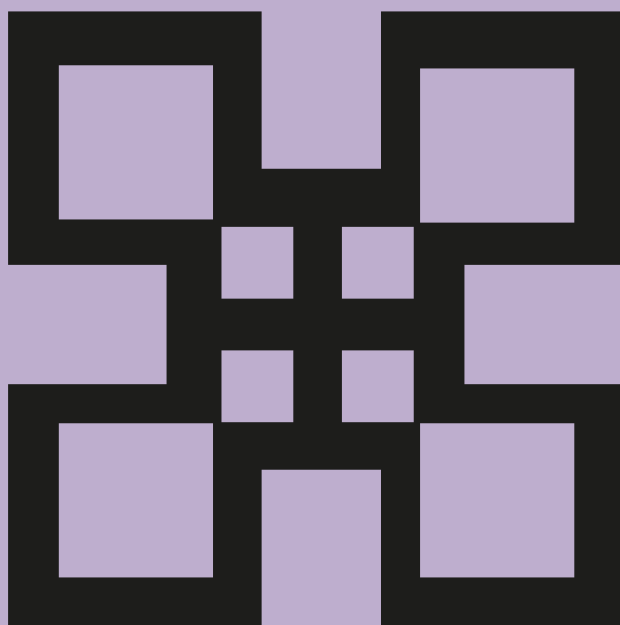


Professional Learning Community Handbook

Intervention English Language

Level One & Two



Ghana Education
Service (GES)



**Professional Learning
Community Handbook**

**Intervention
English
Language**

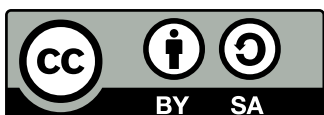
Level One& Two



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Foreword

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

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

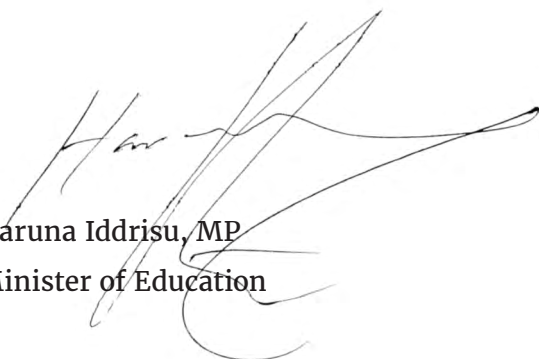
By fostering a culture of collaboration and continuous improvement through PLCs, teachers can enhance their understanding of the new SHS curriculum and effectively facilitate learning in the classroom. This will contribute to our country's resetting agenda by educating a generation of young people with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

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

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

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

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



Haruna Iddrisu, MP
Minister of Education

Acknowledgements

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Link to APPs

Level One & Two



<https://www.playlab.ai/project/cmfocc5ql0hasm4ouqjmt9d9>

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.

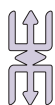
2.0 Exploring the Subject Specific App (65 minutes)

2.1 Scan the QR Code or use the link to access your Subject Specific App

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: Preparing for Initial Assessment

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 plan for the design and implementation of the Initial Assessment to diagnose and select learners for Intervention levels 1 and 2. This session will look at how the subject specific App can assist teachers in developing Initial assessment tool at the required DoK Levels.

Learning Outcome (LO): To strengthen teachers' skills and competencies in developing initial assessment tool (NTS 3k-3q).

Learning Indicator (LI) 1: Use the subject specific App to develop the initial assessments to diagnose newly admitted SHS 1 learners to select those that qualify for intervention levels 1 and 2.

Learning Indicator (LI) 2: Use the subject specific App to review the designed initial assessment tool to check whether they are linked to the required DoK levels.

2.0 Planning and Designing of Initial Assessment Tool using the Subject Specific App (20 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*

- 2.2** Use the subject specific App to craft the initial assessment items by having a chat with the App to provide the table of specification and craft the items based on the table of specification (NTS 3k–3q).

E.g.

The structure of Initial Assessment Tool in the Teacher Manual suggests 30 multiple-choice questions and an essay to be completed in 60 minutes. Use the Table of test specification in the Teacher Manual as reference and develop 30 multiple-choice questions and an essay of similar difficulty with a mark scheme.

3.0 Reviewing the Initial Assessment items using the Subject Specific App (50 minutes)

- 3.1.** Have a chat with your App to review the initial assessment items and discuss the review responses. Use the review to refine the items 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 the DoK distribution in the table of specification**

Do the generated assessment items for the initial assessment meet the proportions for DoK Levels 1, 2 and 3 suggested in the Table of specification? If no, revise the tasks”.

Can you justify why you assigned a particular DoK level to each item?

- ii. Mark scheme**

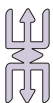
Verify if the scheme is correct for all items.

- iii. Resources needed for assessment administration**

Based on the revised assessment tasks, which resources should learners be provided with to enable them effectively respond to the tasks? Include guidelines to be followed in administering the initial assessment to 405 learners.

- iv. How to provide feedback**

I need to provide feedback after the examination. Suggest strategies for whole-class feedback, individual feedback for different performance levels, etc.



Note

Use the responses to complete the initial assessment tool.

4.0 Reflection (10 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: Sounds of the English Language and Blending of sounds

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 *sounds of the English language and blending of sounds with the needed areas* using the subject specific App to review the completed learning plan.

Learning Outcome (LO): To populate the learning planner on sounds of the English language and blending of sounds 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 sounds of the English language and blending of sounds (NTS 3a-3q).

E.g.

i. Essential questions

Level 1: Develop two essential questions, each on how to deliver lessons on the sounds of the English language and blending of sounds for 40 slow learners with reading difficulty, etc.

Level 2: Develop two essential questions, each on how to deliver lessons on the sounds of the English language and blending of

sounds for 40 intermediate learners with pronunciation fluency difficulty, etc.

ii. Differentiation

Level 1: Develop differentiation strategies for teaching the sounds of the English language and blending of sounds to 40 learners who struggle with blending three sounds to read meaningfully, etc.

Level 2: Develop differentiation strategies for teaching the sounds of the English language and blending of sounds to 40 learners who struggle with blending five sounds to read meaningfully, etc.

iii. Learning activities

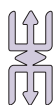
Level 1: Suggest three experiential learning activities for teaching the lesson on the English language sounds and blending, suitable for 40 learners with reading difficulty, that can be completed within 60 minutes, etc.

Level 2: Suggest three collaborative learning activities for the lesson on the English language sounds and blending, suitable for 40 advanced learners, that can be completed within 60 minutes, etc.

iv. Assessment tasks

Level 1: Develop 2 DoK 1 and 2 formative assessment tasks that can be used during the lesson to check understanding, etc.

Level 2: Develop 2 DoK 3 formative assessment tasks that can be used during the lesson to check understanding, etc.



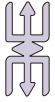
Note

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



3.0 Enactment (20 minutes)

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



Note

You may record the Enacted activity.

4.0 Reflection (10 minutes)

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

PLC Session 2: Decoding words and Segmenting words

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 2 on *decoding words and segmenting words with the needed areas* using the subject specific App to review the completed learning plan.

Learning Outcome (LO): To populate the learning planner on decoding words and segmenting words 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 2 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 2 on Decoding words and Segmenting words (NTS 3a-3q).

E.g.

i. Essential questions

Level 1: Suggest 4 essential questions that guide teaching and learning of decoding and segmenting words to help learners sort out sounds that make up words, etc.

Level 2: Suggest 4 essential questions that guide teaching and learning of decoding and segmenting words to help learners use chunking and word parts to decode words, etc.

ii. Differentiation

Level 1: Provide differentiation strategies for teaching decoding and segmenting words to learners with difficulty sorting out sounds that make up words to segment, etc.

Level 2: Provide differentiation strategies for teaching decoding and segmenting words to learners with difficulty using chunking and word parts to decode words, etc.

iii. Learning activities

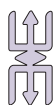
Level 1: Suggest 3 experiential Learning activities to help 40 learners use sorting out sounds to segment words, etc.

Level 2: Suggest 3 activity-based learning to help 40 learners use chunking and word parts to decode words, etc.

iv. Assessment tasks

Level 1: Suggest 3 DoK 1 and 2 assessment tasks to assess learners' understanding of using sorting out sounds to segment words, with mark scheme for scoring, etc.

Level 2: Suggest 3 DoK 3 assessment tasks to assess learners' understanding of using chunking and word parts to decode words, etc.

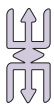


Note

- 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

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 2 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3** Remember to:
 - a.** Read PLC Session 3, 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 3: Real–life Connections between Words and their Usage

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 3 on *real-life connections between words and their usage with the needed areas* using the subject specific App to review the completed learning plan.

Learning Outcome (LO): To populate the learning planner on real-life connections between words and their usage 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 3 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 3 real-life connections between words and their usage on (NTS 3a–3q).

E.g.

i. Essential questions

Level 1: Provide 2 essential questions to guide the lesson on *real-life connections between words and their usage, integrating 21st-century skills throughout the lesson, etc.*

Level 2: Provide 2 essential questions to guide the lesson on real-life connections between words and their usage, integrating GESI and SEN throughout the lesson, etc.

ii. Differentiation

Level 1: Provide 3 differentiation strategies for teaching the lesson on real-life connections between words and their usage to learners with difficulty using dictionary or thesaurus to understand the meaning of words and phrases in reading and conversation, etc.

Level 2: Provide 2 differentiation strategies for teaching the lesson on real-life connections between words and their usage to learners with difficulty using context meaning of words and phrases in reading and conversation, etc.

iii. Learning activities

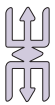
Level 1: Suggest 3 experiential Learning activities to help learners use dictionary or thesaurus to understand the meaning of words and phrases in reading and conversation, etc.

Level 2: Suggest 3 collaborative Learning activities to help learners use context meaning of words and phrases in reading and conversation, etc.

iv. Assessment tasks

Level 1: Suggest DoK 1 and 2 experiential assessment tasks that can be used during and after the lesson to check learners' understanding of using dictionary or thesaurus to understand the meaning of words and phrases in reading and conversation, etc.

Level 2: Suggest DoK 3 collaborative assessment tasks that can be used during and after the lesson to check learners' understanding of using context of words and phrases in reading and conversation, etc.

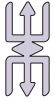


Note

- 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

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 3 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3 Remember to:
 - a. Read PLC Session 4, 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 4: Identifying Varied Meanings of the Same Words

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 *identifying varied meanings of the same word with the needed areas* using the subject specific App to review the completed learning plan.

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

Learning Indicator (LI) 1: Populate the learning planner on week 4 using the subject specific App.

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

2.0 Planning and Reviewing of Learning Plan (50 minutes)

- 2.1** Refer to your Teacher Manual and have a chat with your subject-specific App to develop your learning plan for Week 4 on identifying varied meanings of same words (NTS 3a-3q).

E.g.

i. Essential questions

Level 1: *Develop 4 essential questions that guide the lesson on identifying varied meanings of same words to help learners use word structure to identify varied meanings of same words, etc.*

Level 2: Develop 4 essential questions that guide the lesson on identifying varied meanings of same words to help learners use collocations to identify varied meanings of same words, etc.

ii. Differentiation

Level 1: Provide differentiation strategies that help learners with difficulty using word structure to identify varied meanings of same words, etc.

Level 2: Provide differentiation strategies that help learners with difficulty using collocations to identify varied meanings of same words, etc.

iii. Learning activities

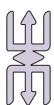
Level 1: Suggest 4 exploratory learning activities to help learners use word structure to identify varied meanings of same words, suitable for 60-minute lessons, etc.

Level 2: Suggest 4 activity-based learning activities to help learners use collocations to identify varied meanings of same words, suitable for 60-minute lessons, etc.

iv. Assessment tasks

Level 1: Give 3 DoK 2 assessment tasks that assess learners' use of word structure to identify varied meanings of words, etc.

Level 2: Give 3 DoK 3 assessment tasks that assess learners' use of collocations to identify varied meanings of words, etc.

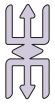


Note

- 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

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 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: Correct Use of Tenses

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 *correct use of tenses with the needed areas* using the subject specific App to review the completed learning plan.

Learning Outcome (LO): To populate the learning planner on correct use of tenses 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 5 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 5 on Correct Use of Tenses (NTS 3a-3q).

E.g.

i. Essential questions

Level 1: Develop 4 essential questions that guide the lesson on correct use of tenses to help learners use the simple past and simple future in writing and communication, etc.

Level 2: Develop 4 essential questions that guide the lesson on correct use of tenses to help learners use the present perfect and past perfect tenses in writing and communication, etc.

ii. Differentiation

Level 1: Create differentiation strategies that help learners with difficulty using the simple past and future tenses in writing and communication, etc.

Level 2: Create differentiation strategies that help learners with difficulty using the present perfect and past perfect tenses in writing and communication, etc.

iii. Learning activities

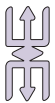
Level 1: Give 4 collaborative and inquiry-based learning activities to help learners use the simple past and simple future tenses in writing and communication, etc.

Level 2: Give 4 activity-based learning to help learners use the present perfect and past perfect tenses to write and to communicate, etc.

iv. Assessment tasks

Level 1: Give 3 practical DoK 2 assessment tasks that assess learners' use of simple past and simple future to write and to communicate, etc.

Level 2: Give 3 practical DoK 3 assessment tasks that assess learners' use of present perfect and past perfect tenses to write and to communicate, etc.

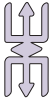


Note

- 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

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 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: Effective Conversations

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 6 on *effective conversations with the needed areas* using the subject specific App to review the completed learning plan.

Learning Outcome (LO): To populate the learning planner on effective conversations 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 6 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 6 on effective conversations (NTS 3a-3q).

E.g.

i. Essential questions

Level 1: Suggest 3 essential questions that guide the lesson on effective conversations with the integration of 21st-century skills to help learners use mental images to communicate effectively, etc.

Level 2: Suggest 2 essential questions that guide the lesson on effective conversations with the integration of GESI and SEN to help learners engage in dialogues to communicate, etc.

ii. Differentiation

Level 1: Provide differentiation strategies that help learners with difficulty using mental images to communicate, etc.

Level 2: Provide differentiation strategies that help learners with difficulty engaging in dialogue to communicate, etc.

iii. Learning activities

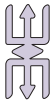
Level 1: Develop 4 exploratory learning activities to help learners use mental images to communicate, etc.

Level 2: Develop 4 activity-based learning activities to help learners engage in dialogue to communicate, etc.

iv. Assessment tasks

Level 1: Give 3 DoK 2 assessment tasks that assess learners' use of mental images to communicate, provide rubric for scoring, etc.

Level 2: Give 3 DoK 3 assessment tasks that assess learners' skills in dialogue to communicate, provide rubric for scoring, etc.

**Note**

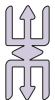
- i. Chatting once may not be enough for the App to provide all that you may need for the tasks.
- ii. Transfer the information from your SS App into your learning planner template to complete your plans.
- iii. Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century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

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 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 7: Use of Vocabulary

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 7 on *use of vocabulary* with the needed areas using the subject specific App to review the completed learning plan.

Learning Outcome (LO): To populate the learning planner on use of vocabulary 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 7 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 7 on use of vocabulary (NTS 3a–3q).

E.g.

i. Essential questions

Level 1: Develop three essential questions, one for the teacher and two for the learners on how to reinforce new vocabulary for 40 slow learners who struggle with word recall, etc.

Level 2: Develop three essential questions, one for the teacher and two for the learners on how to expand vocabulary for academic discussions among 40 intermediate learners, etc.

ii. Differentiation

Level 1: Develop differentiation strategies for teaching the use of vocabulary to 40 learners who struggle with word recall, etc.

Level 2: Develop differentiation strategies for teaching the use of vocabulary to support 40 learners on how to apply synonyms and antonyms to enrich their oral communication, etc.

iii. Learning activities

Level 1: Suggest three activity-based learning activities for teaching the lesson on the use of vocabulary, suitable for 40 learners with word recall, that can be completed within 60 minutes, etc.

Level 2: Suggest three activity-based learning activities for the lesson on the use of vocabulary, suitable for 40 advanced learners, that can be completed within 60 minutes, etc.

iv. Assessment tasks

Level 1: Develop 2 DoK 1 and 2 formative assessment tasks that can be used during the lesson to check understanding using new vocabulary, etc.

Level 2: Develop 2 DoK 3 formative assessment tasks that can be used during the lesson to check understanding by writing and orally presenting a story incorporating at least 8 vocabularies, etc.

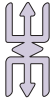


Note

- 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

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 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: Responding to Text Heard

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 8 on *responding to text heard* with the needed areas using the subject specific App to review the completed learning plan.

Learning Outcome (LO): To populate the learning planner on responding to text heard 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 8 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 8 on responding to text heard (NTS 3a-3q).

E.g.

i. Essential questions

Level 1: Develop three essential questions on how to help learners identify key ideas in short audio passages to learners with short attention spans, etc.

Level 2: Develop three essential questions on how to train learners to predict outcomes of stories heard and to critically respond to audio texts in discussions, etc.

ii. Differentiation

Level 1: Develop differentiation strategies for teaching responding to text heard with accessible resources to learners with short attention span and guiding questions for comprehension, etc.

Level 2: Develop differentiation strategies for teaching the lesson with longer passages and open-ended predictive tasks to extend reasoning, etc.

iii. Learning activities

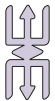
Level 1: Suggest three collaborative learning activities for teaching the lesson on responding to text heard, suitable for learners with short attention span, that can be completed within 60 minutes, etc.

Level 2: Suggest three collaborative learning activities for the lesson including discussions and debate presentations for advanced learners based on text heard, that can be completed within 60 minutes, etc.

iv. Assessment tasks

Level 1: Develop 2 DoK 1 and 2 formative assessment tasks each that can be used during the lesson to check understanding on the correct sequence of a text heard, etc.

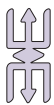
Level 2: Develop 2 DoK 3 formative assessment tasks that can be used during the lesson to check the prediction and justified alternative endings from learners based on a text heard, etc.

**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

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 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: Oral Communication

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 9 on *oral communication* with the needed areas using the subject specific App to review the completed learning plan.

Learning Outcome (LO): To populate the learning planner on oral communication 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 9 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 9 on oral communication (NTS 3a-3q).

E.g.

i. Essential questions

Level 1: Develop three essential questions on how to deliver lessons on oral communication to build learners' confidence to share simple ideas orally, etc.

Level 2: Develop three essential questions on how to deliver lessons on oral communication to help learners participate in structure oral exchanges like interviews, etc.

ii. Differentiation

Level 1: Develop two differentiation strategies for teaching oral communication with sentence starters and structured dialogue frames to learners who struggle to express themselves on familiar topics, etc.

Level 2: Develop differentiation strategies for teaching oral communication to learners in order to evaluate their peers' ideas while communicating effectively, etc.

iii. Learning activities

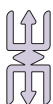
Level 1: Suggest three collaborative learning activities for teaching the lesson on oral communication, suitable for 40 learners with difficulty in sharing simple ideas orally, that can be completed within 60 minutes and a project-based activity that can be done outside the classroom, etc.

Level 2: Suggest three project-based activities for the lesson on oral communication, suitable for advanced learners, that can be completed within 60 minutes, etc.

iv. Assessment tasks

Level 1: Develop 2 DoK 1 and 2 formative assessment tasks each that can be used during the lesson to check understanding through different presentation modes, etc.

Level 2: Develop 2 DoK 3 formative assessment tasks that can help learners lead a group discussion by summarising key points from peers, etc.



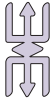
Note

- 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

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 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: Oral Presentation

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 10 on *oral presentation* with the needed areas using the subject specific App to review the completed learning plan.

Learning Outcome (LO): To populate the learning planner on oral presentation 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 10 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 10 on oral presentation (NTS 3a–3q).

E.g.

i. Essential questions

Level 1: *Develop three essential questions on how to deliver lessons on oral presentation for slow learners with difficulty in distinguishing main ideas from details in listening tasks, etc.*

Level 2: *Develop three essential questions, each on how to deliver lessons on oral presentation for learners who need support critiquing oral presentations effectively, etc.*

ii. Differentiation

Level 1: Develop differentiation strategies for teaching oral presentation to 40 learners who struggle with distinguishing main ideas from details in listening tasks, etc.

Level 2: Develop differentiation strategies for teaching the lesson with longer text and peer-review presentations to learners who need support critiquing oral presentations effectively, etc.

iii. Learning activities

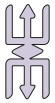
Level 1: Suggest two other talks for learning activities apart from oral summaries in the classroom for teaching the lesson on oral presentation for learners be completed within 60 minutes, etc.

Level 2: Suggest three collaborative learning activities for the lesson on oral presentation, suitable for advanced learners, that can be completed within 60 minutes, etc.

iv. Assessment tasks

Level 1: Develop 2 DoK 1 and 2 formative assessment tasks each that can be used during the lesson to check understanding for the lesson on oral presentation, etc.

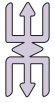
Level 2: Develop 2 DoK 3 formative assessment tasks that can be used during the lesson on orally evaluating orally presentation effectively, etc.

**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

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 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: Using ‘Tricky’ Words, Identifying and Using Alternative Spellings

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 11 on *using ‘tricky’ words and identifying and using alternative spellings* with the needed areas using the subject specific App to review the completed learning plan.

Learning Outcome (LO): To populate the learning planner on using ‘tricky’ words and identifying and using alternative spellings 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 11 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 11 on using ‘tricky’ words and identifying and using alternative spellings (NTS 3a–3q).

E.g.

i. Essential questions

Level 1: *Develop three essential questions on how to deliver lessons on using ‘tricky’ words and identifying and using alternative*

spellings to help 40 slow learners spell common tricky words accurately, etc.

Level 2: *Develop three essential questions on how to deliver lessons on the lesson to help 40 intermediate learners master alternative spellings in varied contexts, etc.*

ii. Differentiation

Level 1: *Develop two differentiation strategies, each for visual word walls and repeated writing drills in teaching the lesson on using 'tricky' words and identifying and using alternative spellings, etc.*

Level 2: *Develop two differentiation strategies for creating extended writing tasks requiring integration of tricky words and alternative spellings in teaching the lessons, etc.*

iii. Learning activities

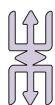
Level 1: *Suggest three exploratory activities for teaching the lesson on using 'tricky' words and identifying and using alternative spellings within 60 minutes, etc.*

Level 2: *Suggest three exploratory learning activities for the lesson on using 'tricky' words and identifying and using alternative spellings, suitable for 40 advanced learners, that can be completed within 60 minutes, etc.*

iv. Assessment tasks

Level 1: *Develop 2 DoK 1 and 2 formative assessment tasks each that can be used during the lesson to check understanding of the lesson on tricky words and alternative spellings, etc.*

Level 2: *Develop 2 DoK 3 formative assessment tasks that can be used during the lesson to check understanding of the lesson on tricky words and alternative spellings, etc.*

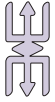


Note

- 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*

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 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: Writing Clear and Coherent Sentences

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 12 on *writing clear and coherent sentences* with the needed areas using the subject specific App to review the completed learning plan.

Learning Outcome (LO): To populate the learning planner on writing clear and coherent sentences 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 12 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 12 on writing clear and coherent sentences (NTS 3a-3q).

E.g.

i. Essential questions

Level 1: Develop three essential questions on how to help learners avoid incomplete or run-on sentences during the lessons on writing clear and coherent sentences, etc.

Level 2: Develop three essential questions on how to help learners write coherent sentences that connect ideas smoothly during the lessons on writing clear and coherent sentences, etc.

ii. Differentiation

Level 1: Develop three differentiation strategies for teaching writing clear and coherent sentences with the help of an ICT tool during the lesson preparation and delivery, etc.

Level 2: Develop differentiation strategies on how to assign peer-editing tasks and extended sentence writing activities for teaching writing clear and coherent sentences to intermediate learners, etc.

iii. Learning activities

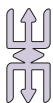
Level 1: Suggest three collaborative learning activities for teaching the lesson on writing clear and coherent sentences that can be completed within 60 minutes, etc.

Level 2: Suggest three activity-based learning activities for the lesson on writing clear and coherent sentences that can be completed within 60 minutes, etc.

iv. Assessment tasks

Level 1: Develop 2 DoK 1 and 2 formative assessment tasks each that can be used during the lesson to check understanding of writing clear and coherent sentences, etc.

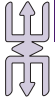
Level 2: Develop 2 DoK 3 formative assessment tasks that can be used during the lesson to check understanding of writing clear and coherent sentences, etc.

**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

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)

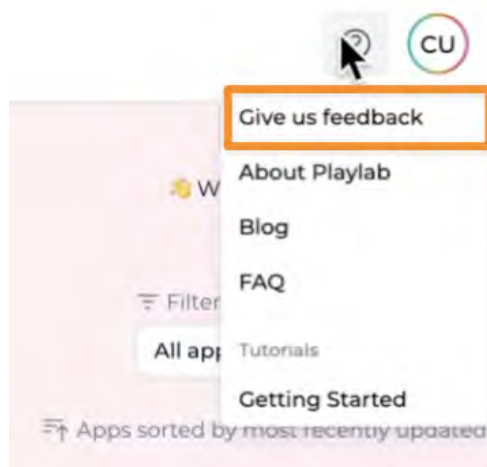
- 4.1** Reflect and share your views on the session (NTS 1a, 1b).
- 4.2** Identify a critical friend to observe your lesson in relation to PLC Session 12 to provide feedback on your lesson (NTS 1f, 1g).

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

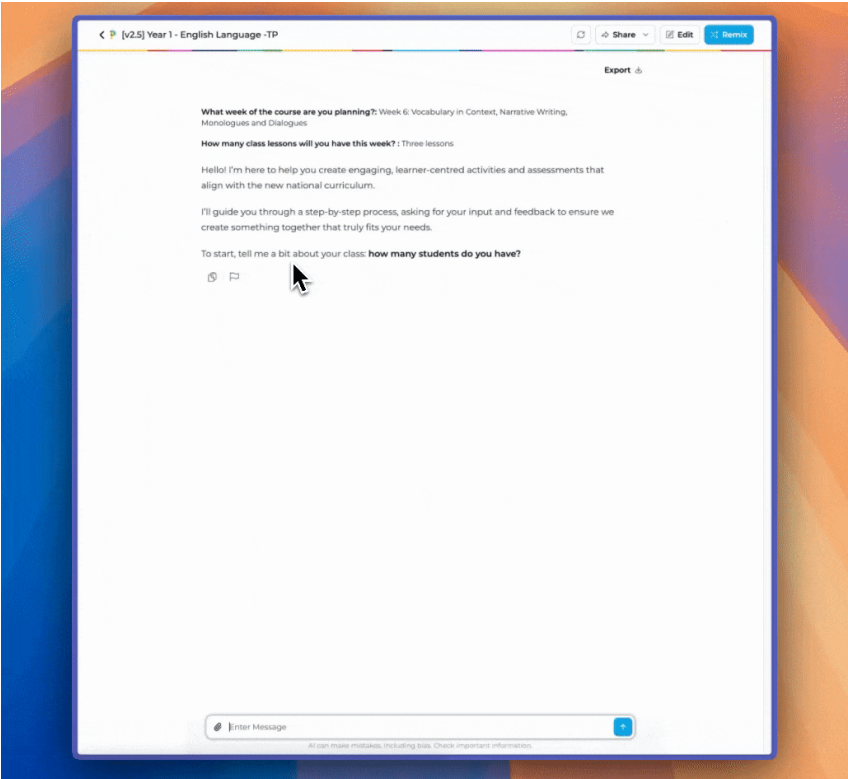
Please share any screenshots or videos that help visualize your feedback.

 **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



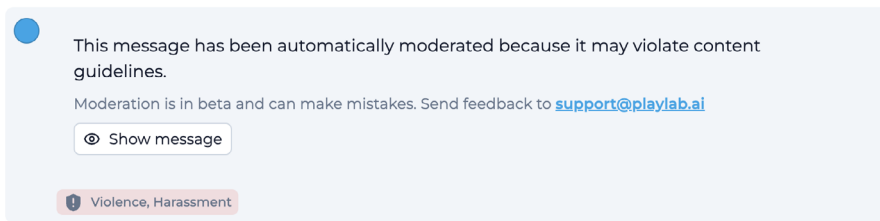
- Click to report biased, inaccurate, or inappropriate messages.
- Best for: Immediate issues with app responses
- There is also in app moderation for both user messages and AI generated responses. You can read more about it here.

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
A3C	7 1
KIPP NYC Restorative Plan Designer	8/21/2025
A3C	5
KIPP NYC Restorative Plan Designer	8/15/2025
M	7 1

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



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

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

Tips for Effective Reporting:

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

Additional Support Resources

1 App Basics:

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

Video Tutorials

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

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

Key Reminders

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

Appendix 2: Learning Planner Template

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

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

Appendix 3: Teacher Lesson Observation Form

Teacher Lesson Observation Form

Name of School

Subject being observed

Class

Year 1

Year 2

Year 3

Sex of the teacher

Male

Female

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

Yes

In Part

No

NA

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

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

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

Yes

In Part

No

NA

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

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

Yes In Part No NA

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

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

Yes In Part No NA

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

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

Does the teacher take into consideration the uniqueness of learners?

Yes In Part No NA

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

6. Is there evidence that students are learning?

Yes In Part No NA

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

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

Yes In Part No NA

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

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

Yes In Part No NA

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

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

Yes In Part No NA

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

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

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

Yes In Part No NA

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

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

Yes In Part No NA

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

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

Yes In Part No NA

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

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

Yes In Part No NA

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

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

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

Yes In Part No NA

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

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

Yes

In Part

No

NA

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

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

Yes

In Part

No

NA

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

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

Yes

In Part

No

NA

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

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

Yes

In Part

No

NA

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

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

Yes

In Part

No

NA

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

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

Yes

In Part

No

NA

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

21. Key strengths
in the lesson

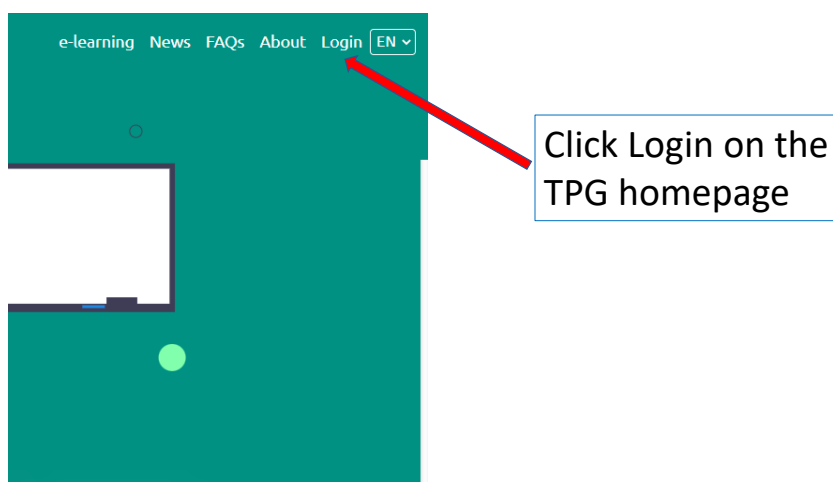
22. Areas for
development

23. Next steps for
teacher

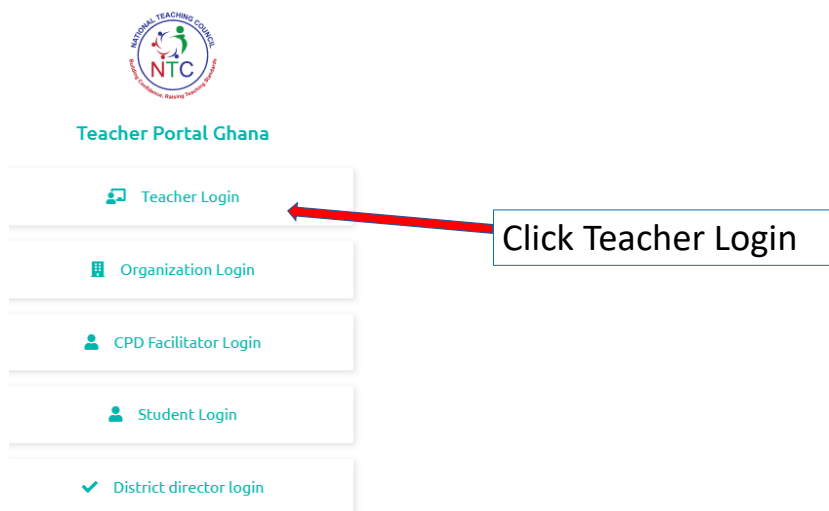
Additional Notes (on teacher's actions, the flow of activities, etc.)

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

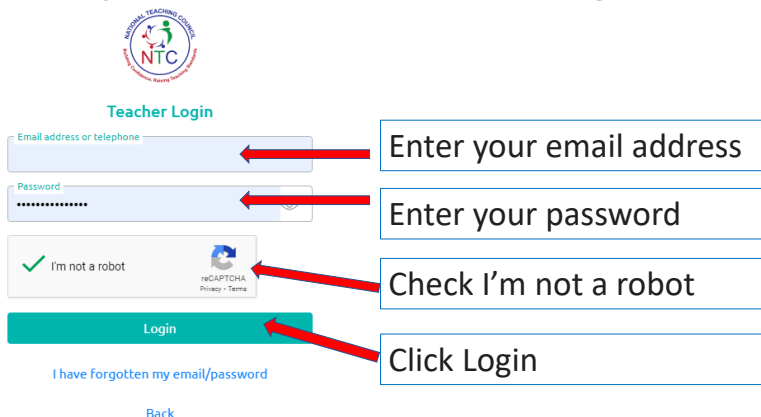
1. Visit tpg.ntc.gov.gh and click Login



2. On the Login page, click Teacher Login



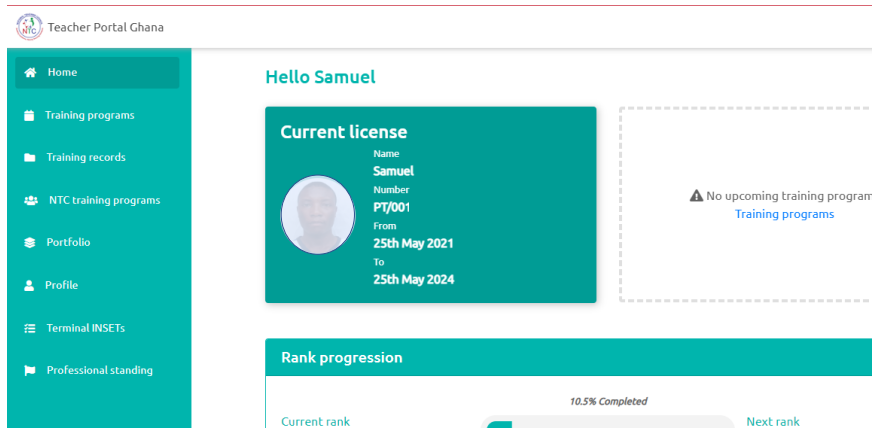
3. On the **Teacher Login** page enter your email address and password and then click **Login**



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

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

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



The image shows the Teacher Portal Ghana dashboard for a user named Samuel. The dashboard includes the following sections:

- Header:** Teacher Portal Ghana
- Left Sidebar:**
 - Home
 - Training programs
 - Training records
 - NTC training programs
 - Portfolio
 - Profile
 - Terminal INSETs
 - Professional standing
- Main Content Area:**
 - Hello Samuel**
 - Current license**
 - Name: Samuel
 - Number: PT/001
 - From: 25th May 2021
 - To: 25th May 2024
 - Rank progression**
 - Current rank
 - 10.5% Completed
 - Next rank
 - No upcoming training program** (Warning message with [Training programs](#) link)

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



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

The 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' option to a text box. The main content area is titled 'Training records' and shows 'Records for training programs registered and/or attended'. It displays a list of training programs with their status and credits. A red bracket on the right groups the list of programs, with an arrow pointing to a text box. The total points are shown as 1.8988.

Teacher Portal Ghana

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

Training records
Records for training programs registered and/or attended

Total points: 1.8988

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

Click to view training records

List of training programs

THANK YOU

