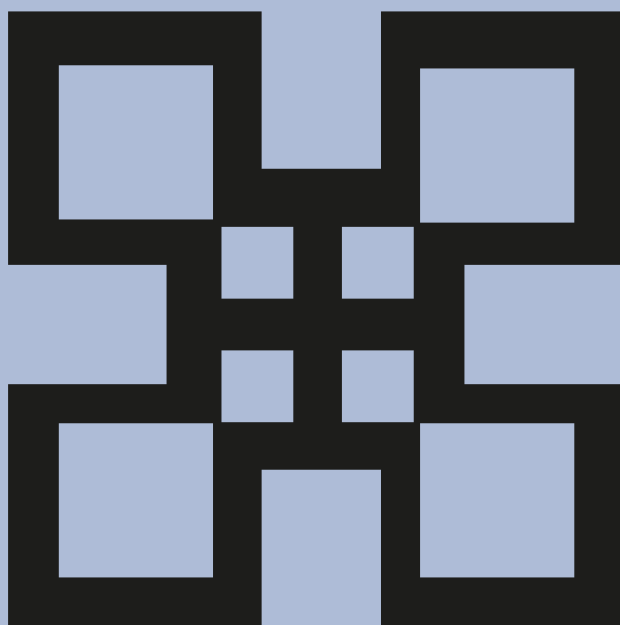


Professional Learning Community Handbook

Physical Education and Health (Core)

Year Two



Ghana Education
Service (GES)



**Professional Learning
Community Handbook**

**Physical
Education
and Health
(Core)**

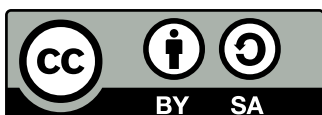
Year Two



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Foreword

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

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

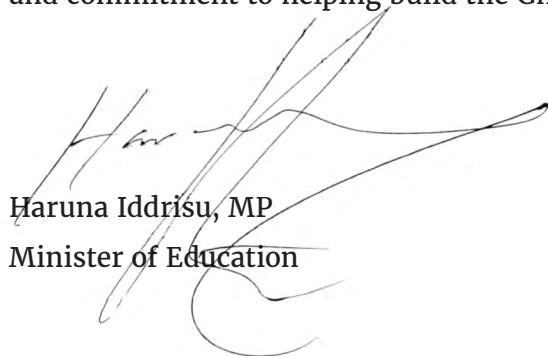
By fostering a culture of collaboration and continuous improvement through PLCs, teachers can enhance their understanding of the new SHS curriculum and effectively facilitate learning in the classroom. This will contribute to our country's resetting agenda by educating a generation of young people with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

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

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

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

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

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

Haruna Iddrisu, MP
Minister of Education

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Links to APPs

Year One App



<https://www.playlab.ai/project/cmd95elao07kmjq0u7tgx043y>

Year Two App



<https://www.playlab.ai/project/cme6gexy30c49m5ouxxvx0iu8>

PLC Session 0: Introduction to the Year Two Professional Learning Community Handbook and the Subject Specific App

1.0 Introduction and Purpose of the Handbook (15 minutes)

The purpose of the Year Two Professional Learning Community (PLC) Handbook is to support teachers to effectively deliver the new Senior High School (SHS) curriculum. This Handbook is accompanied by a Subject Specific App tailored to SHS curriculum. The App is designed to assist teachers with lesson planning, delivery and assessment. The Subject Specific App uses information directly from the following materials:

1. Curriculum
2. Teacher Manual
3. Learner Materials
4. Vision and Philosophy of the SHS curriculum
5. 21st century skills and competencies
6. National Teachers' Standards
7. West African Examinations Council (WAEC) Scheme of Assessment and Detailed Syllabus
8. Learning Planning Template
9. Teacher Assessment Manual and Toolkit
10. Socio Emotional Learning
11. National Values
12. Gender Equality and Social Inclusion (GESI), etc.

Learning Outcome (LO): To explore how the Subject Specific App can assist teachers with lesson planning, delivery and assessment (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

Learning Indicator (LI) 1: Use the Subject Specific App to explore the Year Two Curriculum Materials (Teacher Manual and Learner Materials)

Learning Indicator (LI) 2: Discuss the advantages and disadvantages of using the Subject Specific App to design lessons and assessment strategies.

2.0 Exploring the Subject Specific App (65 minutes)

- 2.1** Scan the QR Code or use the link to access your Subject Specific App <https://www.playlab.ai/project/cme6gexy30c49m50uxvx0iu8>



- 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, 30–3p).

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

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

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

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

E.g.

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

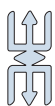
- c. *Select a week you are interested in and continue chatting with your App*
- d. *Refer to your Teacher Manual and confirm the information provided by the App or otherwise.*

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

E.g.

Select Assessment

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



Note

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

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



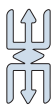
Note

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

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

E.g.

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

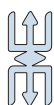


Note

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

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

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



Note

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

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

4.0 Reflection (15 minutes)

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

- 4.2** Remember to

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

PLC Session 1: Performing Service and Reception in Table Tennis

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 Performing service and reception in table tennis 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 Performing service and reception in table tennis 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 Performing service and reception in table tennis (NTS 3a-3q).

E.g.

i. Learning activities

Formulate learning activities to support the teaching of service and reception in table tennis based on Week 1 of the Teacher Manual. Take into account the diverse learners and 30 rackets for 65 learners.

ii. Assessment tasks

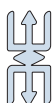
Propose two DoK level 1 and three DoK level 2 practical assessment questions, with marking schemes or rubrics for to be done in a 1-hour lesson on service and reception.

iii. Differentiation

Recommend learning strategies that incorporate all 65 learners in a 60 minutes lesson on service and reception irrespective of their learning needs for a lesson. Note that I have a single table tennis board and two rackets. Incorporating GESI.

iv. Essential questions

From Week 1 of the Teacher Manual, propose suitable essential questions (one each for learners and teacher) towards the attainment of knowledge and skills of a practical lesson on table tennis (service and reception).



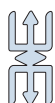
Note

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



3.0 Enactment (20 minutes)

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



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

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

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

1.0 Introduction (10 minutes)

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

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

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

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 work (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 work.

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

Attached is my Week 2 learning plan for your consideration. Assess the learning activities and provide recommendations for modifications to align with the Teacher Manual and to support the attainment of concepts for the week. Consider SEN, 21st-century skills, GESI, and national values.

Hint



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

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

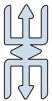
3.0 Prepare to Assign, Assess and Record for the Student Transcript Portal (50 minutes)

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

E.g.

Group Project

In reference to the Teacher Manual, review and modify the group project work task and the corresponding mark scheme.



Note

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

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

E.g.

i. Task

Recommend a group project work suitable for evaluating the intended learning outcomes of the lesson and add mark scheme.

ii. Mark scheme and score distribution

Go through the scoring guidelines, check how marks are assigned and modify.

iii. Resources needed for assessment administration

What materials can you recommend to help me conduct the group project work?

iv. How to provide feedback

Give simple and practical tips on providing feedback to learners after the assessment task.

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 the portfolio assessment task.

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 task (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 task.

2.0 Reviewing the Learning Plan (20 minutes)

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

E.g.

Assessment tasks

Attached is my Week 3 Learning Plan. Check if the assessment tasks align with the Teacher Manual and recommend a suitable one that aligns with the specified learning indicators.

Hint



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

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

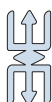
3.0 Prepare to Assign, Assess and Record for the Student Transcript Portal (50 minutes)

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

E.g.

Portfolio Assessment Task

Develop a portfolio assessment task and mark schemes/rubrics that will include series of concepts learnt.



Note

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

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

E.g.

i. Task

Will the developed portfolio assessment task be beneficial to the diverse learners in my class?

ii. Mark scheme and score distribution

Review the mark scheme along with the score distribution for the test.

iii. Resources needed for assessment administration

List the required resources for effective assessment delivery

iv. How to provide feedback

Create feedback checkpoints that reward effectiveness and provide concrete strategies to address weaknesses.

4.0 Reflection (10 minutes)

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

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

4.3 Remember to:

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

PLC Session 4: The Concepts of Human Diseases

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 the concepts of human diseases 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 the concepts of human diseases (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Create three essential questions to guide my lesson where one is to guide enactment of lessons and two to the conceptualising the lesson by learners on the concepts of human diseases, etc.

ii. Differentiation

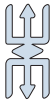
Enumerate four fundamental teaching techniques that support equitable learning in the context of human diseases for diverse learning needs, etc.

iii. Learning activities

Use collaborative learning to create two 90-minute learning activities on the concepts of human diseases for 43 learners at Nkroful Agric. Senior High School, etc.

iv. Assessment tasks

Using Week 4 of the Teacher Manual as a reference, outline three practical formative assessment tasks focused on the concepts of human diseases, with one at DoK Level 2 and two at DoK Level 3, all to be completed within 20 minutes, etc.



Note

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

Hint

Move to Activity 3.0



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

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

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

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

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

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

E.g.

Differentiation

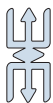
Review the differentiation strategies in the attached learning plan on the concepts of human diseases and ensure they align with the Teacher Manual. Make any necessary modifications, etc.

Hint



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

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



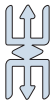
Note

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

- 2.1** 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).
- 2.2** Share your experience with the group.

3.0 Enactment (25 minutes)

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



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

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

PLC Session 5: Classification of Human Diseases

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 classification of human diseases 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 classification of human diseases (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Suggest three essential questions to guide my lesson on “Classification of Human Diseases” with one helping me to integrate 21st century skills and two focusing on the concepts to be learnt and applied.

ii. Differentiation

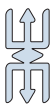
Outline five key instructional approaches that promote equitable learning when teaching “Classification of Human Diseases” to a diverse classroom.

iii. Learning activities

Design three learning activities on “Classification of Human Diseases” aligned with the focal areas of the Week 5 of the Teacher Manual and the learning activities, incorporating collaborative learning. The lesson should include an introductory activity, main lesson, and closure, with clear alignment between the essential questions, and differentiation strategies.

iv. Assessment tasks

Using the content of Week 5 in the Teacher Manual as a guide, create four assessment tasks, two for DoK Level 1 and two for DoK Level 2 centred on the concept “Classification of Human Diseases.” These tasks should be suitable for a 30-minute lesson through classroom exercises. Provide scoring rubrics.



Note

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

Hint

Move to Activity 3.0



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

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

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

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

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

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

E.g.

Learning activities

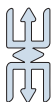
Are the instructional activities in the attached learning plan effectively designed to respond to the essential questions?

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.



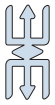
Note

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

PLC Session 6: Preparing for Mid-Semester Examination

1.0 Introduction (10 minutes)

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

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

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

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

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

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

2.0 Reviewing the Learning Plan (20 minutes)

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

E.g.

Learning activities

Find attached my Week 6 learning plan, review and revise the learning activities to meet learners' needs by considering SEN, 21st century skills, GESI and national values. Suggest appropriate pedagogies in line with the learning indicator.

Hint



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

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

3.0 Prepare for Mid-Semester Examination (50 minutes)

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

E.g.

Develop a table of specification and based on that develop a 30-minute mid-term assessment tasks based on the learning indicators for Weeks 1–5. The structure should be 20 MCQs (6 at DoK 1, 8 at DoK 2, 6 at DoK 3). Provide a rubric to the tasks.



Note

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

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

E.g.

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

Evaluate the mid-semester examination structure and tasks against the revised specifications table. Check alignment with key focus areas and compliance with the 30%, 40%, 30% Depth of Knowledge (DoK) rule.

ii. Mark scheme and score distribution

Review the mark scheme along with the score distribution for the test.

iii. Resources needed for assessment administration

Propose three resources to assist learners in responding to the assessment tasks. Furthermore, list four guidelines for administering the mid-semester exam for 65 learners, including accommodations for three with physical disabilities.

iv. How to provide feedback

Outline at least 3 guidelines for delivering effective constructive feedback to my 65 learners post-mid-semester exam. The feedback should emphasise strengths, areas for improvement, and actionable suggestions for growth.

4.0 Reflection (10 minutes)

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

4.2 Identify a colleague to observe your lesson in relation to PLC Session 6 to provide feedback on your lesson (NTS 1f, 1g).

4.3 Remember to:

- a.** mark, record and upload your learners' assessment scores in the Student Transcript Portal.
- b.** read PLC Session 7, Teacher Manual and related Learner Material (NTS 3a).
- c.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
- d.** identify areas you found challenging in your planning and administering of the assessment for discussion during the next session.

PLC Session 7: Arm Wrestling and Tug of War

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 arm wrestling and tug of war 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 arm wrestling and tug of war (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. **Essential questions**

Consider Week 7's learning indicators and create two essential questions to guide their teaching and learning.

ii. **Differentiation**

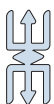
Create all-inclusive teaching approaches to meet the needs of 30 learners, with 20 requiring support as they work toward proficiency.

iii. **Learning activities**

Refer to the Teacher Manual for the recommended pedagogical strategies and create 4 learning activities tailored for the seventh week's lesson for 63 students. Consider SEL and national values.

iv. **Assessment tasks**

From the Teacher Manual, identify the Week 7 assessment approach and create two formative assessments and three summative test items that reflect the required DoK levels. Provide mark scheme to each task.



Note

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

Hint



Move to Activity 3.0

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

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

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

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

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

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

E.g.

Differentiation

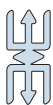
How effectively does the attached learning plan integrate differentiation to support all learners? Make recommendations for improvement is necessary.

Hint



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

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



Note

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

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

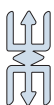
2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

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

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

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



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

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

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

4.3 Remember to:

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

PLC Session 8: Footwork, Shoulder and Overhead Pass

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 footwork, shoulder and overhead pass 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 footwork, shoulder and overhead pass (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Examine the learning targets for the eighth Week and craft an essential question towards guiding the teacher's actions and another for learner reflection.

ii. Differentiation

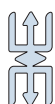
Design inclusive lesson strategies that accommodate 61 learners, focusing on the 10 who are approaching proficiency.

iii. Learning activities

Refer to the Teacher Manual and identify suitable teaching strategies. Design 3 learning activities to support the teaching of Week 8 lesson for a class of 32 learners located in a rural school.

iv. Assessment tasks

Examine the Teacher Manual for Week 8's assessment type and develop one formative and two summative questions, indicate DoK alignment and scoring rubrics.



Note

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

Hint



Move to Activity 3.0

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

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

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

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

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

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

E.g.

Learning activities

Are the instructional activities in the attached learning plan effectively designed to respond to the essential questions? Provide alternatives that will best support comprehension and application of concepts.

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).

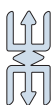
2.3 Share your experience with the group.

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

4.3 Remember to:

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

PLC Session 9: Shooting in Netball

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 shooting in netball using the subject specific App.

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

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

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

- 2.1 Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 9 on shooting in netball (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Propose three essential questions for a lesson on netball shooting that guide the learning process and the application of concepts.

ii. Differentiation

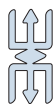
Recommend five teaching practices that promote equity, cater for diverse learning needs and skill level when teaching netball shooting.

iii. Learning activities

Design two student-focused activities on shooting in netball that encourage collaboration and follow the Teacher Manual. The lesson should flow from an introductory task to main activities and end with a closure, all linked to essential questions and learner needs.

iv. Assessment tasks

Based on Week 9 of the Teacher Manual, construct four assessment activities focused on shooting in netball—two at DoK Level 2 and two at Level 3. These should be suitable for a 60-minute practical session with 55 students. Include scoring rubrics for objective evaluation.



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

Do the assessment tasks outlined in the attached learning plan adequately evaluate the learning indicator for this week's lesson on shooting in netball? Make the necessary recommendations for amendment in the plan.

Hint



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

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



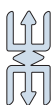
Note

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

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

3.0 Enactment (25 minutes)

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



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

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

PLC Session 10: Netball Game

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 netball game 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 netball game (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Based on Week 10's learning indicator, create one essential question to guide teacher planning and another to stimulate student inquiry.

ii. Differentiation

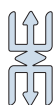
Offer adaptive strategies to support a lesson on netball game for 40 learners for diverse learner needs.

iii. Learning activities

Use the Teacher Manual as a reference for effective teaching strategies. Develop learning activities with targeted scaffolding to support the tenth week's lesson on netball game for a group of 40 learners.

iv. Assessment tasks

Identify Week 10's assessment type from the Teacher Manual and develop two formative assessments and two summative items on netball game with appropriate DoK levels and scoring rubric.



Note

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

Hint



Move to Activity 3.0

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

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

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

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

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

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

E.g.

Essential questions

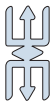
Verify and ensure the essential questions contained in the attached learning plan align to GESI principles.

Hint



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

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



Note

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

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

3.0 Enactment (25 minutes)

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



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

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

PLC Session 11: Disease Prevention

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 10 on disease prevention 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 classification of human diseases (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

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

Based on this Week's learning indicator on disease prevention, derive one essential question that guides the teacher lesson delivery process and two that targets learners' conceptualisation.

ii. Differentiation

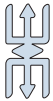
Suggest all-inclusive instructions for 60 learners, prioritising 21st century skills on disease prevention.

iii. Learning activities

With reference to the Teacher Manual, develop appropriate scaffolding activities that support the eleventh week's lesson for 35 learners on disease prevention.

iv. Assessment tasks

Provide two formative assessment tasks and three summative assessment items and their rubric or mark scheme that correspond to the DOK levels indicated in the Teacher Manual for teaching on disease prevention.

**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

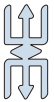
Check the instructional activities in the attached learning plan and make recommendations to make them responsive to the essential questions?

Hint



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

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



Note

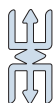
- i. *Chatting once may not be enough for the App to provide all that you may need for the tasks*
- ii. *Transfer the information from your SS App into your learning planner template to complete your plans.*
- iii. *Chat with your App to learn how to integrate National Values, GESI, SEL and 21st century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

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

- 2.3** Share your experience with the group.

3.0 Enactment (25 minutes)

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



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

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

PLC Session 12: Preparing for End of Semester Examination

1.0 Introduction (10 minutes)

- 1.1 Share one thing on assessment in PLC Session 11 that you
 - a. applied in your lesson delivery
 - b. found challenging and how you addressed it.
- 1.2 Share one challenge you encountered while pre-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.

Essential questions

Check if the essential questions in my Week 12 plan are appropriately formulated to aid diverse learners in grasping and discussing the concepts of menstrual health and hygiene.

Hint



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

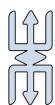
- a. essential questions
- b. differentiation
- c. assessment tasks, etc.

3.0 Prepare for End of Semester Examination (50 minutes)

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

E.g.

The end of first semester examination structure recommends 40 multiple-choice and 5 essay questions, with a detailed mark scheme. Provide a 2-hour end of semester examination tasks covering Weeks 1–11 learning indicators and adhering to the 30% (DoK 1), 40% (DoK 2), and 30% (DoK 3) principle. Add a detailed mark scheme and score distribution.



Note

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

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

E.g.

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

Verify that the assessment tasks provided are correctly distributed across DoK Levels 1, 2, and 3, maintaining the proportions of 30%, 40%, and 30% as specified in the table of specifications, etc.

ii. Mark scheme and score distribution

Verify that the marks allocations are fairly done with critical thinking demands attracting higher scores than less demanding cognitive task, etc.

iii. Resources needed for assessment administration

Propose materials and resources that can aid the successful administration of the assessment, etc.

iv. How to provide feedback

Suggest targeted feedback focusing on their strengths and areas for improvement in students' learning during and after the end-of-semester examination, etc.

4.0 Reflection (10 minutes)

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

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

PLC Session 13: African Cloth Parachute

1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 12
 - a. the challenges you faced
 - b. how you addressed them
- 1.2 Have you developed your learning plan for Week 13?
 - a. If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - b. If you answered **no**, conduct your PLC Session from Activity 2.0A

Hint



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

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

Purpose: The purpose for this session is to populate the learning planner for Week 13 on African cloth parachute 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 African cloth parachute (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Identify the learning indicators for Week 13 and construct one essential question that targets support each of the teacher and learners in the teaching and learning of African cloth parachute.

ii. Differentiation

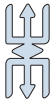
Recommend inclusive practices for teaching African cloth parachute that will support 40 learners, with targeted interventions for 2 learners who are physically disabled.

iii. Learning activities

Guided by the Teacher Manual, provide 4 effective teaching activities for Week 13 indicators for 73 learners on African cloth parachute.

iv. Assessment tasks

Discover the assessment mode for Week 13 in the Teacher Manual and provide two formative assessment tasks and one summative test items that align with the DOK levels required. Provide rubrics for scoring.



Note

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

Hint



Move to Activity 3.0

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

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

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

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

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

- 2.2** 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

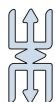
Confirm if the instructional activities in the attached learning plan align with the essential questions.

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.



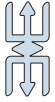
Note

- 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.

- 2.3** 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).
- 2.4** Share your experience with the group.

3.0 Enactment (25 minutes)

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



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

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

PLC Session 14: Underarm serve and digging reception in volleyball

1.0 Introduction (5 minutes)

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

Hint



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

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

Purpose: The purpose for this session is to populate the learning planner for Week 14 on Underarm serve and digging reception in volleyball using the subject specific App.

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

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

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

2.1 Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 14 on Underarm serve and digging reception in volleyball (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Frame two essential questions (one targeting learners and one the teacher) to guide the instruction, on the concepts in Week 14 of the Teacher's Manual.

ii. Differentiation

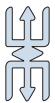
Create GESI and SEN-responsive strategies for Week 14 lesson on underarm serve and digging reception in volleyball for 47 learners with two who use wheel chair.

iii. Learning activities

Recommend group-based activities from Week 14 of the Teacher's Manual and the Learner Material that would work well for a one-hour lesson on underarm serve and digging reception in volleyball tailored towards 47 learners with diverse needs.

iv. Assessment tasks

Based on Week 14 of the Teacher Manual, design two DoK Levels 2 and 3 assessment questions along with rubrics, for evaluating 57 learners' skills on underarm serve and digging reception in volleyball in a one-hour practical demonstration lesson.



Note

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

Hint

Move to Activity 3.0



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

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

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

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

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

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

E.g.

Assessment tasks

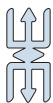
Taking a critical analysis of the assessment tasks as contained in the learning plan, check if they align with the Teacher Manual and will support evaluation of the essential question.

Hint



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

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



Note

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

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

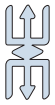
2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

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

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

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



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

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

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

4.3 Remember to:

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

PLC Session 15: Reinforcement of underarm serve and digging reception in volleyball (Skill polishing)

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 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 reinforcement of underarm serve and digging reception in volleyball 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 reinforcement of underarm serve and digging reception in volleyball (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Prescribe essential questions for Week 15's reinforcement of underarm serve and digging reception in volleyball for 28 learners, one for learners and one for the teacher's guidance.

ii. Differentiation

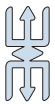
Create a practical activity that considers GESI and SEN for a one-hour lesson on reinforcement of underarm serve and digging reception in volleyball to 71 learners.

iii. Learning activities

Recommend 4 group-based learning activities that scaffold towards the achievement reinforcement of underarm serve and digging reception in volleyball in a 60-minute lesson on for 49 learners a single ball available.

iv. Assessment tasks

Craft 3 DoK Level 1, 2 and 3 assessment questions, with rubrics, for a one-hour lesson on reinforcement of underarm serve and digging reception in volleyball using practical demonstration as recommended in Week 15 of the Teacher Manual for 44 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

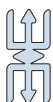
Do the instructional activities stated in the learning plan attached effectively address the essential questions?

Hint



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

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



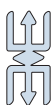
Note

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

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

3.0 Enactment (25 minutes)

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



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

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

PLC Session 16: Preparing for Student Transcript Portal Assessment – Individual Project

1.0 Introduction (10 minutes)

- 1.1 Share one thing on assessment in PLC Session 15 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 16 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 16.
- 2. prepare assessment tasks and rubrics for the individual project work.

Learning Outcome (LO): To review the learning plan for Week 16 and address any challenges in planning and developing assessment tasks for the portfolio assessment task (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 work.

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.

Key notes on differentiation

I've shared the Week 16 Learning Plan for your review. Verify if the differentiation strategies align with the Teacher Manual and propose pedagogical techniques that support the attainment of the suggested learning indicators for the week by all 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.

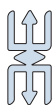
3.0 Prepare to Assign, Assess and Record for the Student Transcript Portal (50 minutes)

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

E.g.

Individual project work

Review the individual project assessment task provided in the Teacher Manual and attach a mark schemes/rubric



Note

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

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

E.g.

i. Task

Will the task encourage participation and progress for learners across a spectrum of abilities?

ii. Mark scheme and score distribution

Verify the accuracy and relevance of mark distribution within the context of the assessment's goals.

iii. Resources needed for assessment administration

What materials, tools, and supports are needed to ensure assessments are delivered efficiently and effectively?

iv. How to provide feedback

Formulate a structured rubric that balances commendation of key competencies with recommendations for refinement of 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 16 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 17, 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

PLC Session 17: Concept of First Aid

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 concept of first aid using the subject specific App.

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

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

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

- 2.1 Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 17 on concept of first aid (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Formulate three essential questions to steer my first aid lesson with one that integrates national values and two that consider the knowledge and skills to be learnt by learners.

ii. Differentiation

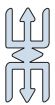
Enumerate three fundamental teaching techniques that support equitable learning in the context of the “Concept of First Aid” for a diverse classroom.

iii. Learning activities

Create three collaborative learning activities focused on the “Concept of First Aid”. Ensure the lesson structure includes an introduction, activities for main lesson, and conclusion, with strong alignment to essential questions and differentiated instruction techniques.

iv. Assessment tasks

Refer to the Teacher Manual to determine the assessment made for Week 17 and then formulate two formative assessment activities and one summative test item that reflect the necessary DOK levels recommended in the Teacher Manual. Include a rubric.



Note

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

Hint



Move to Activity 3.0

2.0 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

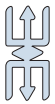
Carefully review the essential questions stated in the attached learning plan to confirm they match the concepts in Week 17 of Teacher Manual, and revise them as needed.

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.



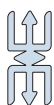
Note

- 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 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 found 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 pre-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

I have included my Week 18 learning plan for your review. Assess and adjust the key notes on differentiation to better meet the needs of learners, considering SEN, 21st-century skills, GESI, and national values. Recommend appropriate pedagogical approaches that correspond to the learning indicator.

Hint



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

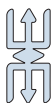
- a. essential questions
- b. learning activities
- c. assessment tasks, etc.

3.0 Prepare for End of Semester Examination (50 minutes)

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

E.g.

This mid-semester examination is structured to include 20 multiple-choice questions across DoK levels 1 to 3 distributed as 30%, 40%, 30% respectively. The duration is 30 minutes and should cover the learning indicators for Weeks 13 to 17. Refer to the table of specifications and develop 20 MCQs that meet these criteria.



Note

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

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

E.g.

- i. Whether the assessment tasks generated follow 30%, 40%, 30% DoK distribution**
Is the formative assessment activity outlined in the attached learning plan appropriate to support learning?
- ii. Mark scheme and score distribution**
Examine the mark scheme and the score distribution for the test to see if they really match the demands of each question.
- iii. Resources needed for assessment administration**
What recommended resources would be needed for the assessment administration?
- iv. How to provide feedback**
Offer tailored feedback to be given to students following their end of semester exam, concentrating on both their strengths and areas needing improvement.

4.0 Reflection (10 minutes)

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

PLC Session 19: Rules, Grip and Pushing in Hockey

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 rules, grip and pushing in hockey using the subject specific App.

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

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

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

2.1 Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 19 on rules, grip and pushing in hockey (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. **Essential questions**

Create one essential question to guide teacher instruction and two for the learners' comprehension of Week 19's indicators.

ii. **Differentiation**

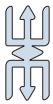
Suggest inclusive strategies that ensure all 52 learners are equitably supported to learn rules, grip and pushing in hockey.

iii. **Learning activities**

With reference to the pedagogical strategies proposed in Week 19 of the Teacher Manual, develop activities for 52 learners taking into consideration the diverse learners and GESI.

iv. **Assessment tasks**

With reference to the assessment mode and the recommended DOK levels for Week 19 in the Teacher Manual create two formative tasks and two summative questions on rules, grip and pushing in hockey. Add a marking scheme.



Note

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

Hint



Move to Activity 3.0

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

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

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

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

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

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

E.g.

Assessment tasks

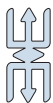
Find attached the learning plan for Week 19 and confirm if the assessment tasks effectively correspond to the tasks in the Teacher Manual?

Hint



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

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



Note

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

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

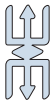
2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

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

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

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



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

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

4.2 Identify a colleague to observe your lesson in relation to PLC Session 19 to provide feedback on your lesson (NTS 1f, 1g).

4.3 Remember to:

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

PLC Session 20: Dribbling in Hockey

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 dribbling in hockey using the subject specific App.

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

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

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

- 2.1 Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 20 on dribbling in hockey (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

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

Create three essential questions on dribbling in hockey: one should integrate national values, and the other two should cater to the diverse abilities of my learners.

ii. Differentiation

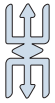
Provide strategic plans to assist 50 learners, with focused support for 13 learners who are approaching proficiency and 7 who are exceptional learners.

iii. Learning activities

Design three collaborative learning activities on 'dribbling in hockey' that follow the Teacher Manual. Include an introductory activity, main lesson, and closure, linking to key notes for differentiation and essential questions.

iv. Assessment tasks

Set two practical tasks at DoK levels 2 with Week 20 as the reference for a 20-minute period for 67 learners. Ensure their scoring rubrics are appropriate.

**Note**

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

Hint

Move to Activity 3.0

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

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

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

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

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

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

E.g.

Differentiation

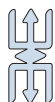
How are different learners catered for in the attached learning plan in alignment with the Teacher Manual?

Hint



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

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



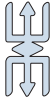
Note

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

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

3.0 Enactment (25 minutes)

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



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

- 4.1 Reflect and share your views on the session (NTS 1a, 1b).
- 4.2 Identify a colleague to observe your lesson in relation to PLC Session 20 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3 Remember to:
 - a. read PLC Session 21, Teacher Manual and related Learner Material (NTS 3a).
 - b. bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
 - c. identify areas you found challenging in your teaching for discussion during the next session.

PLC Session 21: Hitting in Hockey

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 hitting in hockey using the subject specific App.

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

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

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

- 2.1 Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 21 on hitting in hockey (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Develop two essential questions with one helping the teacher to incorporate GESI and SEL principles and two focusing on the acquisition of knowledge and skills of hitting in hockey.

ii. Differentiation

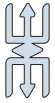
Outline four key instructional approaches that promote equitable learning when teaching “hitting in hockey” to a diverse classroom.

iii. Learning activities

Design three well-sequenced teaching techniques that support fairness in learning in the context of the “hitting in hockey” for a diverse classroom.

iv. Assessment tasks

Refer to the assessment mode in the Week 21 of the Teacher Manual and suggest two formative and three summative tasks that align with the DoK levels, including a rubric.



Note

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

Hint



Move to Activity 3.0

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

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

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

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

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

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

E.g.

Assessment tasks

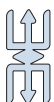
In what ways do the assessment tasks in the attached learning plan align with the Learner Material and the Teacher Manual?

Hint



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

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



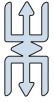
Note

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

PLC Session 22: Stress and its Common Sources

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 stress and its common sources using the subject specific App.

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

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

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

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 22 on stress and its common sources (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Considering the learning indicator for Week 22, formulate one essential question that guides the teacher in their delivery process and two that direct the extent of particular concepts to be learnt by the learners.

ii. Differentiation

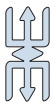
Provide a range of instructional techniques that support 65 students who have different attention needs.

iii. Learning activities

Guided by the Teacher Manual and Learner Material, propose effective teaching activities tailored for 43 learners on Week 22. The lesson should include introduction, main activities and closure.

iv. Assessment tasks

Design four formative and summative assessment tasks based on 'stress and its common sources' using Week 22 of the Teacher Manual as your blueprint. The summative tasks should include two tasks for DoK 1, one for DoK 2 and one for DoK level 3. Make sure they fit a 20-minute lesson with 33 learners. Attach scoring rubrics.



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

To what extent do the learning activities in the attached plan align with and respond to the essential questions?

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.



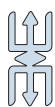
Note

- 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 22 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3** Remember to:
 - a.** read PLC Session 23, Teacher Manual and related Learner Material (NTS 3a).
 - b.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
 - c.** identify areas you found challenging in your teaching for discussion during the next session.

PLC Session 23: Prevention and management of stress

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 prevention and management of stress 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 prevention and management of stress (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Craft two essential questions for the teacher and the learners according to the learning indicator for Week 23.

ii. Differentiation

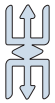
Design 3 differentiated strategies that integrate 21st century skills in teaching of “prevention and management of stress” in a varied classroom setting.

iii. Learning activities

Consult the Teacher Manual to identify appropriate pedagogies and design Week 23 learning activities for 55 learners taking into consideration their different needs.

iv. Assessment tasks

Refer to Week 23 of the Teacher Manual and design three assessment tasks focused on the concept ‘prevention and management of stress.’ Ensure one task is distributed in line with DoK Level 1, 2 and 3. These tasks should be appropriate for a 1-hour lesson with 39 learners and assessed through group work. Include scoring rubrics for each task.



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

Looking at the attached learning plan, how do the assessment tasks mirror the design and intent of the Teacher Manual?

Hint



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

- a. essential questions
- b. differentiation
- c. 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 23 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3** Remember to:
 - a.** read PLC Session 24, Teacher Manual and related Learner Material (NTS 3a).
 - b.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
 - c.** identify areas you found challenging in your teaching for discussion during the next session.

PLC Session 24: Preparing for End of Semester Examination

1.0 Introduction (10 minutes)

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

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

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

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

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

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

2.0 Reviewing the Learning Plan (20 minutes)

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

E.g.

Assessment tasks

Review my Week 24 learning plan and verify if the assessment tasks meet the learning needs of diverse learners and support the attainment of the learning indicators for the week. Recommend alternative and appropriate assessment approaches that will better meet the attainment of essential questions and consider SEN and 21st-century skills.

Hint



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

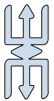
- a. essential questions
- b. differentiation
- c. learning activities, etc.

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.

Proposed end of semester examination items that follow the structure, 40 multiple choice questions and 5 essay questions following the 30% (DoK 1), 40% (DoK 2) and 30% (DoK 3) distribution based on the learning indicators from Weeks 13–23. Provide a detailed mark scheme. Incorporate a detailed mark scheme.



Note

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

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

E.g.

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

Do the assessment tasks follow the 30% (DoK 1), 40% (DoK 2), and 30% (DoK 3) principle? Make the necessary amendment for appropriate DoK distributions.

ii. Mark scheme and score distribution

Scrutinise the mark scheme for the assessment to ensure all scores are fairly allocation.

iii. Resources needed for assessment administration

Prescribe resources that are required to effectively administer this assessment.

iv. How to provide feedback

Develop a set of guidelines for delivering constructive feedback to learners based on the end of semester exam. This feedback should highlight what they did well and opportunity to pinpoint specific areas for development.

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).

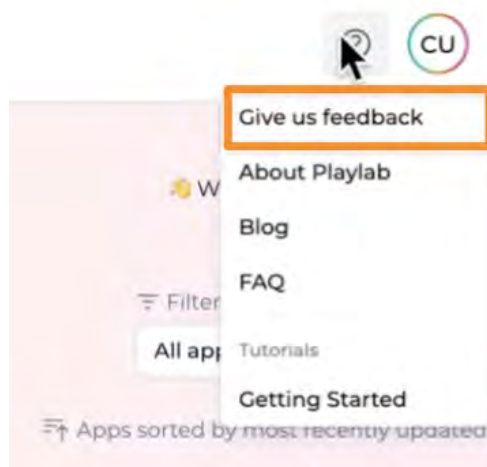
4.3 Remember to mark, record and upload your learners' assessment scores in the Student Transcript Portal (NTS 3j, 3n).

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

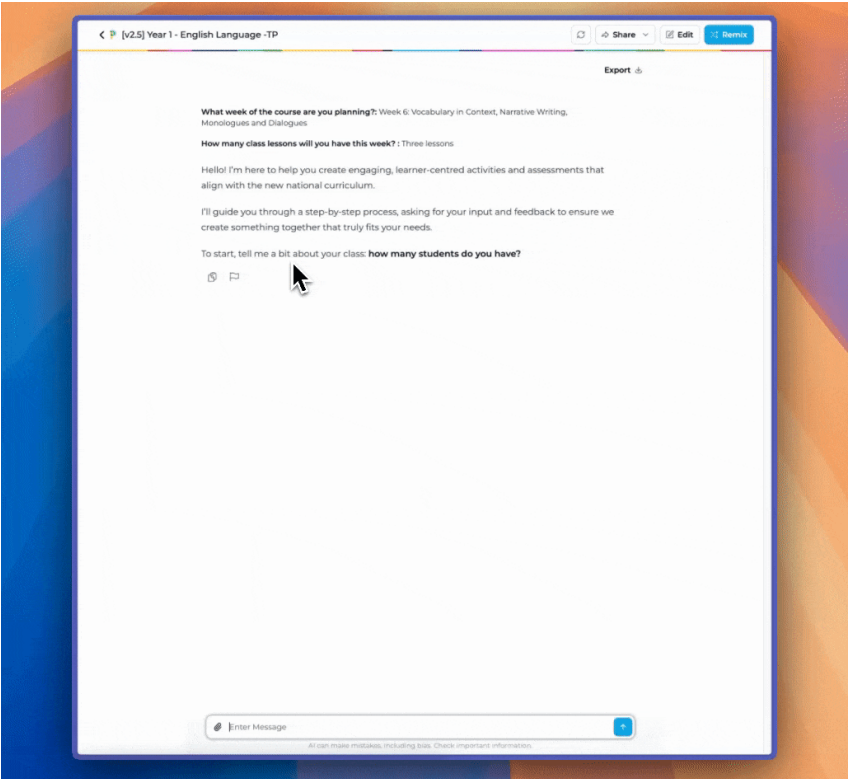
Please share any screenshots or videos that help visualize your feedback.

 **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



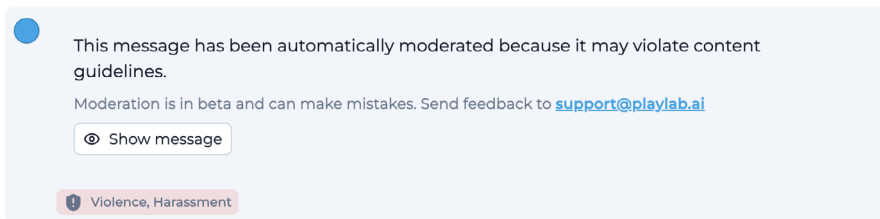
- Click to report biased, inaccurate, or inappropriate messages.
- Best for: Immediate issues with app responses
- There is also in app moderation for both user messages and AI generated responses. You can read more about it here.

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

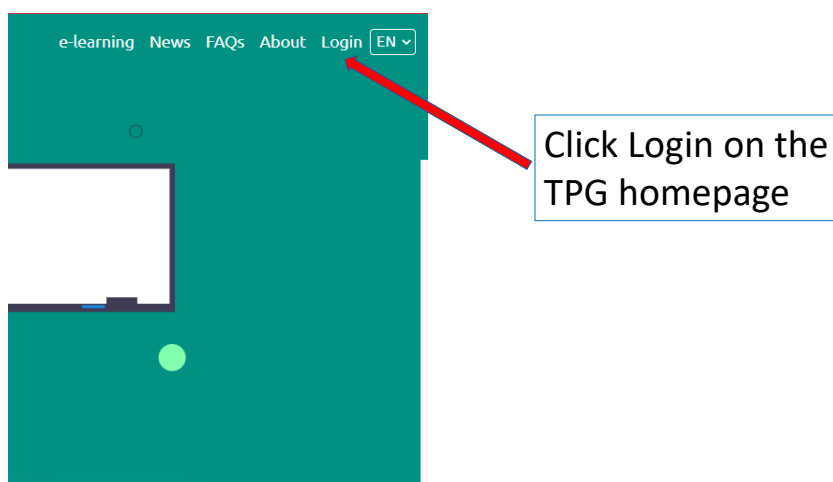
22. Areas for
development

23. Next steps for
teacher

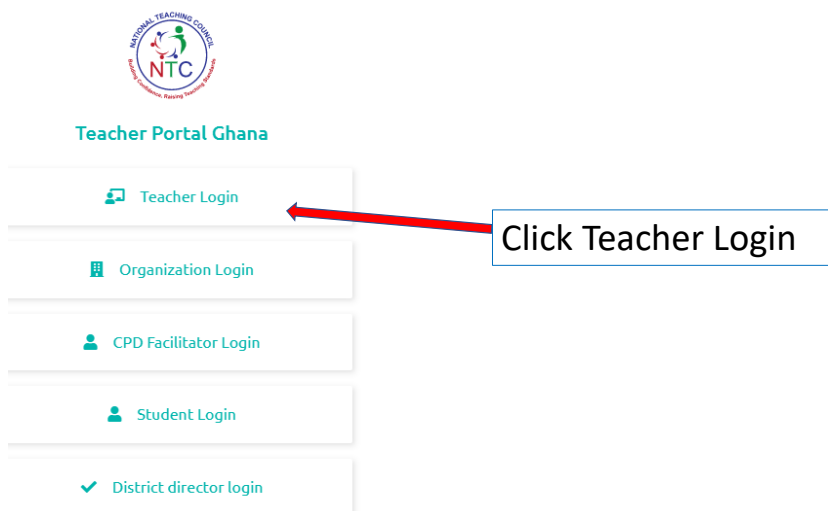
Additional Notes (on teacher's actions, the flow of activities, etc.)

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

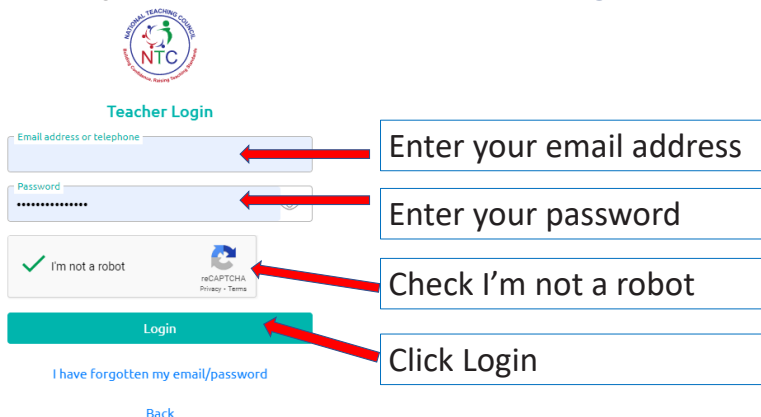
1. Visit *tpg.ntc.gov.gh* and click Login



2. On the Login page, click Teacher Login



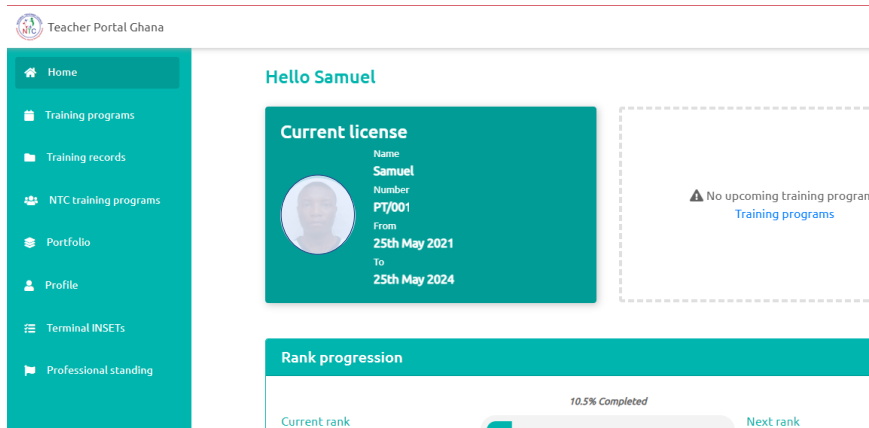
3. On the **Teacher Login** page enter your email address and password and then click **Login**



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

- Teacher Login** (Page Title)
- Email address or telephone** (Input field) - Annotated with: **Enter your email address**
- Password** (Input field) - Annotated with: **Enter your password**
- I'm not a robot** (Captcha) - Annotated with: **Check I'm not a robot**
- Login** (Button) - Annotated with: **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 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** (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 sidebar 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 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.

Click to view training records

List of training programs

THANK YOU

