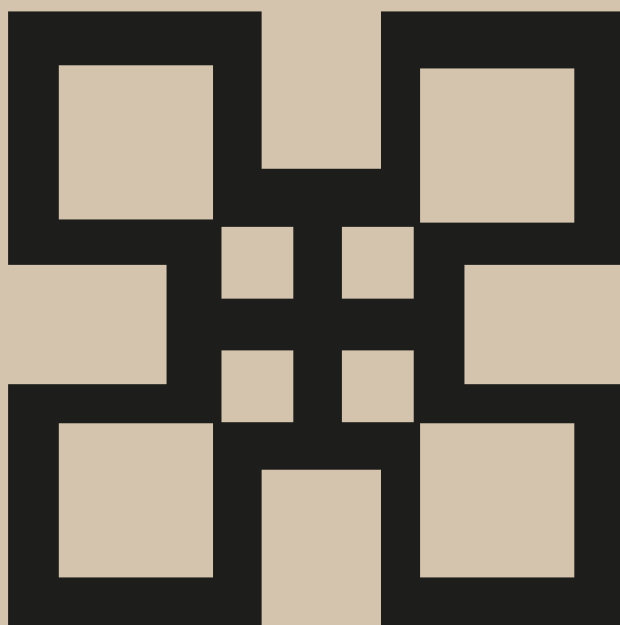


Professional Learning Community Handbook

Religious and Moral Education

Year Two



Ghana Education
Service (GES)



**Professional Learning
Community Handbook**

**Religious
and Moral
Education**

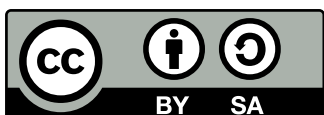
Year Two



REPUBLIC OF GHANA



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foundation



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Foreword

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

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

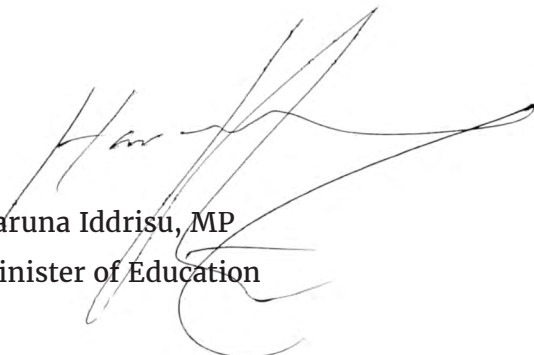
By fostering a culture of collaboration and continuous improvement through PLCs, teachers can enhance their understanding of the new SHS curriculum and effectively facilitate learning in the classroom. This will contribute to our country's resetting agenda by educating a generation of young people with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

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

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

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

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



Haruna Iddrisu, MP
Minister of Education

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Links to APPs

Year One App



<https://www.playlab.ai/project/cmd95mhu107zojq0uuzuj21xi>

Year Two App



<https://www.playlab.ai/project/cmekhhch900chmkr0u9rlcv2yl>

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)

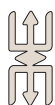
2.1 Scan the QR Code or use the link to access your Subject Specific App <https://www.playlab.ai/project/cmekhch900chmkr0u9rlcv2yl>



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

E.g.

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



Note

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

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

E.g.

a. Learning activities

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

b. Assessments

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

c. Differentiation strategies

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

Hint



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

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

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

3.0 Reflection

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

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

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

1.0 Introduction (10 minutes)

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

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

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

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

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

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

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

E.g.

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

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

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

E.g.

Select Assessment

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



Note

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

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



Note

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

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

E.g.

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



Note

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

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

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



Note

- i. Chatting once may not be enough for the App to provide all that you may need for the tasks.*
- ii. 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: Time Conceptualisation in Ghanaian Society

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 “*Time Conceptualisation in Ghanaian Society*” 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 “*Time Conceptualisation in Ghanaian Society*” 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 “*Time Conceptualisation in Ghanaian Society*” (NTS 3a-3q).

E.g.

i. **Essential questions**

What one essential question for the teacher and other one essential question for the learner can lead the lesson on “Time Conceptualisation in Ghanaian Society” to a successful end?

ii. Learning activities

With a class of 30 learners with one having difficulty in hearing well, suggest an appropriate teaching and learning activities in line with the pedagogical strategies in the teacher manual to cater for all the learning needs of the learners including the one with hearing impairment. The lesson will take one hour.

iii. Differentiation

How do I differentiate my lesson to benefit the hearing-impaired learner as well as all other learners?

iv. Assessment tasks

What assessment modes are recommended for assessing this lesson. Provide mark scheme for it.



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 – Portfolio

1.0 Introduction (10 minutes)

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

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

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

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

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

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

2.0 Reviewing the Learning Plan (20 minutes)

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

E.g.

Learning activities

There are 45 learners coming from the three main religious background in Ghana for a 60-minute lesson, examine the learning activities in the learning plan on religious and cultural context of time in Ghanaian society to align with the teacher manual and suggest areas for improvement to suit the learners, class size, etc.

Hint



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

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

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 Portfolio

The teacher manual directs me to discuss and assign task on individual portfolio on week 2, provide the task and structure for portfolio assessment, how to administer it and indicate a suitable mark scheme to assess learner's work, etc.



Note

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

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

E.g.

i. Task

Check if the task chosen for the assessment is suitable and suggest ways of improvement if any, etc.

ii. Mark scheme and score distribution

Is the mark scheme comprehensive enough to cover all areas of learner's work?

iii. Resources needed for assessment administration

Which resources would be needed to undertake the assessment effectively?

iv. How to provide feedback

Suggest a suitable feedback strategy for this assessment, 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 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 and Laptop in preparation for the next session (NTS 3a).
- d.** identify areas you found challenging in your teaching and administration of the assessment for discussion during the next session.

PLC Session 3: Preparing for Student Transcript Portal Assessment – Group Project

1.0 Introduction (10 minutes)

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

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

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

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

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

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

2.0 Reviewing the Learning Plan (20 minutes)

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

E.g.

Assessment tasks

Have a look at my learning plan and review the suitability of assessment tasks for the focal area and suggest alternative ones, etc.

Hint



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

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

I have to group my 45 learners based on a mixed ability/gender/religious background and assign them a task on a group project as suggested in the teacher manual for week 3. Help me with the task, structure, composition of the group and a mark scheme for this assessment



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

Is the suggested task appropriate and suitable for the group project assessment, etc.

ii. Mark scheme and score distribution

Check if the score distribution is fair for various DoK levels, etc.

iii. Resources needed for assessment

What suitable resources would be needed to execute this project?

iv. How to provide feedback

How do I provide appropriate feedback for this assessment?

4.0 Reflection (10 minutes)

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

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

4.3 Remember to:

- a.** mark, record and upload your learners' assessment scores in the Student Transcript Portal (NTS 3j, 3n).
- b.** read PLC Session 4, Teacher Manual and related Learner Material (NTS 3a).
- c.** bring along your laptop, Teacher Manual and PLC Handbook and Laptop 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: Ways in which Learners Misuse their Time

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 ways in which learners misuse their time 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 ways in which learners misuse music (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Suggest two essential questions for the learners and one for the teacher on ways in which learners misuse music. Consider national values integration, etc.

ii. Differentiation

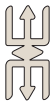
Give me two ways to differentiate my lesson on ways in which learners misuse music to cater for 25 AP, 15 HP and 5 struggling learners, etc.

iii. Learning activities

Develop two activities for 90–minutes lesson on ways learners misuse music. Put them into introduction, main lesson and closure, etc.

iv. Assessment tasks

Based on the assessment mode in the Teacher manual, create two formative assessment tasks that can be done in 20 minutes to monitor progress, 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.

Learning activities

I have an hour lesson on ways in which learners misuse their time. The class is made up of 30 learners with 12 being girls. Three of the learners are introverts. Suggest for me suitable learning activities that are in line with the pedagogical strategies provided in the teacher manual for this lesson to enhance maximum participation of all learners, etc.

Hint



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

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



Note

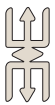
- i. Chatting once may not be enough for the App to provide all that you may need for the tasks
- ii. Transfer the information from your SS App into your learning planner template to complete your plans.

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

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

3.0 Enactment (25 minutes)

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



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

- 4.1 Reflect and share your views on the session (NTS 1a, 1b).
- 4.2 Identify a colleague to observe your lesson in relation to PLC Session 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: Skills in Managing Time Profitably as a Learner

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 “*Skills in Managing Time Profitably as a Learner*” 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 “Skills in Managing Time Profitably as a Learner” (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Suggest two essential questions each for the teacher and the learner that can guide the effective teaching and learning on skills in managing time profitably as a learner

ii. Differentiation

In a class of 30 learners with half below average, show me how the lesson on “Skills in Managing Time Profitably as a Learner” could be differentiated to accommodate all learners’ needs and interests for?

iii. Learning activities

In line with the pedagogical strategies stated in the teacher manual, develop an hour comprehensive learning activities that will ensure the full participation of all learners on the topic: “Skills in Managing Time Profitably as a Learner”. Consider issues on National Values SEL and GESI in the development of lesson activities.

iv. Assessment tasks

Review the assessment modes suggested in the teacher manual for this lesson and other appropriate ones with their mark schemes



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

Verify the suitability of the activities in the attached plan for a class of 25 AP, 15 HP and 5 struggling learners with limited resources. Make suggestions where necessary, etc.

Hint



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

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



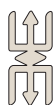
Note

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

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

3.0 Enactment (25 minutes)

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



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

- 4.1** Reflect and share your views on the session (NTS 1a, 1b).
- 4.2** Identify a colleague to observe your lesson in relation to PLC Session 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 pre-populating your learning plan for week 6 before the session that you would like to discuss during this PLC session.
- 1.3 Read and discuss the Purpose, Learning Outcome (LO) and Learning Indicators (LIs) for the session.

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

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

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

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

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

2.0 Reviewing the Learning Plan (20 minutes)

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

E.g.

Differentiation

My class has 45 learners, 2 are visually impaired. examine the differentiation strategies in the lesson planner and suggest how best the visually impaired learners could be accommodated in the lesson to ensure their maximum participation and understanding.

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 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.

The teacher manual recommends 20 multiple choice questions for the mid-semester examination to be conducted in week 6. The items are to be drawn from the focal areas for weeks 1–5 at DoK levels 1, 2 and 3 and a distribution of 30%, 40% and 30% respectively. Generate the 20 multiple choice questions with options that are plausible, arranged alphabetically and are of equal lengths. Indicate the correct keys to each item.



Note

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

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

E.g.

- i. Whether the assessment tasks generated follow 30%, 40%, 30% DoK distribution**
Are the generated exam items appropriate for the aligned DoK levels?
- ii. Mark scheme and score distribution**
Does the mark scheme correspond with the score distribution?
- iii. Resources needed for assessment administration**
Suggest resources that would be more appealing and helpful to the two visually impaired learners and other learners in the administration of the examination
- iv. How to provide feedback**
How do I provide appropriate feedback to learners after the examination?

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: Benefits of Good Time Management at Work

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 *Benefits of Good Time Management at Work* 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 *Benefits of Good Time Management at Work* (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Suggest 4 essential questions, two for the teacher and two for the learners, to guide a successful lesson on the Benefits of Good Time Management at Work

ii. Differentiation

How could the lesson on the Benefits of Good Time Management at Work be differentiated among different learning abilities of learners to bring all learners on board for a successful lesson?

iii. Learning activities

Using collaborative learning as the pedagogical strategy for the lesson, suggest learning activities that would help create a conducive learning environment for all learners with mixed-ability/religious characteristics.

iv. Assessment tasks

How could inquiry activity be used to assess the lesson on “Benefits of Good Time Management at Work?” Provide a step-by-step assessment task and provide a sample responses with a mark scheme or 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.

Assessment tasks

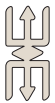
Using the inquiry activity as assessment mode as suggested in the teacher manual, suggest assessment tasks and suggest a sample response and appropriate mark schemes to guide scoring, etc.

Hint



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

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



Note

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

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

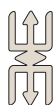
2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

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

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

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



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

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

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

4.3 Remember to:

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

PLC Session 8: Work-Life Balance

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 *Work-Life Balance* 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 “*Work-Life Balance*” (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Suggest essentials questions to guide learners understand the concept of work-life balance

ii. Differentiation

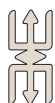
Review the notes on differentiation and recommend other strategies that could be adopted to cater for the needs and interests of all the learners, especially the ones with reading and writing challenges

iii. Learning activities

Using Think-Pair-Share, collaborative learning, and talk for learning, design learning activities that could be used to deliver the lesson on “Work-Life Balance” to an average class of 30, with 2 students having difficulty in reading and writing.

iv. Assessment tasks

Is the case study suggested in the teacher manual for week 8 as an assessment mode suitable to assess what is to be assessed? Which other assessment strategies could achieve same or better results?



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

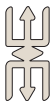
Two out of 30 learners struggle to read or write well; most of the learners' abilities are average, with about 5 above average. Review the notes on differentiation in the uploaded lesson plan and recommend other strategies that could cater for the needs and interests of all the learners, etc.

Hint



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

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



Note

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

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

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

3.0 Enactment (25 minutes)

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



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

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

1.0 Introduction (5 minutes)

- 1.1** Share one thing you applied in your classroom based on PLC Session 8
- the challenges you faced
 - how you addressed them
- 1.2** Have you developed your learning plan for week 9?
- If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - If you answered **no**, conduct your PLC Session from Activity 2.0A

Hint



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

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

Purpose: The purpose for this session is to populate the learning planner for week 9 on *the concept of parenting and parenthood* 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 “*The Concept of parenting and Parenthood*” (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Suggest essential questions that would guide both the learners and facilitator to deliver and understand the lesson on the concept of Parenting and Parenthood

ii. Differentiation

My class includes learners from various family backgrounds, single-parent, extended family, foster care, etc. suggest differentiation strategies to ensure all learners can meaningfully engage with parenting and parenthood concepts for week 9 lesson

iii. Learning activities

Apart from the suggested learning activities in the teacher manual, what other lesson activities could be used to achieve effective learning in line with the National Values, SEL, GESI and use of ICT tools in the development of lesson activities?

iv. Assessment tasks

Suggest assessment strategies that could be used to achieve better result during and after the week’s lesson, etc.



Note

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

Hint



Move to Activity 3.0

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

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

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

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

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

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

E.g.

Assessment tasks

Which other assessment strategies could be used to assess learners after the lesson, include mark scheme to guide the scoring of the assessment task, etc.

Hint



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

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



Note

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

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

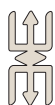
2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

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

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

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



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

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

4.2 Identify a colleague to observe your lesson in relation to PLC Session 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: Cultural and Religious Principles about the Concepts of Parenting and Parenthood

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 *Cultural and Religious Principles about the Concepts of Parenting and Parenthood* 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 *cultural and religious principles about the concepts of parenting and parenthood* (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

What essential questions, two for the teacher and two for the learner, would be suitable to drive the lesson on cultural and religious principles about the concepts of parenting and parenthood to a successful end?

ii. Differentiation

With a class of diverse cultural backgrounds, how could the lesson be differentiated to accommodate the interests of all learners to achieve maximum learning?

iii. Learning activities

The teacher manual suggests research, presentation and collaborative learning to deliver the lesson on cultural and religious principles about the concepts of parenting and parenthood. Develop learning activities that incorporate SEL and GESI, etc.

iv. Assessment tasks

Review the assessment tasks suggested for week 10 in the teacher manual and give responses and a mark scheme that would ensure fair scoring, etc.



Note

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

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

Give interactive learning activities that will help learners understand how cultural and religious teachings influence parenting practices for the lesson on week 10, incorporating research on Ghana's three main religions and collaborative group discussions

Hint



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

- essential questions
- differentiation
- assessment tasks, etc.



Note

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

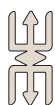
2.3 Share your experience with the group.

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: Gender Roles in Parenting

1.0 Introduction (5 minutes)

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

Hint



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

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

Purpose: The purpose for this session is to populate the learning planner for week 11 on *Gender Roles in Parenting* 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 “Gender Roles in Parenting” (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Provide two essential questions each for the teacher and the learner to guide week 11 lesson delivery on “Gender Roles in Parenting”.

ii. Differentiation

How would the lesson on “Gender Roles in Parenting” be differentiated to make room for both boys and girls to fully participate in the lesson without prejudices, discrimination or fear of intimidation?

iii. Learning activities

Using talk for learning as suggested in the teacher manual, show how these pedagogical strategies could be developed into learning activities to embrace the gender differences of learners, to ensure full participation of all learners

iv. Assessment tasks

Suggest suitable assessment tasks for assessing week 11 lesson on “Gender Roles in Parenting”. Provide sample responses and mark schemes to facilitate fair scoring



Note

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

Hint



Move to Activity 3.0

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

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

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

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

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

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

E.g.

Assessment tasks

Review the assessment tasks for week 11 that allow learners to identify, explain, and examine gender roles and stereotypes in parenting, simplify how critical analysis component could be used to assess with a sample response and detailed marking rubrics, etc.

Hint



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

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



Note

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

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

2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

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

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

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



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

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

4.2 Identify a colleague to observe your lesson in relation to PLC Session 11 to provide feedback on your lesson (NTS 1f, 1g).

4.3 Remember to:

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

PLC Session 12: Preparing for End of Semester Examination

1.0 Introduction (10 minutes)

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

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

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

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

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

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

2.0 Reviewing the Learning Plan (20 minutes)

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

E.g.

Learning activities

Five out of 45 learners struggle to communicate effectively in English. Suggest activities for teaching the concept of parenting and parenthood that meet the needs and encourage active participation of all learners in the lesson.

Hint



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

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

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.

40 multiple choice questions and 5 essay questions are suggested as format for the end of semester examination for week 12. The questions are to cover all focal areas for weeks 1–12. The multiple-choice questions are to be developed based on DoK levels 1, 2 and 3 and a distribution of 30%, 40% and 30% respectively. Generate the questions based on the structure and format in the teacher manual with mark schemes.



Note

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

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

E.g.

- i. Whether the assessment tasks generated follow 30%, 40%, 30% DoK distribution**
Review DoK levels for the essay questions to conform to what is suggested in the teacher manual
- ii. Mark scheme and score distribution**
Revise mark schemes for the essay questions to provide adequate room for fairness in their allocations
- iii. Resources needed for assessment administration**
Suggest resources for the smooth administration of the examination
- iv. How to provide feedback**
Suggest a suitable feedback strategy for the examination

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: Obligation of Parents and Children in the Family

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 Obligation of Parents and Children in the Family* 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 “*Obligation of Parents and Children in the Family*” (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Create essential questions that guide learners to understand the Obligation of Parents and Children in the Family, etc.

ii. Differentiation

Review the differentiation strategies and suggest specific improvements to enhance their clarity, relevance, and effectiveness in meeting the needs of slow learners, etc.

iii. Learning activities

Suggest effective practical learning activities that engage learners to effectively participate in the lesson on the Obligations of Parents and Children in the Family. Integrate national values and SEL in the organisation of the lesson activities, etc.

iv. Assessment tasks

Develop DoK levels 2 and 3 assessment tasks with sample responses and mark scheme for scoring, etc.



Note

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

Hint



Move to Activity 3.0

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

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

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

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

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

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

E.g.

Assessment tasks

Review assessment tasks suggested for the lesson. Develop mark scheme/ rubric for the task, etc.

Hint



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

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



Note

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

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

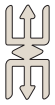
2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

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

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

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



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

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

4.2 Identify a colleague to observe your lesson in relation to PLC Session 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: Preparing for Student Transcript Portal Assessment – Individual Project

1.0 Introduction (10 minutes)

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

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

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

Learning Outcome (LO): To review the learning plan for week 14 and address any challenges in planning and developing assessment tasks for the individual project (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).

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

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

2.0 Reviewing the Learning Plan (20 minutes)

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

E.g.

Differentiation

My class has 45 learners, 23 girls and 32 boys. 2 of the girls are teenage mothers. Suggest differentiation strategies to ensure active involvement of all learners, regardless of the sensibilities of the content area to their situation

Hint



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

- a. learning activities
- b. essential questions
- 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

Learners are to be assigned tasks for individual project assessment in week 14 as indicated in the teacher manual. Develop individual project assessment tasks for learners. Provide rubrics for scoring, suggest guidelines for administering the task, etc.



Note

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

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

E.g.

i. Task

Review the appropriateness of the task for the level of the learners and suggest revisions to the tasks

ii. Mark scheme and score distribution

Review the rubrics to provide clear guidance for grading learner responses

iii. Resources needed for assessment administration

Suggest resources needed for the smooth administration of the individual project

iv. How to provide feedback

Suggest feedback guidelines for learners during and after the assessment

4.0 Reflection (10 minutes)

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

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

4.3 Remember to:

- a.** mark, record and upload your learners' assessment scores in the Student Transcript Portal (NTS 3j, 3n).
- b.** read PLC Session 15, Teacher Manual and related Learner Material (NTS 3a).
- c.** bring along your laptop, Teacher Manual, PLC Handbook and Laptop in preparation for the next session (NTS 3a).
- d.** identify areas you found challenging in your teaching and administration of the assessment for discussion during the next session.

PLC Session 15: Responsible Parenting

1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 14
 - a. the challenges you faced
 - b. how you addressed them
- 1.2 Have you developed your learning plan for week 15?
 - a. If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - b. If you answered **no**, conduct your PLC Session from Activity 2.0A

Hint



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

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

Purpose: The purpose for this session is to populate the learning planner for week 15 on “Responsible Parenting” 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 “Responsible Parenting” (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Create essential questions that help learners understand the importance of responsible parenting

ii. Differentiation

Design differentiated strategies to help learners with different levels of writing and reading abilities understand the concept of responsible parenting

iii. Learning activities

Develop two practical learning activities for week 15 that engage learners in using role play and dramatisation to understand the concept of responsible parenting

iv. Assessment tasks

Create practical assessment tasks that allow learners to demonstrate their understanding of responsible parenting



Note

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

Hint



Move to Activity 3.0

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

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

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

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

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

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

E.g.

Essential questions

Review the essential questions stated for the lesson on Responsible Parenting to match the learning outcomes in the teacher manual

Hint



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

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



Note

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

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

- 2.3** Share your experience with the group.

3.0 Enactment (25 minutes)

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

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

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



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

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

4.2 Identify a colleague to observe your lesson in relation to PLC Session 15 to provide feedback on your lesson (NTS 1f, 1g).

4.3 Remember to:

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

PLC Session 16: Challenges Faced in Parenting

1.0 Introduction (5 minutes)

- 1.1 Share one thing you applied in your classroom based on PLC Session 15
 - a. the challenges you faced
 - b. how you addressed them
- 1.2 Have you developed your learning plan for week 16?
 - a. If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - b. If you answered **no**, conduct your PLC Session from Activity 2.0A

Hint



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

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

Purpose: The purpose for this session is to populate the learning planner for week 16 on “Challenges Faced in Parenting” using the subject specific App.

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

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

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

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 16 on “Challenges Faced in Parenting” (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Give essential questions that would guide the effective delivery of the lesson on Challenges Faced in Parenting to an average ability class

ii. Differentiation

Suggest differentiation strategies to differentiate teaching and learning to provide learners with adequate support for effective delivery of the lesson and learning

iii. Learning activities

Suggest learning activities that match the pedagogical exemplars in the teacher manual for the week’s lesson

iv. Assessment tasks

Design assessment tasks based on the assessment modes suggested for week 16 lesson and provide mark scheme/rubric for scoring



Note

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

Hint



Move to Activity 3.0

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

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

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

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

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

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

E.g.

Essential questions

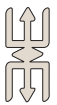
Review the essential questions to integrate GESI, SEL and 21st-century skills

Hint



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

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



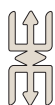
Note

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

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

3.0 Enactment (25 minutes)

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



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

- 4.1** Reflect and share your views on the session (NTS 1a, 1b).
- 4.2** Identify a colleague to observe your lesson in relation to PLC Session 16 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3** Remember to:
 - a.** read PLC Session 17, Teacher Manual and related Learner Material (NTS 3a).
 - b.** bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
 - c.** identify areas you found challenging in your teaching for discussion during the next session.

PLC Session 17: Ghanaian Character Values as Identity Markers

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 “Ghanaian Character Values as Identity Markers” 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 “*Ghanaian Character Values as Identity Markers*” (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Provide two essential questions each for the teacher and the learners to guide effective teaching and learning on Ghanaian Character Values as Identity Markers, etc.

ii. Differentiation

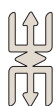
Suggest how the lesson on Ghanaian Character Values as Identity Markers could be differentiated based on the mixed–ability/religious traits of learners, etc.

iii. Learning activities

Using digital learning and collaborative learning as suggested in the teacher manual, develop learning activities that would ensure effective delivery of the lesson on Ghanaian Character Values as Identity Markers. Consider GESI and SEN in the development of the learning activities, etc.

iv. Assessment tasks

Develop group work assessment tasks that allow learners to discuss Ghanaian values as identity markers, 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 notes of differentiation in the uploaded learning plan and suggest other ways through which the class could be differentiated to satisfy learners' needs and interests, etc.

Hint



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

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



Note

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

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

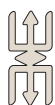
2.3 Share your experience with the group.

3.0 Enactment (25 minutes)

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

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

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



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

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

4.2 Identify a colleague to observe your lesson in relation to PLC Session 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 End of Semester Examination

1.0 Introduction (10 minutes)

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

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

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

Learning Outcome (LO): To 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 mid-semester examination.

2.0 Reviewing the Learning Plan (20 minutes)

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

E.g.

Assessment tasks

Revise assessment tasks in the learning plan to match DoK levels in the teacher manual

Hint



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

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

3.0 Prepare for End 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.

Mid-semester examination is scheduled for Week 18 with 20 multiple-choice questions across focal areas for weeks 13–17. Follow Appendix F of this section in the teacher manual and create 20 multiple-choice questions with the relevant DoK levels and weightings. Indicate the key in each item, keep the options more plausible with strong detractors, alphabetically arranged and at equal lengths.



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**
Review the assessment tasks to align with the DOK distribution of 30%, 40%, 30%.
- ii. **Mark scheme and score distribution**
Provide mark scheme with appropriate score distributions for the questions.
- iii. **Resources needed for assessment administration**
Suggest resources for the administration of mid-semester examinations
- iv. **How to provide feedback**
Give appropriate feedback mechanisms to communicate back to learners after scoring.

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: Religious Teachings and their influence on Ghanaian Character Values

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 “Religious Teachings and their influence on Ghanaian Character Values” 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 “*Religious Teachings and their influence on Ghanaian Character Values*” (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Provide essential questions that are suitable to guide both the teacher and the learners in the delivery of the lesson on Religious Teachings and their influence on Ghanaian Character Values, etc.

ii. Differentiation

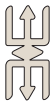
In a class of mixed ability, gender, and religious groups, suggest how the lesson could be differentiated to the full benefits of all learners, etc.

iii. Learning activities

Using the collaborative learning as stated in the teacher manual, suggest appropriate learning activities that would lead to the successful delivery of the lesson, etc.

iv. Assessment tasks

Design assessment tasks to assess learners during and after the lesson, and provide rubric for scoring



Note

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

Hint



Move to Activity 3.0

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

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

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

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

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

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

E.g.

Learning activities

Suggest learning activities that would lead to the successful delivery of the lesson to match the pedagogical exemplars 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.



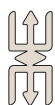
Note

- 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: Relationships Between Ghanaian Character Values, Western Character Values, and Universal Character Values

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 *Relationships Between Ghanaian Character Values, Western Character Values, and Universal Character Values* 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 “Relationships Between Ghanaian Character Values, Western Character Values, and Universal Character Values” (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Week 20 lesson is on “Relationships Between Ghanaian Character Values, Western Character Values, and Universal Character Values”. Provide essential questions that would effectively guide both the teacher and the learner in the teaching and learning process, etc.

ii. Differentiation

With a class of average ability levels with low knowledge in the application of ICT tools, how could the lesson be differentiated to cater for the entry characteristics of the learners?

iii. Learning activities

Show how with the use of internet devices, suggest collaborative learning activities and talk for learning to ensure a successful delivery of the lesson, etc.

iv. Assessment tasks

Design assessment tasks on how poster making could be employed to assess learners. Give rubric for scoring, etc.



Note

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

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

Revise learning activities in the learning plan to align with learning outcomes

Hint

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

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

**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: Comparison Between Individualism and Communalism (collectivism) Value Systems

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 *Comparison Between Individualism and Communalism (collectivism) Value Systems* using the subject specific App.

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

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

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

- 2.1** Refer to your Teacher Manual and have a chat with your subject specific App to develop your learning plan for Week 21 on “Comparison Between Individualism and Communalism (collectivism) Value Systems” (NTS 1a, 2b, 2c, 2e–2h and 3a–3q).

E.g.

i. Essential questions

Give three essential questions that guide learners and the teacher in the delivery and learning of the lesson on Comparison Between Individualism and Communalism (collectivism) Value Systems

ii. Differentiation

Based on the mixed ability, gender and religious differences of the learners, suggest strategies to help all learners participate during lesson

iii. Learning activities

Show how best the jigsaw activity can be employed to create learning activities to support the teaching and learning of lesson on Comparison Between Individualism and Communalism (collectivism) Value Systems

iv. Assessment tasks

Create 5 questioning assessment tasks that help learners demonstrate their knowledge of Comparison Between Individualism and Communalism (collectivism) Value Systems



Note

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

Hint

Move to Activity 3.0



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

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

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

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

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

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

E.g.

Assessment tasks

Apart from debate, suggest another assessment strategy that could be used to assess this lesson for predominantly average ability level learners. Include rubric for scoring the assessment task.

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.



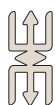
Note

- 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: History of Communal Value System in Ghana

1.0 Introduction (5 minutes)

- 1.1** Share one thing you applied in your classroom based on PLC Session 21
- the challenges you faced
 - how you addressed them
- 1.2** Have you developed your learning plan for week 22?
- If you answered **yes**, conduct your PLC Session from Activity 2.0B
 - If you answered **no**, conduct your PLC Session from Activity 2.0A

Hint



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

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

Purpose: The purpose for this session is to populate the learning planner for week 22 on “History of communal value system in Ghana” 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 “History of communal value system in Ghana” (NTS 1a, 2b, 2c, 2e-2h and 3a-3q).

E.g.

i. Essential questions

Create essential questions that help learners understand history of communal value system in Ghana

ii. Differentiation

Design strategies to help learners with different value system grasp the concept on history of communal value system in Ghana

iii. Learning activities

Develop learning activities to match the learning outcomes for the week’s lesson

iv. Assessment tasks

Create Debate assessment tasks that challenge learners to analyse and discuss scenarios of the history of communal value system in Ghana



Note

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

Hint

Move to Activity 3.0



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

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

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

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

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

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

E.g.

Assessment tasks

Review the assessment tasks suggested for the lesson and recommend other strategies to achieve same results, etc.

Hint



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

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



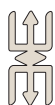
Note

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

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

3.0 Enactment (25 minutes)

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



Note

You may record the enacted activity.

4.0 Reflection (10 minutes)

- 4.1** Reflect and share your views on the session (NTS 1a, 1b).
- 4.2** Identify a colleague to observe your lesson in relation to PLC Session 22 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3** Remember to:
 - a.** read PLC Session 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 23: Self-Reflection on Individual Values

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

E.g.

i. Essential questions

Suggest 4 essential questions for teaching week 23 content to diverse learners including 5 hyperactive learners.

ii. Differentiation

Based on the essential questions recommended, create 3 key notes on differentiation for my lesson

iii. Learning activities

Based on the suggestions for differentiation, recommend 3 learning activities that will assist in achieving the learning indicators of week 23 while ensuring respect among learners.

iv. Assessment tasks

As learners practice problem solving, suggest 3 assessment tasks that can be assigned to them to support integrity values. Include a mark scheme



Note

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

Hint



Move to Activity 3.0

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

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

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

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

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

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

E.g.

Assessment task

In the attached learning plan for the week , check if the proposed assessment tasks outlined are appropriate to ensure learners achieve the learning indicator for the week, etc.

Hint



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

- a) Differentiation
- b) Essential questions
- c) learning activities, etc.



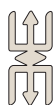
Note

- 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.

- 2.1** 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 23 to provide feedback on your lesson (NTS 1f, 1g).
- 4.3** Remember to:
 - a.** Read PLC Session 24, Teacher Manual and related Learner Material (NTS 3a).
 - b.** Bring along your laptop, Teacher Manual and PLC Handbook in preparation for the next session (NTS 3a).
 - c.** Identify areas you find challenging in your teaching for discussion during the next session.

PLC Session 24: Preparing for End of Semester Examination

1.0 Introduction (10 minutes)

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

Purpose: The purpose of this session is to use the subject-specific App to prepare assessment tasks and rubrics for end of semester examination

Learning Outcome (LO): To 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: Discuss, develop and review assessment tasks with rubrics for the end of semester examination.

2.0 Prepare for End of Semester Examination (70 minutes)

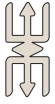
- 2.1 Refer to your Teacher Manual for the format of the end of semester examination and use the subject-specific App to review or develop your assessment tasks, mark schemes/rubrics, etc. (NTS 2a-2c, 2e-2h and 3j-3q).

E.g.

The Teacher Manual recommends that the end of semester examination in Week 24 should contain 40 multiple-choice and 2 essay-type questions distributed 30%, 40% and 30% across DoK levels 1, 2 and (3 & 4). Develop:

- a. 40 multiple-choice questions (with options listed alphabetically)
- b. 2 essay-type questions
- c. Mark scheme for the examination

The examination is for 2 hours. The assessment tasks developed should align with the learning indicators in weeks 13 to 24.



Note

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

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

E.g.

- i. **Whether the assessment tasks generated follow 30%, 40%, 30% DoK distribution**
Review assessment tasks for DOK level 3 questions to form 30% of the examination, etc.
- ii. **Mark scheme and score distribution**
Develop mark scheme for scoring the exams, etc.
- iii. **Resources needed for assessment administration**
Give resources needed for the smooth conduct of the examination, etc.
- iv. **How to provide feedback**
Suggest areas to include when providing feedback to learners on the examination, etc.

3.0 Reflection (10 minutes)

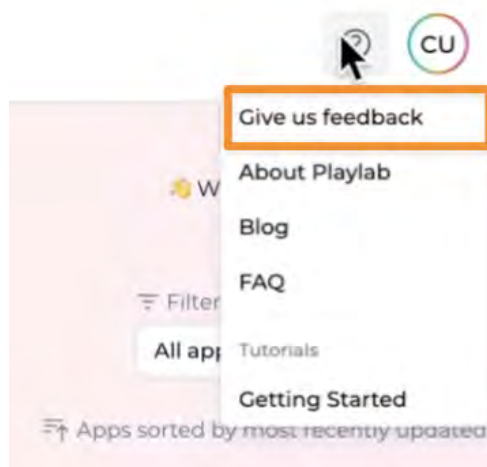
- 3.1 Reflect and share your views on the session (NTS 1a, 1b).
- 3.2 Identify a colleague to observe your lesson in relation to PLC Session 24 to provide feedback on your lesson (NTS 1f, 1g).
- 3.3 Remember to mark, record and upload your learners' assessment scores in the Student Transcript Portal.

Appendix 1: Subject Specific App Teaching & Learning Apps – Issue Reporting Guide

How to Report Issues or Get Support

You have three ways to report issues with the subject-specific apps:

1. Email Support
 - For general issues: Send email to: support@playlab.ai
 - Include:
 - Your school name and region
 - Subject app you're using
 - Description of the issue
 - Screenshots or screen recordings (if possible)
 - Best for: School administrators reporting multiple app issues
 - Response time: Within 24 hours
 - If Urgent please include [URGENT] Message Text in your subject line.
2. Submit Feedback in Playlab
 - In the app, Click the “Give us Feedback” link in the menu and share feedback.



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



User Feedback Form

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

Full Name*

Your answer

Email*

Your answer

What is your role?*

Your answer

Please share your feedback

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

Your answer

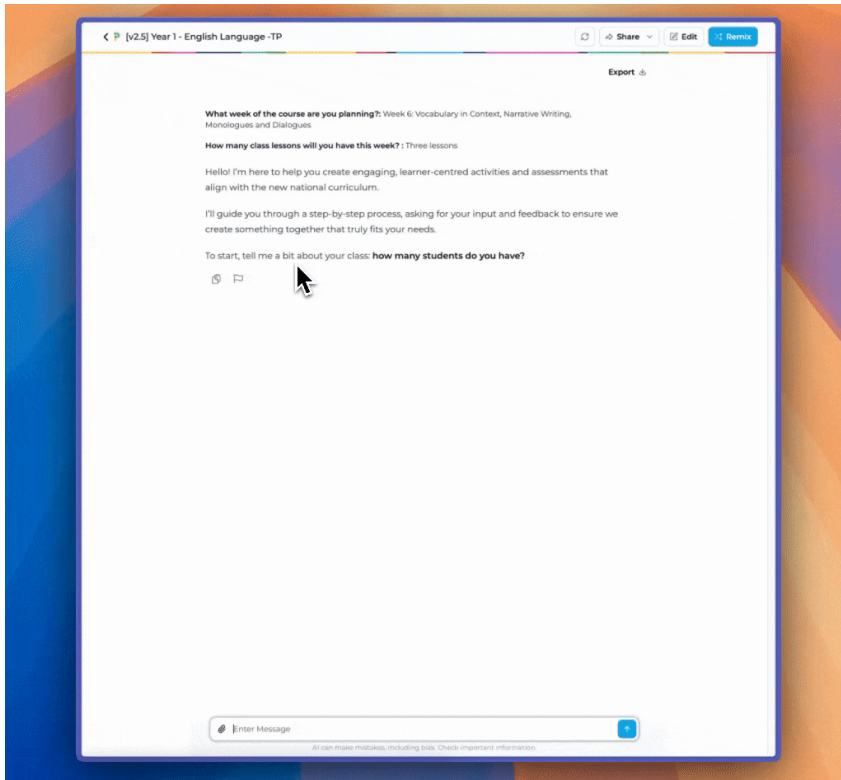
Please share any screenshots or videos that help visualize your feedback.

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

Submit

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

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



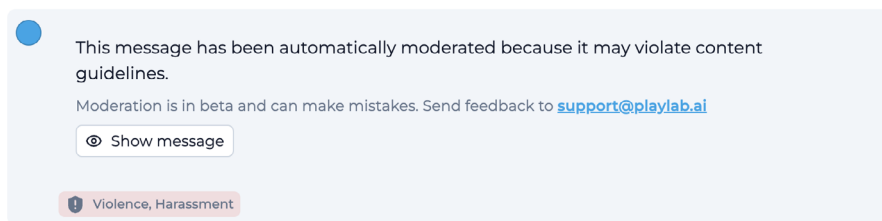
- Click to report biased, inaccurate, or inappropriate messages.
- Best for: Immediate issues with app responses
- There is also in app moderation for both user messages and AI generated responses. You can read more about it here.

What Happens After You Report?

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

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

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



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

3. If something is consistently being flagged, you may want to address it in your implementation, make revisions to the app, or contact [support@playlab.ai](\"mailto:support@playlab.ai\") for more guidance.

Tips for Effective Reporting:

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

Additional Support Resources

1 App Basics:

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

Video Tutorials

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

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

Key Reminders

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

Appendix 2: Learning Planner Template

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

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

Appendix 3: Teacher Lesson Observation Form

Teacher Lesson Observation Form

Name of School

Subject being observed

Class

	Year 1	Year 2	Year 3
Sex of the teacher	Male	Female	

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

Yes In Part No NA

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

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

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

Yes In Part No NA

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

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

Yes In Part No NA

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

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

Yes In Part No NA

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

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

Does the teacher take into consideration the uniqueness of learners?

Yes In Part No NA

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

6. Is there evidence that students are learning?

Yes In Part No NA

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

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

Yes In Part No NA

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

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

Yes In Part No NA

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

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

Yes In Part No NA

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

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

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

Yes In Part No NA

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

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

Yes	In Part	No	NA
-----	---------	----	----

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

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

Yes	In Part	No	NA
-----	---------	----	----

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

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

Yes	In Part	No	NA
-----	---------	----	----

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

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

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

Yes	In Part	No	NA
-----	---------	----	----

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

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

Yes In Part No NA

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

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

Yes In Part No NA

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

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

Yes In Part No NA

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

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

Yes In Part No NA

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

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

Yes

In Part

No

NA

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

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

Yes

In Part

No

NA

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

21. Key strengths
in the lesson

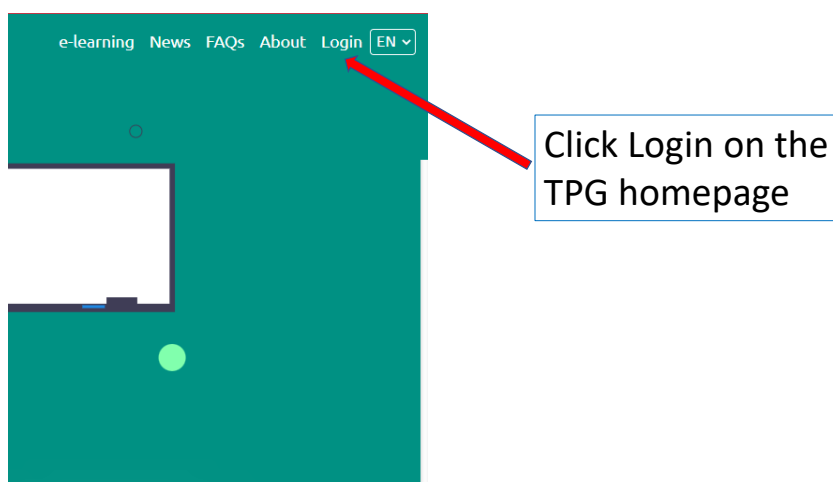
22. Areas for
development

23. Next steps for
teacher

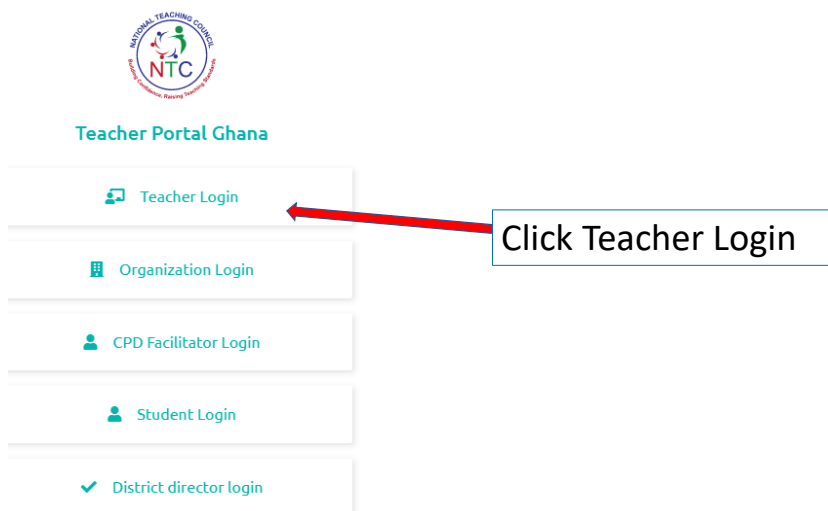
Additional Notes (on teacher's actions, the flow of activities, etc.)

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

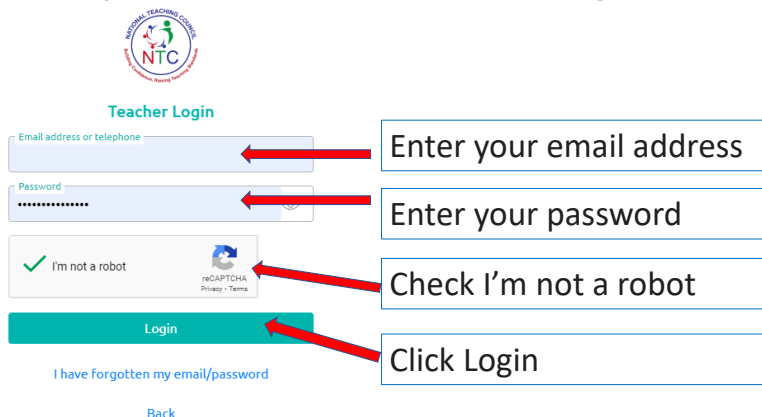
1. Visit tpg.ntc.gov.gh and click Login



2. On the Login page, click Teacher Login



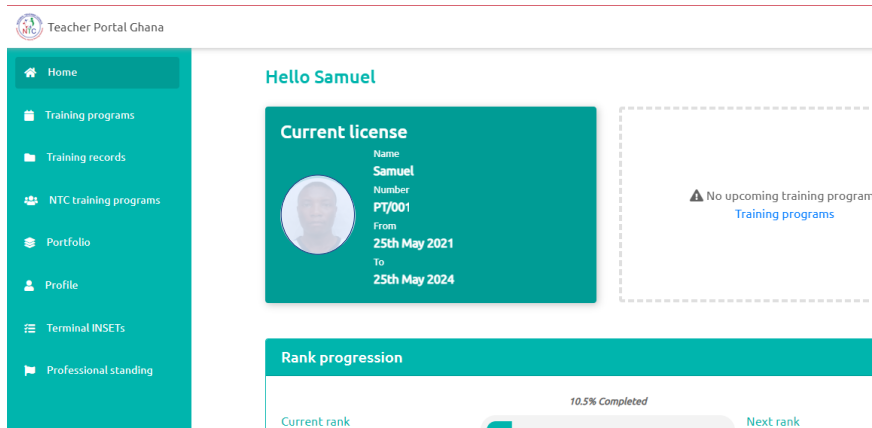
3. On the **Teacher Login** page enter your email address and password and then click **Login**



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

- Teacher Login** (Page Title)
- Email address or telephone** (Input field) → **Enter your email address**
- Password** (Input field) → **Enter your password**
- I'm not a robot** (CAPTCHA) → **Check I'm not a robot**
- Login** (Button) → **Click Login**
- I have forgotten my email/password** (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 Samuel. The dashboard includes the following sections:

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

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



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

The image shows the 'Teacher Portal Ghana' interface. On the left is a teal side menu with options: Home, Training programs, Training records, NTC training programs, Portfolio, Profile, Terminal INSETs, and Professional standing. A red arrow points from a text box below to the 'Training records' option. 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 (AMLW)' (Processed, Credits: 0.5788). A red bracket on the right groups these programs under a text box. The total points are 1.8988.

Teacher Portal Ghana

Training records

Records for training programs registered and/or attended

Total points: 1.8988

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

List of training programs

Click to view training records

THANK YOU

