



Ministry of Education
REPUBLIC OF GHANA

ENGLISH LANGUAGE TRAINING MANUAL

Common Core Programme (CCP) Curriculum

September 2020



**NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION**



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FOREWORD

The National Council for Curriculum and Assessment (NaCCA), on behalf of the Ministry of Education, has developed this Training Manual for the orientation and preparation of teachers towards the roll-out of the Common Core Programme (CCP) Curriculum.

The CCP curriculum is carefully designed to provide learners in Basic 7 to Basic 10 (JHS 1 – SHS 1) with a holistic learning experience to prepare them for post-secondary education, the world of work, or both. This curriculum is a sequel to the Kindergarten to Primary Standards-Based School Curriculum implementation which commenced with the 2019/2020 academic year.

The Manual is designed to guide facilitators provide quality training for JHS classroom practitioners and other education managers. The training will provide teachers with adequate information about the curriculum to make them reflective practitioners, with the requisite knowledge, skills and experiences to implement the CCP curriculum with fidelity.

I have no doubt that with effective nationwide training, implementation of the CCP curriculum will be a success.

Dr. Prince Hamid Armah
Director-General (Ag.)



ACKNOWLEDGEMENTS

The National Council for Curriculum and Assessment (NaCCA) would like to express its appreciation to the many educationists and curriculum experts, who contributed to the development of the Common Core Programme (CCP) Curriculum and the development of this training manual.

NaCCA would also like to acknowledge the contributions of members of the Training Manual Template Team (TMTT):

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INTRODUCTION

The National Council for Curriculum and Assessment (NaCCA) has developed this Training Manual for the preparation of JHS classroom practitioners and other education managers, to implement the Common Core Programme (CCP) curriculum (Basic 7 to Basic 10/JHS1 – SHS1). This Manual has been developed to facilitate the training of teachers for the implementation of the CCP curriculum.

The Manual covers four key training sessions. The first session focuses on generic areas namely: the National Pre-tertiary Curriculum Framework (NPCF), the National Pre-tertiary Learning Assessment Framework (NPLAF), the CCP concept and the Professional Learning Communities (PLC).

The second session highlights the contents of the English Language curriculum. These include: Introduction to the CCP Curriculum, the Front Matter and Changes in the Curriculum.

The remaining two sessions concentrate on pedagogy and assessment. There are slots for Assessment in the CCP Curriculum, Teaching and Learning Resources, Barriers to Learning, Creative Pedagogies and demonstrations.

Structure of the Training Manual

The Manual is arranged in sessions. Each session has a catalogue of activities for both participants and facilitators. These are carefully packaged to help the teacher who is the focus of the implementation of the CCP curriculum, to follow the sequence and progression of learning areas in the curriculum.

Training Plan

The training plan is as follows:

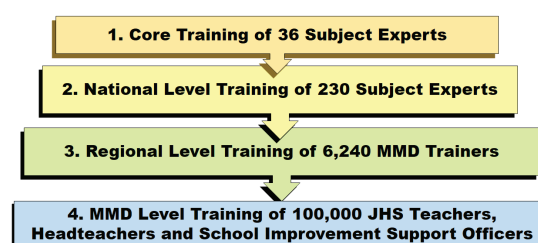
1. National Core Trainers: There will be 36 subject experts; three from each of the 12 subject areas.
2. National Level Training: This team will constitute 230 subject experts selected from the 12 subject areas.
3. Regional Level Training: There will be 6,240 Metro/Municipal/District (MMD) Trainers

made up of 24 Trainers from each of the 260 MMDs.

4. MMD Level Training: Nationwide training of 100,000 JHS Teachers, Headteachers and School Improvement Support Officers (SISOs).

This initial training shall be followed by regular in-service training, refresher courses at the school, cluster and circuit levels through Professional Learning Communities (PLCs) and Continuous Professional Development (CPD) sessions.

NaCCA TRAINING MODEL FOR CCP CURRICULUM



Aims of the Training Manual

These are to:

- equip facilitators with the necessary guidelines, skills and experiences for training teachers, headteachers, school improvement support officers (SISOs) and other stakeholders for the effective implementation of the CCP curriculum;
- enable trainees understand the concept of the CCP curriculum and its importance in the education, growth and development of the Ghanaian learner.

How to Use the Manual

Facilitators should:

- thoroughly read every activity captured under the various sessions to ensure a conceptual understanding embedded in each activity;
- consult officials of NaCCA for any clarification and support;
- ensure that the recommended training resources are available in their right quantities;

- note that the approaches suggested for effective delivery of the training are not exhaustive;
- use strategies that can help achieve the goals of the training.

Note: Facilitators should ask themselves these critical questions at the planning, facilitation and reflection stages.

1. *Planning*: What do my trainees need to know, understand and be able to do?
2. *Facilitation*: How do I teach effectively to ensure trainees are learning?
3. *Reflection*: How do I know trainees are learning? What do I do to ensure that participants have mastered what they are expected to do?

Among other things, facilitators should therefore consider the following:

1. what trainees must know and be able to do;
2. what supports/facilitates effective educational practices;
3. what evidence demonstrates teaching effectiveness; and
4. what steps can be taken to continuously improve and build upon effective classroom instruction.

The programme is laid out in three columns labelled: time/duration, activity and resources. The column for resources gives a summary of key resources required by facilitators and participants to ensure an effective orientation programme. For example:

Time/duration	Activity	Resources
9:00am – 10:00	Session 2.2: Group Activity: Learning Styles Expectations - <i>Move into breakout sessions</i> - <i>Make group presentations</i>	Flip Charts Markers Sticker notes Teacher Resource Pack

TRAINING GOALS

The training is designed to provide trainers and trainees with the opportunity to:

1. understand major learning gaps for which the CCP curriculum has been designed to address;
2. develop an awareness of the importance of the National Pre-tertiary Curriculum Framework (NPCF);
3. understand the Common Core Programme (CCP) concept and explain how the National Pre-tertiary Learning Assessment Framework (NPLAF) can improve performance outcomes;
4. appreciate the process of establishing and engaging in Professional Learning Communities (PLCs) as a tool for promoting reflective practice and whole school/department development;
5. study the Front Matter of the English Language curriculum and describe the changes in the contents, pedagogies and core competencies;
6. explore the contents of the English Language curriculum to identify the necessary resources and support structures needed to ensure smooth implementation of the curriculum;
7. understand barriers to learning, particularly those related to the cross-cutting issues (gender, inclusivity and resources availability), and explain how they will be addressed in lessons in the English Language curriculum (Goal 4);
8. examine the Learner and Teacher Resource Packs to see how they can support teachers in their preparation to implement the curriculum, particularly in designing lesson plans and assessment tasks;
9. engage in curriculum planning activities for the implementation of the English Language curriculum including the use of essential tools for lesson planning, assessment, monitoring and reporting on learners' progress;
10. show understanding of inclusive, creative, learning-centred pedagogies and assessment for learning (AFL) strategies in the English Language curriculum through demonstration lessons; and
11. examine the assessment reporting tools and record-keeping system for monitoring progress in SBA.

LEARNING OUTCOMES

At the end of the training, the participants will be able to:

1. describe the major learning gaps the Common Core Programme (CCP) Curriculum is designed to address (Goal 1);
2. explain features that shape the Common Core Programme (CCP) Curriculum and how these can lead to the development of the common core learner attributes to meet the career and tertiary education ready standards set by the curriculum (Goal 2);
3. demonstrate an understanding of the Pre-tertiary Learning Assessment Framework (NPLAF), explain the component of assessment in the CCP and the amount of emphasis to be given to the various forms of assessment in the CCP (Goal 2);
4. explain the basic features of a Professional Learning Community (PLC) and their potential for creating a new teaching culture, where teachers will be willing to support each other in their subject area (Goal 3);
5. explain the roles and responsibilities of the key actors¹ in the PLC (DDE, SISO, HT, CL/Coach and teachers) in your subject area (Goal 3);
6. simulate a PLC Coaching Session, where the team/staff have agreed to have a colleague do a demonstration lesson on how to teach a difficult topic in CCP English Language curriculum (Goal 3);
7. explain common core learner attributes and the core competencies in the CCP English Language curriculum (Goal 4);
8. explain the major differences between the standards-based curriculum and the existing English Language syllabus (Goal 4);
9. describe the changes in the content and pedagogies of the English Language curriculum (Goal 4);
10. identify barriers to learning, particularly those related to the cross-cutting issues (gender, inclusivity and resources availability), and explain how they will be addressed in lessons in the English Language Curriculum (Goal 6);
11. identify the necessary resources and support structures needed to ensure smooth implementation of the CCP English Language curriculum (Goal 5, 6 and 7);
12. use various tools for lesson planning and assessment to plan lessons that will employ inclusive, creative learning-centred pedagogies in the English Language curriculum (Goals 7 and 8); and
13. demonstrate creative learning-centred pedagogies and assessment for learning (AFL) strategies in lesson delivery (Goals 8).

1 DDE – District Director of Education; SISO - ; HT – Head teacher; CL – Curriculum Leader.

TRAINING SCHEDULE

Activity Time/ Duration	DAY 1:	DAY 2	DAY 3	DAY 4	DAY 5
1. 8:00 – 8:20am. [20 min.]	Session 1.0: Registration	Session 2.0: Registration and Protocols	Session 3.0: Registration and Protocols	Session 4.0: Registration and Protocols	Session 5.0: Registration and Protocols
2. 8:20 – 9:00am [40 min.]	Opening Ceremony: Welcome, Introductions Overview, Norms & Expectations	Review of previous day's work & overview of day's work	Review of previous day's work & overview of day's work	Review of previous day's work & overview of day's work	Review of previous day's work & overview of day's work
3. 9:00 – 10:00am [1 hr]	Session 1.1: National Pre- Tertiary Curriculum Framework (NPCF)	Session 2.1: Introduction to the CCP English Language Curriculum	Session 3.1: Assessment in the CCP English Language Curriculum	Session 4.1: Lesson Planning for Demonstration (by participants) on Creative Pedagogies	Session 5.1: Review of PLC Concept & Planning PLC Simulation
4. 10:00 – 11:00am [1 hr]	Session 1.2: The Concept of the Common Core Programme (CCP)	Session 2.2: Study of the Front Matter and the changes in CCP English Language Curriculum	Session 3.2: Assessment in the CCP English Language Curriculum	Session 4.2: Lessons Demonstration (by participants) on Creative Pedagogies and Discussions	Session 5.2: Simulation of PLC Session
5. 11:00 – 11:30am	SNACK BREAK				
6. 11:30 – 12:30pm [1 hr]	Session 1.3: Pre-tertiary Learning Assessment Framework (NPLAF)	Session 2.3: Group discussion and presentation on the Front Matter and changes in CCP English Language Curriculum	Session 3.3 Teaching and Learning Resources for the CCP English Language Curriculum	Session 4.3: Lessons Demonstration (by participants) on Creative Pedagogies and Discussions	Session 5.3: Simulation of PLC Session
7. 12:30 – 1:30pm [1 hr]	Session 1.4: Plenary Discussions on the NPCF, CCP and NPLAF	Session 2.4 Features and use of the TRP & LRP in CCP English Language Curriculum	Session 3.4 The Barriers to Learning CCP English Language Curriculum	Session 4.4: Micro Lesson Planning for Demonstration (by participants) on Assessment for Learning and Discussions	Session 5.3: Fidelity of Implementation (Fol)
8. 1:30 – 2:30 p.m.	LUNCH BREAK				
9. 2:30 – 3:30 p.m. [1 hr]	Session 1.5: Professional Learning Community (PLC)/ School-Based In- service (SBI)	Session 2.5 Features and use of the TRP & LRP in CCP English Language Curriculum	Session 3.5 The Barriers to Learning CCP English Language Curriculum	Session 4.5: Micro Lessons Demonstration on Assessment for Learning and Discussions	Session 4.5: General Plenary Evaluation Next Steps & Closing



Activity Time/ Duration	DAY 1:	DAY 2	DAY 3	DAY 4	DAY 5
10. 3:30 – 4:30p.m. [1 hr]	Session 1.6: Plenary Discussion on the PLC/SBI	Session 2.6: Yearly and Termly Scheme of Learning (SoL) for the CCP English Language Curriculum	Session 3.6 Demonstration on the use of Creative Pedagogies in the CCP English Language Curriculum and Discussions	Session 4.6: Micro Lessons Demonstration (by participants) on Assessment for Learning and Discussions	DEPARTURE
11. 4:30 – 5:30p.m. [1 hr]	Session 1.7: General presentation on the roles of stakeholders in the PLC	Session 2.7: Lesson Planning Format and Phases of a lesson in CCP English Language Curriculum	Session 3.7: Demonstration on the use of Creative Pedagogies in the CCP English Language Curriculum and Discussions	Session 4.7: Plenary discussion of Demonstrated Lessons	
12. 5:30 – 5:40pm	End of Day Checks	End of Day Checks	End of Day Checks	End of Day Checks	
13. 6.00 - ...	SUPPER				



DAY I: OPENING, PRESENTATIONS AND DISCUSSIONS ON NATIONAL EDUCATIONAL POLICIES

Day I Learning Outcomes

1. Describe the major learning gaps for which the CCP curricula have been designed to address (Goal 1).
2. Explain features that shape the Common Core Programme (CCP) and how these can lead to the development of the common core learner attributes, to meet the career and tertiary education ready standards set by the curricula (Goal 2).
3. Demonstrate understanding of the Pre-tertiary Learning Assessment Framework (NPLAF), explain what assessment involves in the CCP and the amount of emphasis to be given to the various forms of assessment in the CCP (Goal 2)
4. Explain the basic features of a Professional Learning Community (PLC) and their potential for creating a new teaching culture, where teachers will be willing to support each other in their subject area (Goal 3).

Day I Agenda

Time	Activity	Resources
8:00 – 8:20 am [20 mins]	Registration ^{<sup>2>} and Protocols	
8:20 – 9:00 am [40 mins]	Session 1.0: Opening, Overview, Norms & Expectations - Opening Ceremony - Training Environment and Workshop Norms - Participants Expectations & Self-assessment - Overview of Role & Responsibilities of Facilitators	Appendix A
9:00 – 10:00 am. [1 hr]	Session 1.1: National Pre-Tertiary Curriculum Framework (NPCF) - Presentation (40 min) - Discussion (20 min)	PPT 1
10:00 – 11:00 am. [1 hr]	Session 1.2: The Concept of the Common Core Programme (CCP) Curriculum - Presentation (40 min) - Discussion (20 min)	PPT 2
11:00 – 11:30am.	SNACK BREAK	
11:30 – 12:30pm [1 hr]	Session 1.3: Pre-tertiary Learning Assessment Framework (NPLAF) - Presentation (40 min) - Discussion (20 min)	PPT 3
12:30 – 1:30pm [1 hr]	Session 1.4: PLENARY: Questions and Discussion on NPCF, CCP and NPLAF	
1:30 – 2:30pm.	LUNCH BREAK	



Time	Activity	Resources
2:30 – 3:30pm. [1 hr]	Session 1.5: Professional Learning Community (PLC)/School-Based In-service (SBI) <ul style="list-style-type: none">- Presentation (60 min)	PPT 4 Appendix C
3:30 – 4:30pm. [1 hr]	Session 1.6: Professional Learning Community (PLC)/School-Based In-service (SBI) <ul style="list-style-type: none">- Questions and Discussion on PLC/SBI (60 min)	Appendix C
4:30 – 5:30pm. [1 hr]	Session 1.7 The Roles of Stakeholders in the PLC <ul style="list-style-type: none">- Presentation (40 min)- Discussion (20 min)	PPT 5 Appendix C
5:30 – 5:40pm	End of Day Checks	

DAY 2: INTRODUCTION TO THE CCP ENGLISH LANGUAGE CURRICULUM

Day 2 Learning Outcomes

1. Explain common core learner attributes and the core competencies in the CCP English Language curriculum (Goal 3).
2. Explain the major differences between the CCP curriculum and the existing English Language syllabus (Goal 4).
3. Describe the changes in the content and pedagogies of the CCP English Language curriculum (Goal 4).
4. Identify the necessary resources and support structures needed to ensure smooth implementation of the English Language curriculum (Goal 5 and 6).

Day 2 Agenda

Time	Activity	Resources
1. 8:00 – 8:20am [20 min]	Registration and Protocols	
2. 8:20 – 9:00am [40 min.]	Session 2.0: Review of previous day's work & overview of day's work	
3. 9:00 – 10:00am [1 hr]	Session 2.1: Introduction to the CCP English Language Curriculum	PPT 6
3. 10:00 – 11:00am [1 hr]	Session 2.2: GROUP WORK: Study of the Front Matter of the CCP English Language Curriculum	Curriculum document
4. 11:00 – 11:30am	SNACK BREAK	
5. 11:30 – 12:30pm [1 hr]	Session 2.3: GROUP PRESENTATIONS: The Front Matter and changes in the CCP English Language Curriculum	
6. 12:30 – 1:30pm [1 hr]	Session 2.4 Features and Use of the TRP & LRP	PPT 7 Teacher's & Learner's Resource Pack Curriculum document
7. 1:30 – 2:30 p.m.	LUNCH BREAK	
8. 2:30 – 3:30 p.m. [1 hr]	Session 2.5 GROUP WORK & PRESENTATIONS: Features and Use of the TRP & LRP	PPT 7 Teacher's & Learner's Resource Pack Curriculum document
9. 3:30 – 4:30pm. [1 hr]	Session 2.6 Yearly and Termly Scheme of Learning (SoL) for the CCP English Language Curriculum	PPT 8 Teacher's & Learner's Resource Pack Curriculum document
10. 4:30 – 5:30pm. [1 hr]	Session 2.7 Lesson Planning: Format and Phases of a lesson	PPT 9 Teacher's & Learner's Resource Pack Curriculum document
11. 5:30 – 5:40pm	End of Day Checks	
6.00 ...	SUPPER	

Session 2.0: Review of Previous Day's Work and Review of Day's Work



Review of Previous Day's Work (15 mins) (see Day 2 on Programme)

Welcome and warm up (20 mins)

Say:

- Welcome Everyone!
- To warm up, let's do a simple exercise.

Do:

- Draw a chart with two columns on the board/flip chart, headed adjectives and nouns. E.g.

<u>Adjectives</u>	<u>Nouns</u>
Beautiful	Teacher
Strange	Boy
Ferocious	Dog
Diabolical	Sausage
Delicious	Frog
Interesting	Spider
Exciting	Iceberg
Daunting	Witch
Terrifying	School
Jubilant	Chair leg
Ancient	Classroom
atrocious	Computer
	Game

- Ask the participants to make noun phrases from the chart e.g. 'An interesting game' and write them up.
- Ask them to justify their choices.

Review of previous day's work

Do:

- Using the talking circle, ask participants to summarise the previous day's big ideas in 4 sentences or less.
- Invite 2-3 participants to share their summary with the whole group.










Overview of Day 2

Say:






In this module, we shall be talking about:

- introduction to the CCP English Language Curriculum.
- front Matter of the CCP English Language Curriculum
- what has Changed in the CCP English Language Curriculum
- features and use of the teacher and learner resource packs
- Yearly and termly schemes of learning
- Lesson planning




Session 2.1: Introduction to the CCP English Language Curriculum

	<p>Session Objectives</p> <p>Say: </p> <p>In this session we will be talking about the English Language curriculum for CCP B7-B10.</p> <p>By the end of this session you will be able to:</p> <ul style="list-style-type: none">• describe the major learning gaps the CCP English Language curriculum is designed to address.• identify the major differences between the CCP English Language curriculum and the existing JHS English Language syllabus. <p> Resources needed; Flip charts, markers, sticky notes</p> <p>****</p> <p>Starter</p> <p>Start the session with a language game</p> <p>Say: </p> <ul style="list-style-type: none">• What are the current challenges in teaching, learning and assessment of English Language at the JHS? <p>Do: </p> <ul style="list-style-type: none">• Let participants sit in pairs to do Activity 1, PPT 2, Slide 32-33.• Ask few pairs to share their answers for a whole class discussion. <p>***</p> <p>Presentation on the introduction to CCP English Language curriculum (30 mins)</p> <p>Say: </p> <ul style="list-style-type: none">• I believe you all agree with me that if we want our learners to be proficient in English Language and achieve academic success, there is the need for a new curriculum. Let us look at what the new CCP English Language curriculum for B7-B10 has to offer. <p>Do: </p> <ul style="list-style-type: none">• Present Introduction to the CCP English Language curriculum, PPT 2, Slides 35 -40 to participants.• Give participants 2 minutes to comment on the presentation.
	<p>Group discussion on the organisation of the CCP English Language curriculum (25 mins)</p> <p>Do: </p> <ul style="list-style-type: none">• Ask participants to do Activity 3, PPT 2, Slide 41.• In groups of four (4), ask participants to open to the front matter of the CCP English Language curriculum to identify and discuss:<ol style="list-style-type: none">a. strandsb. sub-strandsc. content standardsd. indicatorse. exemplars(move to slides)• Select 3 groups to present their work to the whole class for discussion. You may ask particular groups to present particular features.• Thank participants for active participation.






Session 2.2: Front Matter of the CCP English Language Curriculum

	<p>Session Objectives</p> <p>Say: </p> <p>In this session, we will be talking about the Front Matter of the CCP English Language curriculum. By the end of this session you will be able to explain:</p> <ul style="list-style-type: none">• Rationale• Teaching and learning philosophy• General and specific aims• Core competencies• learning domains (expected learning behaviours)• Attitudes and values• Pedagogical approaches <p> Resources needed; Flip charts, markers, sticky notes ****</p> <p>Discussion on the Front Matter of the CCP English Language curriculum for the CCP B7-B10 (20 mins)</p> <p>Say: </p> <ul style="list-style-type: none">• For effective implementation of the curriculum, it is important for you to understand the Front Matter. Let us study the Front Matter of the CCP English Language curriculum <p>Do: </p> <ul style="list-style-type: none">• Let participants sit in groups to do Activity 1, PPT 2, Slide 32-33.• Invite groups to present their work.• Summarise key points
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Session 2.3: Changes in CCP English Curriculum What is new?

PPT	<p>Session Objectives</p> <p>Say: </p> <p>In this session, we shall be looking at the changes in JHS English Language Curriculum. By the end of this session you will be able to:</p> <ul style="list-style-type: none">• discuss the changes in the CCP English Language curriculum. <p> Resources needed; PPT 1, Flip charts, markers</p> <p>Highlights of the differences between the existing and the new curricula (30 mins)</p> <p>Do: </p> <ul style="list-style-type: none">• Ask participants to sit in groups of four to do Activity 2, PPT 2, Slide 43-48.• Let participants identify and discuss the similarities and differences between the current and the new English Language curriculum in terms of scope and sequencing of content/skills across levels.• Invite 3-4 groups to present their work for whole group discussion.• Thank participants for their contribution.
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Session 2.4: Features and Use of the Teacher and Learner Resource Packs

 <p>Subject Group</p>	<p>Session Objectives</p> <p>Say: </p> <p>In this session, we will be talking about the Teacher Resource Pack that accompany the CCP English Language Curriculum.</p> <p>By the end of this session you will be able to:</p> <ul style="list-style-type: none">• Identify and discuss the elements in the Teacher Resource Pack;• Explain the importance of Teacher Resource Pack. <p> Resources needed; Flip charts, markers, sticky notes, copies of the CCP English Language curriculum, copies of the Teacher Resource Pack.</p> <p style="text-align: center;">****</p> <p>a. Presentation, study and discussion on the Teacher Resource Pack (30 mins)</p> <p>Say: </p> <ul style="list-style-type: none">• I believe you all agree with me that if we want our learners to be proficient in English Language and achieve academic success, there is the need to be guided by a CCP English Language Teachers Pack. <p>Do: </p> <ul style="list-style-type: none">• Present the CCP English Language Teachers Pack for Basic 7 PPT 2, Slides 35 -40 to participants.• Give participants 2 minutes to comment on the presentation.• Group study of and discussion on the key features of the Teacher Resource Pack.• You may ask particular groups to discuss and present particular features.• Thank participants for active participation.
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Session 2.5: Features and Use of the Teacher and Learner Resource Packs

 <p>Subject Group</p>	<p>Session Objectives</p> <p>Say: </p> <p>In this session, we will be talking about the Learner Resource Pack that accompany the CCP English Language Curriculum.</p> <p>By the end of this session you will be able to:</p> <ul style="list-style-type: none">• Identify and discuss the elements in the Learner Resource Pack;• Explain the importance of the Learner Resource Pack. <p> Resources needed; Flip charts, markers, sticky notes, copies of the CCP English Language curriculum, copies of the Learner Pack.</p> <p style="text-align: center;">****</p> <p>b. Presentation, study and discussion on the Learner Resource Pack (30 mins)</p> <p>Say: </p> <ul style="list-style-type: none">• I believe you all agree with me that if we want our learners to be proficient in English Language and achieve academic success, there is the need to be guided by a CCP English Language Learner Resource Pack. <p>Do: </p> <ul style="list-style-type: none">• Present the CCP English Language Learner Pack for Basic 7, PPT 2, Slides 35 -40 to participants.• Give participants 2 minutes to comment on the presentation.• Group study of and discussion on the key features of the Teacher Resource Pack.• You may ask particular groups to discuss and present particular features.• Thank participants for active participation.
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Session 2.6 Yearly and Termly Schemes of Learning



Session objectives

Say:

In this session, we shall be looking at the format/template for **writing a scheme of learning** and how to write a scheme of learning from the new English Language curriculum.

By the end of, you will be able to:

- identify and explain the components of a scheme of learning from the CCP English Language curriculum.
- write yearly and termly schemes of learning for a grade level.



Resources needed; Flip charts, markers, sticky notes, Sample scheme of learning template, copies of the English curriculum,

Presentation and discussion on the format/template provided for writing a scheme of learning (15 mins)

Say:

- What is a scheme of learning? Why do you write a scheme of learning? I want you to reflect on these questions briefly. Then turn to your partner and share your answers with him or her.

Do: ☆

- Invite 2-3 participants to share their answers with the whole group.
- Walk participants through the format for writing scheme of learning (Activity..., PPT Slide ...)
- Give participants 2 minutes to study the format/template.
- Take them through the process of writing a termly scheme of learning.
- Invite questions for clarification if need be.

Practice Group work] (25 mins)

Say:

- You now have the opportunity to practise writing schemes of learning in your groups (**PPT 10, Slide 142**).

Do: ☆










- Put participants into five (5) groups.
- Task each group to plan and write a termly scheme of learning for a particular level/year group (class). Participants can ballot for the levels/class they want to write the scheme of learning for.
- Go round to provide support.

Group presentations and discussions on schemes of learning written in the format/template provided (20 mins)

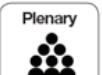

Do: ☆

- Invite groups to present their work for comments from their peers.
- Encourage participants to comment on their colleagues' presentations.

Session 2.7: Lesson Planning – Format and Phases of a Lesson Plan

 <p>Plenary</p>	<p>Session objectives</p> <p>Say: </p> <p>In this session, we shall be looking at the format for a lesson plan and how to write a lesson plan based on the CCP English Language curriculum.</p> <p>By the end, you will be able to:</p> <ul style="list-style-type: none">• explain the new lesson plan format.• discuss the stages/phases of a lesson plan.• plan a lesson using the new format. <p> Resources needed; Flip charts, markers, sticky notes, Sample lesson planning template, copies of the English curriculum,</p> <p style="text-align: center;">***</p> <p>Presentation and discussion on the lesson plan template (20 mins)</p> <p>Say: </p> <ul style="list-style-type: none">• What is a lesson plan? Why do you write lesson plans? What are the components of a lesson plan? I want you to reflect on these questions for one minute. Then turn to your partner and share your answers with him or her. <p>Do: </p> <ul style="list-style-type: none">• Invite 2-3 participants to share their answers with the whole group. <p>Say: </p> <ul style="list-style-type: none">• Yes, you all know how to prepare a lesson plan. With the new curriculum, you will continue to plan your lessons before you teach. There is a little modification to the format to ensure the needs of all learners are catered for. Let us now look at the new format. <p>Do: </p> <ul style="list-style-type: none">• Walk participants through the format/template provided for writing a lesson plan. (Activity.... PPT ..., slide).• Give participants some time to study the format/template.• Give participants some time to discuss the lesson plan format/template.• Invite questions for clarification. <p>Practice (20 mins)</p> <p>Say: </p> <p>You are now going to practise writing a lesson plan in your groups.</p> <p>Do: </p> <ul style="list-style-type: none">• Display PPT ..., Slide• Put participants into five (5) groups.• Task each group to select a content standard and indicator(s) and write a lesson plan for a particular level. Participants can ballot for the levels to write the lesson plan for.• Go round to provide support.
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End of Day Check-in (10 mins)

 <p>Plenary</p>	<p>Say: </p> <ul style="list-style-type: none">• How did the day go for you?• What was your favourite part? Why?• Write one thing you already knew, one thing that you have learnt today, and one question you need an answer to.
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DAY 3: PEDAGOGY & ASSESSMENT IN THE CCP ENGLISH LANGUAGE CURRICULUM







Day 3 Learning Outcomes

1. Identify barriers to learning, particularly those related to the cross-cutting issues (gender, inclusivity, and resources availability), and explain how they will be addressed in lessons in the English Language curriculum (Goal 4).
2. Identify the necessary resources and support structures needed to ensure smooth implementation of the English Language curriculum (Goal 5 and 6).
3. Use essential tools for lesson planning and assessment to plan demonstration lessons to practice creative and learning-centred pedagogies and assessment for learning (AFL) strategies in the English Language curriculum (Goals 7).





Day 3 Agenda

Time	Activity	Resources
8:00 – 8:20am [20 min]	Registration and Protocols	
8:20 – 9:00am [40 min.]	Session 3.0: Review of previous day's work & overview of day's work	
9:00 – 10:00am [1 hr]	Session 3.1 Assessment in the CCP English Language Curriculum	PPT 10 Teacher's & Learner's Resource Pack Curriculum document
10:00 – 11:00am [1 hr]	Session 3.2 GROUP WORK & PRESENTATIONS: Assessment in the CCP English Language Curriculum	PPT 10 Teacher's & Learner's Resource Pack Curriculum document
11:00 – 11:30am.	SNACK BREAK	
11:30 – 12:30pm. [1 hr]	Session 3.3: Teaching and Learning Resources for the CCP English Language Curriculum	PPT 11 Teacher's & Learner's Resource Pack
12.30 – 1.30pm [1 hr]	Session 3.4: Barriers to Learning	PPT 12 Teacher's & Learner's Resource Pack Curriculum document
1:30 – 2:30pm.	LIUNCH BREAK	
2:30 – 3:30pm. [1 hr]	Session 3.5: GROUP WORK & PRESENTATIONS: Barriers to Learning	PPT 12 Teacher's & Learner's Resource Pack Curriculum document
3:30 – 4:30pm. [1 hr]	Session 3.6: DEMONSTRATION of Creative Pedagogies in the English Language Curriculum	Teacher's & Learner's Resource Pack Curriculum document
4:30 – 5:30pm. [1 hr]	Session 3.7: DEMONSTRATION of Creative Pedagogies in the English Language Curriculum	Teacher's & Learner's Resource Pack Curriculum document
5:30 – 5:40pm	End of Day Checks	

Session 3.0: Review of previous day's work & Overview of Day 3(20 mins)

	<p>Say: </p> <ul style="list-style-type: none">Welcome everyone! To warm up, let's play a game called Little light ball. <p>Do: </p> <ul style="list-style-type: none">Pose a question on previous day's sessions to participants.Throw a ball to a participant you want to give the answer. They answer, pose a question and throw the ball to another person to answer.Continue the cycle for about five(5) minutes. <p style="text-align: right;">****</p> <p>Review of previous day's work</p> <p>Say: </p> <ul style="list-style-type: none">What are the big ideas you learnt yesterday? Share 3 with us. <p>Do: </p> <ul style="list-style-type: none">Ask participants to turn to a person next to them and summarise yesterday's big ideas in 4 sentences or less.Invite 2-3 participants to share their summaries with the whole group. <p>Overview of Module 3 (5 mins)</p> <p>Say: </p> <p>In this module, we shall be talking about:</p> <ul style="list-style-type: none">Assessment in the CCP English Language Curriculumbarriers to learningTeaching and learning resourcesCreative pedagogies
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Session 3.1: Assessment in the CCP English Language Curriculum

	<p>Session Objectives</p> <p>Say: </p> <p>In this session, we shall be discussing assessment strategies used in English Language lessons. By the end of this session you will be able to:</p> <ul style="list-style-type: none">explain what assessment is.describe the forms of assessments and the purpose of each one.distinguish between <i>Assessment for Learning (AfL)</i>, <i>Assessment as learning (AaL)</i> and <i>Assessment of Learning (AoL)</i>.<i>explain the components of AfL.</i><i>Explain authentic assessment</i> <p> Resources needed; Flip chart, markers, stickers, Teacher Resource Pack</p> <p style="text-align: right;">***</p> <p>Discussion on assessment forms and strategies used in teaching English Language (20 mins)</p> <p>Say: </p> <ul style="list-style-type: none">I want you to briefly reflect on the various assessment modes you use in your English Language lessons: listening and speaking, reading, grammar and writing. What purpose do they serve? What is authentic assessment?
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Session 3.5:



Do: ☆

- Ask participants turn to a partner to do **Activity 1, PPT 6, Slide 108.**
- After 5 minutes, invite 2-3 participants to share their thoughts with the whole group (8mins).
- Present the main points in **Activity 1, PPT, Slide.**

Facilitator's Notes:

- Assessment is the process of gathering information about learners and using the information to make decisions about teaching. A way of finding out whether teaching and learning targets are achieved and the extent to which learning has taken place.
- Assessment serves the overall purpose of providing information about learners' progress and achievements in relation to the learning targets, thereby helping learners, teachers and parents understand learners' strengths and weaknesses, and plan for further improvement.
- Authentic assessment is a form of assessment in which students are asked to perform real-world tasks to demonstrate meaningful application of essential knowledge and skills (Mueller, 2014).e.g

Do: ☆

- Ask participants to do **Activity 2, PPT..., Slide....** (Refer participants to the Teacher Resource Pack to study and discuss the various forms of assessment strategies suggested).
- Invite three (3) groups to share their views with the whole group.
- Present the main points in **Activity 2, PPT, Slide.**

Components and Strategies of Afl

Components of Afl

Do: ☆

- Ask participants to refer to the Teacher's Resource Pack.
- Put participants into four groups to identify, study and share ideas on the components of Afl. Assign each group to a particular component:
 - a. Sharing lesson objectives/success criteria
 - b. Questioning
 - c. Observation
 - d. Feedback

AFL strategies

Do: ☆

- Ask participants to refer to the Teacher's Resource Pack.

Post-It / Rough-work book	2 stars and a wish	Show and Tell Tell your neighbour
KWL	Traffic Lights	Think – Pair – Share
Response Partners	Hand Signals	Think – Pair – Square
Exemplar Work	Comment-only marking	Debates

- Ask pairs to identify, study and share ideas on two Afl strategies
- Invite pairs to share ideas with the whole group.

Session 3.2: Assessment in the CCP English Language Curriculum – Assessment Task



Session 3.5:

Session Objectives

Say:

In this session, we shall design assessment tasks

By the end of this session you will be able to:

- design authentic assessment tasks for Oral language, reading, grammar and writing.



Resources needed; Flip chart, markers, stickers

Discussion on authentic assessment tasks in English Language (15 mins)

Say:

- What is authentic assessment? With your partner, write down the main features of authentic assessment task

Facilitator's Notes:

- Authentic assessment is a form of assessment in which students are asked to perform real-world tasks to demonstrate meaningful application of essential knowledge and skills (Mueller, 2014).

Design authentic assessment tasks for a content standard in the new English Language curriculum (50 mins)

Say:

- Now that you can explain "assessment for, as and of Learning, let us see how assessment tasks for these modes look like.

Do:

- Ask participants to open to "Sample Assessment Tasks" in the Teacher Resource Pack.
- Discuss the sample assessment tasks with the participants.

Say:

- Now, we are going to practise designing authentic assessment tasks for a content standard in the new English Language curriculum.

Do:

- Ask participants to be in 6 groups of 4 to do **Activity 4, PPT 6, Slide 114**.
- Assign each group a particular class. Have each group select a content standard from a specific strand (e.g. group 1 for level 1, strand 1).
- Give each group 15mins to design authentic sample assessment tasks.

Group presentations and discussion (30 mins)

Do:

- Invite groups to present their work.
- Thank participants for their participation

Session 3.2: Teaching and Learning Resources for the CCP English Language Curriculum



PPT

Handout 3

Session objectives

Say:

In this session, we shall be discussing teaching and learning resources used in English lessons.

By the end of this session you will be able to:

- discuss the importance of teaching and learning resources in lesson delivery.
- choose at least one indicator and suggest appropriate teaching and learning resources needed to teach it.



Resources needed; Flip charts, markers, sticky notes, white board and a pen.

Discussion on teaching and learning resources (25 mins).

Say

What are teaching and learning resources? Is there a difference between teaching and learning resources and teaching and learning materials? Turn to your partner and discuss.

Do:

- Ask participants to do **Activity 1, PPT ..., Slide**
- Invite participants to present their work.
- Ask participants to post their work on flip chart or walls for gallery walk.
- Summarise the key points.

Session 3.4: Barriers to Learning



Session Objectives

Say:

In this session, we will be talking about some barriers to learning.

By the end of the session, you will be able to:

- identify and explain barriers to learning the CCP English Language curriculum, particularly those related to the cross-cutting issues (gender, inclusivity, and resources availability)
- explain how these barriers will be addressed in lessons.



Resources needed: Flip chart, markers, stickers, copies of the Teacher and Learner Packs, List of other resources, Barriers to Learning. **PPT 4**

Discussion on the barriers to learning and how to address them to ensure smooth implementation of the CCP English Language curriculum (75 mins)

Say: In this section, we shall focus more on barriers to learning.

- As teachers, we are supposed to provide all-inclusive education, i.e. regardless of ability, ethnicity, religion, gender, geographical location, linguistic, social, economic and cultural background etc. Does every learner get the opportunity to participate in the learning process? If no, what do you think are the barriers to learning?

Do:

- Ask participants to work in groups of four (4) to brainstorm on barriers to learning (**10 mins**):

Activity 1, PPT 6, Slide 116.

- Invite groups to present their findings. (**30 mins**).

Discussion on how barriers to learning could be addressed in lessons

Say:

- You have all done very well. Now, can you think of ways to address these barriers?

Do:

- Ask participants to do Activity 2, PP6, Slide 116.
- Have groups discuss how to address the barriers to learning and record their findings on flip charts (20 mins).
- Invite 2-3 groups to share their work with the whole group.
- Present PPT 6, Slides 117-136.
- Summarise ways of dealing with barriers to learning.

Session 3.5: Barriers to Learning – Group Work and Presentation



Session Objectives

Say:

In this session, we will continue our discussion on barriers to learning.

By the end of the session, you will be able to:

- Identify a learner with a particular challenge in class and suggest ways of helping that learner out.



Resources needed; Flip chart, markers, stickers, copies of the Teacher and Learner Packs, List of other resources, Barriers to Learning. **PPT...**

Group Work

Say:

We shall now focus practical ways of removing barriers to learning in our class so that every learner benefits in class.

Do:

- Ask participants to work in groups to **Activity 1, PPT .., Slide**(Create a scenario in which a learner in your class has a challenge, describe the specific barrier to learning involved, and suggest ways of addressing it)
- Invite groups to present their work.

Session 3.6: Demonstration of Creative pedagogies



Pair
whole group

Session Objectives

Say:

In this session, we will be talking about creative pedagogies in the English Language lessons.

By the end of this session, you will be able to:

- demonstrate pedagogical strategies to teach:
- listening
- speaking
- reading
- writing



Resources needed; Flip chart, markers, stickers, PPT 5

Discussion on creative pedagogies in teaching English Language (30 mins)

Say

- I want you to briefly reflect on the various strategies you use in English Language lessons. What strategies do you use in teaching listening and speaking, reading and writing lessons?
- Write your responses for each on post-it notes.
- Think-Pair-Share with a partner and post your response on the wall or flip charts.

Do:

- Ask participants to work with a partner to do Activity 1, PPT 5 Slide 52 (4mins).
- Invite 3-5 participants to share their responses with the whole group (6mins).
- Summarise participants' responses.

Task-Based language learning

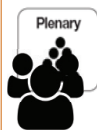
Say:

- What is task-based learning? Take a moment and reflect.
- Think-Pair-Share with a partner. Share your partner's view with the group.

Do:

- Present PPT .., Slides ...
- Ask participants to work in groups to design a task-based activity on a language skill Activity 1, PPT .., Slide ...
- Invite 3-5 groups to present their work to the whole group for general comments

Session 3.7: Demonstration of Creative pedagogies the English Language Curriculum



Pair
whole group

Session Objectives

Say:

In this session, we will continue with our discussion on creative pedagogies in the English Language lessons.

By the end of this session, you will be able to:

- demonstrate pedagogical strategies to teach:
- listening
- speaking
- reading
- writing



Resources needed; Flip chart, markers, sticky note pads, PPT 5

Demonstration on task-based activity

Say:

You will now demonstrate the task you designed in the previous session.

Do:

- Invite groups to demonstrate teaching their activities to the whole group for general comments

End of Day Check-in (10 mins)



Say:

- How did the day go for you?
- What was your favourite part? Why?
- Write one thing you already knew, one thing that you have learnt today, and one question you need an answer to.

DAY 4: PLANNING AND PRACTISING THE CREATIVE LEARNING-CENTRED PEDAGOGIES AND ASSESSMENT FOR LEARNING STRATEGIES IN ENGLISH LANGUAGE

Day 4 Learning Outcomes


1. Use essential tools for lesson planning and assessment, to plan demonstration lessons to practise inclusive, creative and learning-centred pedagogies and assessment for learning (AFL) strategies in the CCP English Language curriculum (Goals 7).
2. Identify barriers to learning, particularly those related to the cross-cutting issues (gender, inclusivity, and resources availability), and explain how they will be addressed in lessons in the CCP curriculum (Goal 4).
3. Carry out demonstration lessons that are planned to use inclusive, creative, learning-centred pedagogies and assessment for learning (AFL) strategies in the CCP English Language curriculum (Goals 8).

Day 4 Agenda

Time	Activity	Resources
1. 8:00 – 8:20am [20 min]	Registration and Protocols	
2. 8:20 – 9:00am [40 min]	Session 4.0: Review of previous day's work & overview of day's work	
3. 9:00 – 10:00am [1 hr]	Session 4.1: LESSON PLANNING for Demonstration on Creative Pedagogies <i>Participants plan demonstration lessons to illustrate the inclusive, creative learning-centred pedagogies</i>	Curriculum document Teacher's & Learner's Resource Pack
4. 10:00 – 11:00am [1 hr]	Session 4.2: LESSON DEMONSTRATION ON CREATIVE PEDAGOGIES <i>Participants carry out demonstration lessons to illustrate the inclusive, creative learning-centred pedagogies</i>	Curriculum document Teacher's & Learner's Resource Pack
4. 11:00 – 11:30am	SNACK BREAK	
5. 11:30 – 12:30pm [1 hr]	Session 4.3: LESSON DEMONSTRATION ON CREATIVE PEDAGOGIES <i>Participants carry out demonstration lessons to illustrate the inclusive, creative learning-centred pedagogies</i>	Curriculum document Teacher's & Learner's Resource Pack
7. 12:30 – 1:30pm [1 hr]	Session 4.4: LESSON DEMONSTRATION/ Discussion (Creative Pedagogies) <i>Participants carry out demonstration lessons to illustrate the inclusive, creative learning-centred pedagogies</i>	
8. 1:30 – 2:30pm	LUNCH BREAK	

Time	Activity	Resources
9. 2:30 – 3:30pm. [1 hr]	Session 4.5: LESSON PLANNING for Demonstration/ Discussion (Assessment for Learning) <i>Facilitators plan demonstration lessons to illustrate Assessment for Learning strategies</i>	Curriculum document Teacher Resource Pack Teacher Resource Pack
10. 3:30 – 4:30pm. [1 hr]	Session 4.6: LESSON DEMONSTRATION / Discussion (Assessment for Learning) <i>Facilitators carry out demonstration lessons to illustrate Assessment for Learning strategies</i>	Appendix D
11. 4:30 – 5:30pm. [1 hr]	Session 4.7: LESSON DEMONSTRATION / Discussion (Assessment for Learning) <i>Participants carry out demonstration lessons to illustrate Assessment for Learning strategies</i>	Appendix D
12. 5:30 – 5:40pm	End of Day Checks	
6.00 - ...	SUPPER	


Session 4.0: Review of Previous Day's Work & Overview of Day's Work




Plenary

Review of previous day's work & Overview of Module 2 (20min)

Welcome and warm up


Say: 

- Welcome everyone!
- To warm up, let's practise some sounds that we teach our learners.

Do:  • Hold up a letter card.


- Ask participants to say the sound of the letter.
- Ask 2-3 participants to share a word that begins with the letter sound.
- After each word, clap the sounds of that word.
- Repeat this process with 2-3 more cards.

Review of previous day's work

Do: 




- Ask participants to turn to a person next to them and summarise yesterday's big ideas in 4 sentences or less.
- Invite 2-3 participants to share their summaries with the whole group.

Overview



Say: 

In this module, we shall be demonstrating lessons.



Session 4.1: Lesson Planning for Demonstration

 <p>Plenary</p>	<p>Session objectives</p> <p>Say: </p> <p>In this session we shall be planning lessons for demonstration</p> <ul style="list-style-type: none">• By the end of this session, you be able to plan a lesson using learning-centered pedagogies in new English Language curriculum (20 mins) <p>Do: </p> <ul style="list-style-type: none">• Invite groups to select a class of their choice and plan lesson.• Ask groups to present their lessons for the whole group to make inputs: what went well, what needs improvement.
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Session 4.2: Lesson Demonstration

 <p>Plenary</p>	<p>Learning-centered pedagogies</p> <p>Do: </p> <ul style="list-style-type: none">• Invite groups to demonstrate teaching their lessons.• Have the whole group critique the lessons.
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Session 4.3: Lesson Demonstration

 <p>Plenary</p>	<p>Learning-centered pedagogies</p> <p>Do: </p> <ul style="list-style-type: none">• Invite groups to demonstrate teaching their lessons.• Have the whole group critique the lessons.
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Session 4.4: Lesson Demonstration

 <p>Plenary</p>	<p>Learning-centered pedagogies</p> <p>Do: </p> <ul style="list-style-type: none">• Invite groups to demonstrate teaching their lessons.• Have the whole group critique the lessons.
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Session 4.5: Lesson Planning for Demonstration (Assessment for learning strategies)

 <p>Plenary</p>	<p>Session objectives</p> <p>Say: </p> <p>In this session we shall be planning lessons for demonstration</p> <ul style="list-style-type: none">• By the end of this session, you be able to plan a lesson on assessment for learning (20 mins) <p>Do: </p> <ul style="list-style-type: none">• Invite groups to select a class of their choice and plan lesson.• Ask groups to present their lessons for the whole group to make inputs: what went well, what needs improvement.
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Session 4.6: Lesson Demonstration



Assessment for learning strategies

Do: ☆

- Invite groups to demonstrate teaching their lessons.
- Have the whole group critique the lessons: what went well, what needs improvement.

Session 4.7: Lesson Demonstration



Assessment for learning strategies

Do: ☆

- Invite groups to demonstrate teaching their lessons.
- Have the whole group critique the lessons: what went well, what needs improvement.

End of Day Check-in (10 mins)



Say: 🗨️

- How did the day go for you?
- What was your favourite part? Why?
- Write one thing you already knew, one thing that you have learnt today, and one question you need an answer to.

DAY 5: BASIC FEATURES OF A PROFESSIONAL LEARNING COMMUNITY (PLC) AND SIMULATION OF PLC COACHING SESSION

Day 5 Learning Outcomes







1. Explain the basic features of a Professional Learning Community (PLC) and their potential for creating a new teaching culture where teachers will be willing to support each other in their subject area (Goal 4).
2. Explain the roles and responsibilities of the key actors² in the PLC (DDE, SISO, HT, CL/Coach and teachers) in your subject area (Goal 4).
3. Simulate a PLC Coaching Session, where the team/staff have agreed to have a colleague do a demonstration lesson on how to teach a difficult topic in CCP English Language curriculum (Goal 4).

Day 5 Agenda






Time	Activity	Resources
1. 8:00 – 8:20am [20 min]	Registration and Protocols	
2. 8:20 – 9:00am [40 min]	Session 5.0: Review of previous day's work & overview of day's work	
3. 9:00 – 10:00am [1 hr]	Session 5.1: REVIEW OF PLC CONCEPT & PLANNING PLC SIMULATION <i>Participants plan to simulate a PLC that addresses strategies in teaching a new or difficult topic to colleagues</i>	PPT 13 Appendices 'C'
4. 10:00 – 11:00am [1 hr]	Session 5.2: SIMULATION OF PLC SESSION <i>Participants simulate a PLC that addresses strategies in teaching a new or difficult topic to colleagues</i>	Appendices 'C'
4. 11:00 – 11:30am	SNACK BREAK	
5. 11:30 – 12:30pm [1 hr]	Session 5.3: SIMULATION OF PLC SESSION <i>Participants simulate a PLC that addresses strategies in teaching a new or difficult topic to colleagues</i>	
6. 12:30 – 1:30pm [1 hr]	Session 5.4: PLENARY: Fidelity of Implementation (FoI)	PPT 14 FOI Instruments and Guidelines
7. 1:30 – 2:30pm	LUNCH	
8. 2:30 – 3:30pm [1 hr]	Session 5.5: CLOSING CEREMONY General Plenary Evaluation Next Steps	Questionnaires, Posting arrangements, etc.
9. 3.30pm	DEPARTURE	

² DDE – District Director of Education; SISOs; HT – Head teacher; CL – Curriculum Leader.




Session 5.0: Review of Previous Day's Work & Overview of Day's Work

 <p>Plenary</p>	<p>Review & Overview</p> <p>Say: </p> <ul style="list-style-type: none">• Welcome everyone!• To warm up, let's practise a sound game. <p>Do: </p> <ul style="list-style-type: none">• Hold up a letter card.• Ask participants to say the sound of the letter.• Ask 2-3 participants to share a word that begins with the letter sound.• After each word, clap the sounds of that word.• Repeat this process with 2-3 more cards. <p style="text-align: right;">***</p> <p>Review of previous day's work (15 mins)</p> <p>Say: </p> <ul style="list-style-type: none">• What are the big ideas you learnt yesterday? Share with us. <p>Do: </p> <ul style="list-style-type: none">• Ask participants to turn to a person next to them and summarise yesterday's big ideas in 4 sentences or less. <p>Invite 2-3 participants to share their summaries with the whole group.</p> <p>Overview of Module 5 (5 mins)</p> <p>Say: </p> <p>In this module, we shall be discussing:</p> <ul style="list-style-type: none">• Assessment strategies used in English Language lessons.• Professional Learning Community (PLC)/School-Based IN-SET (SBI)• Roles and responsibilities of the Key Actors^{<?>} in the PLC (DDE, CS, HT, CL/Coach and teachers)• Coaching Sessions• Professional Learning Community (PLC)
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Session 5.1: Simulation of PLC Session

 <p>Subject Group</p>  <p>Plenary</p>  <p>Group</p>	<p>Session Objectives</p> <p>Say: </p> <p>In this session, we shall be talking about professional learning community (PLC) and School-Based IN-SET (SBI).</p> <p>By the end of the session, you will be able to:</p> <ul style="list-style-type: none">• explain the basic features of a professional learning community (PLC) and their potential for creating a new teaching culture where teachers will be willing to support each other. <p>PLC-SBI</p> <p>Do: </p> <ul style="list-style-type: none">• Presents the basic features of the PLC-SBI and its advantages in promoting whole school development (30 mins) <p>PPT 11, Slides 145- 156.</p> <p>Lead a discussion on the presentation (30 mins)</p>
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Session 5.2: Simulation of PLC Session

 <p>Plenary</p>	<p>Session Objectives</p> <p>Say: </p> <p>In this session, we shall be talking about the roles and responsibilities of the key actors (DDE, CS, HT, CL/Coach and teachers) in the PLC.</p> <p>By the end of the session, you will be able to:</p> <ul style="list-style-type: none">• explain the roles and responsibilities of the key actors (DDE, CS, HT, CL/Coach and teachers) in the PLC. <p>PLC-SBI</p> <p>Do: </p> <ul style="list-style-type: none">• Present PPT 12, Slides 158-166 on roles and responsibilities of the Key Actors of the PLC/SBI (20 min) <p>Lead a discussion on the presentation.</p>
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Session 5.3: Simulation a PLC Session

 <p>Subject Group</p>  <p>Plenary</p>  <p>Group</p>	<p>Session Objectives</p> <p>Say: </p> <p>In this session, we shall be discussing coaching sessions.</p> <p>By the end of this session, you will be able to:</p> <ul style="list-style-type: none">• <i>Plan to role play a coaching session to prepare for teaching with a focus on reflective practice in the English Language curriculum</i> <p>Presentation on the activities of a coaching session with a focus on reflective practice cycle, i.e. teach, self-assess, consider, practice, teach, etc. (20 mins) PPT 13</p> <p>Say: </p> <ul style="list-style-type: none">• With your partner, write down what comes to mind when you hear the word “coach”? What does the coach do? (5 min) <p>Do: </p> <ul style="list-style-type: none">• Ask 2-3 pairs to share their thoughts about coaching (5 min)• Present PPT 13, Slides 167-173 on the structure of and activities during coaching session with a focus on reflective practice cycle, i.e. teach, self-assess, consider, practice, teach, etc. (15 mins).• Play the video on decoding and blending skills <p>VIDEO: At the step of Classroom Enrichment Exercise PPT 13 Slide 174</p> <p>It shows how a teacher provides support for her learners to practise these phonics skills.</p> <ul style="list-style-type: none">• Lead a discussion on the presentation (15 min) PPT 13, Slide 175-177.• Select a pair of participants to act as a coach and a class teacher to prepare to plan for a role play on coaching sessions. <p>Plan to role play a coaching session to prepare for teaching with a focus on reflective practice in the English Language curriculum (20 mins) PPT 13, Slide 178.</p> <p>Do: </p> <ul style="list-style-type: none">• Assist participants to plan and role play a coaching session to prepare for teaching with a focus on reflective practice in the English Language curriculum (20 mins)
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Role Play

Role play and discussions on lessons and lesson plans written in the new format (45 mins) **PPT 13, Slide 178.**

Do: ☆

- Ask participants role play and discuss lessons and lesson plans written in the new format (**30 mins**).
- Encourage participants to keep comments and observations to the end of the role-play.

- Lead a discussion on the characteristics and values of a Peer Coach. Have participants brainstorm on the question below

In your opinion, what are the most important characteristics of coach? And why? (**15 min**)

Session 5.4: Plenary Fidelity of Implementation.

End of workshop review



- Distribute post-evaluation questions to participants.
- Give them time to complete the questions
- Collect the post-evaluation questions.
- Congratulate participants for a successful workshop.



Resources for the Training of JHS Teachers, Headteachers and School Improvement Support Officers (SISOs) toward the Implementation of the Common Core Programme (CCP) Curriculum

Day 1/ Time	Resources
8:20 – 9:00am	Session 1.0: <ul style="list-style-type: none"> • Appendix A: Participants Expectations & Self-assessment
9:00 – 9:30am	Session 1.1: <ul style="list-style-type: none"> • PPT_1: National Pre-Tertiary Curriculum Framework (NPCF)
9:00 – 9:30am	Session 1.2: <ul style="list-style-type: none"> • PPT_2: The Concept of the Common Core Programme (CCP) Curriculum
11:30 – 12:30pm	Session 1.3: <ul style="list-style-type: none"> • PPT_3: Pre-tertiary Learning Assessment Framework (NPLAF)
2:30 – 3:30pm	Session 1.5: <ul style="list-style-type: none"> • PPT_4: Professional Learning Community (PLC)/School-Based In-service (SBI)
3:30 – 4:30pm	Session 1.6: <ul style="list-style-type: none"> • Appendix C: Professional Learning Community (PLC) handout
4:30 – 5:30pm	Session 1.7 <ul style="list-style-type: none"> • PPT_5: The Roles of Stakeholders in the PLC
	Session 2.1: <ul style="list-style-type: none"> • PPT_6: Introduction to the CCP English Language Curriculum
Day 2/ Time	Resources
10:00 – 11:00am	Session 2.2: <ul style="list-style-type: none"> • Curriculum document
12:30 – 1:30pm	Session 2.4 & 2.5 <ul style="list-style-type: none"> • PPT 7: Teacher's & Learner's Resource Pack • Teacher's & Learner's Resource Pack, • Curriculum document
3:30 – 4:30 p.m.	Session 2.6 <ul style="list-style-type: none"> • PPT 8: Yearly and Termly Scheme of Learning • Teacher's & Learner's Resource Pack • Curriculum document
4:30 – 5:30pm.	Session 2.7 <ul style="list-style-type: none"> • PPT 9: Lesson Planning Format and Phases of a lesson • Teacher's & Learner's Resource Pack • Curriculum document
Day 3/ Time	Resources
9:00 – 10:00am	Session 3.1 & 3.2 <ul style="list-style-type: none"> • PPT 10: Assessment in the CCP Subject-Curriculum • Teacher's & Learner's Resource Pack • Curriculum document
11:30 – 12:30pm	Session 3.3: <ul style="list-style-type: none"> • PPT 11: Teaching and Learning Resources for the CCP English Language Curriculum • Teacher's & Learner's Resource Pack • Curriculum document



Day 1/ Time	Resources
12:30 – 1:30pm	Session 3.4 & 3.5 <ul style="list-style-type: none">• PPT 12: The Barriers to Learning CCP Arabic Curriculum• Teacher's & Learner's Resource Pack• Curriculum document
3:30 – 4:30pm	Session 3.6 & 3.7 <ul style="list-style-type: none">• Lesson Plans in Teacher's Resource Pack
Day 4/ Time	Resources
9:00 – 10:00am	Session 4.1, 4.2, 4.3 & 4.4 <ul style="list-style-type: none">• Teacher's & Learner's Resource Pack• Curriculum document
2:30 – 3:30pm	Session 4.5, 4.6 & 4.7 <ul style="list-style-type: none">• Teacher's & Learner's Resource Pack• Curriculum Document• Appendix D: (Guidelines for Classroom Assessment)
Day 5/ Time	Resources
9:00 – 10:00am	Session 5.1: <ul style="list-style-type: none">• PPT 13: Review of PLC Concept & Planning PLC Simulation• Appendix C: (PLC Guidelines)
12:30 – 1:30pm	Session 5.4: <ul style="list-style-type: none">• PPT 14: Fidelity of Implementation (Fol)• Appendix G: Fol Instruments and Guidelines
2:30 – 3:30pm	Session 5.5: <ul style="list-style-type: none">• Evaluation Questionnaires• Posting arrangements, etc.



APPENDICES

Appendix A: WELCOME, INTRODUCTIONS & OVERVIEW

Opening/Welcome (10 min)

Introductions

Start with your name and ask each person to introduce him or herself.

- Each person should say their name, their school and the grade or level they teach and their district.
- The facilitator should note the expectations and relate them to the schedule if possible.
- If a participant's expectation is completely beyond the scope of the training, try to find a way to address the expectation.

Overview of the training (5 min)

- Goals of training (PPT)
- Schedule (handout)
- Learning outcomes for the training (PPT)
- Training environment – we need to promote an environment where people feel comfortable to share ideas and ask questions, goal of helping one another understand, support one another to become better trainers. We are a team.

Roles and Responsibilities of Trainers (5 min)

- Review the main responsibilities (see Info Sheet 1).
- What do participants think will be the most challenging?

Self-assessment (5 min)

Invite the trainers to complete the *Self-Assessment Exercise*. Tell trainers/teachers that they will complete the same self-assessment at the end of the training.

1	2	3	4	5
Not at all confident	Slightly confident	Somewhat confident	Confident	Very confident

Explain the scale that they should use:

The assessment is a tool that they can use to gauge their level of confidence with some of the key concepts of the curriculum.

Appendix B: COMMON CORE PROGRAMME (CCP) CONCEPT

Introduction

In the first four years of high school education, learners are expected to take a Common Core Programme (CCP) that emphasises a set of high, internationally-benchmarked career and tertiary education ready standards. Learners need to acquire these for post-secondary education, the workplace or both. The standards articulate what learners are expected to know, understand and be able to do by focusing on their social, emotional, cognitive and physical development. The (CCP) runs from Basic 7 through Basic 10 (JHS1 – SHS1).

The common core attributes of the learner, which describe the essential outcomes in the three domains of learning (i.e. cognitive, psychomotor and affective), are at the centre of the CCP (see Figure 1). Inspired by the values which are important to the Ghanaian society, the CCP provides an education of the heart, mind and hands in relation to the learner's lifetime values, well-being, physical development, metacognition and problem-solving abilities. Ultimately, this will produce character-minded learners who can play active roles in dealing with the increasing challenges facing Ghana and the global society.

The features that shape the common core programme are shown in Figure 1. These are

- learning and teaching approaches – the core competencies, pedagogical approaches and 4Rs
- learning context – engagement service and project
- learning areas – Mathematics, Science, Computing, Languages (English Language, Ghanaian Language, French and Arabic), Career Technology, Social Studies, Religious and Moral Education, Creative Arts and Design and Physical and Health Education.

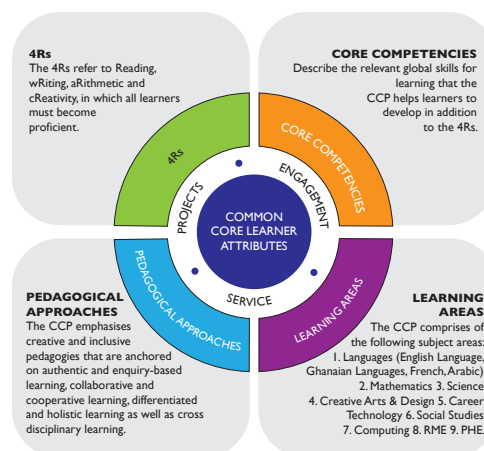


Figure 1: Common Core Learner Attributes

Learning and Teaching Approaches

- **The core competencies:** These core competencies describe the relevant global skills for learning that the CCP helps learners to develop, in addition to the 4Rs. The global skills for learning, allow learners to become critical thinkers, problem-solvers, creators, innovators, good communicators, collaborators, digitally literate and culturally and globally sensitive citizens, who are life-long learners with a keen interest in their personal development.
- **Pedagogical approaches:** The CCP emphasises creative and inclusive pedagogies that are anchored on authentic and enquiry-based learning, collaborative and cooperative learning, differentiated learning and holistic learning, as well as cross-disciplinary learning.
- **The 4Rs across the Curriculum:** The 4Rs refer to Reading, wRiting, aRithmetic and cReativity, which all learners must become competent in.

Learning context

The CCP places emphasis on the engagement of learners in classroom activities and projects (in and outside the classroom). These projects can involve individual or group tasks, which all learners are required to complete by the end of Basic 10. The CCP project provides learners with contexts to demonstrate creativity and inventiveness in various areas of human endeavour. Community service offers opportunities for learners to nurture, love and care for, and solve problems in their community.

Learning Areas

The CCP comprises the following learning areas:

1. Languages (English Language, Ghanaian Languages, French, Arabic)
2. Mathematics
3. Science
4. Creative Arts and Design (CAD)
5. Career Technology
6. Social Studies
7. Computing
8. Religious and Moral Education (RME)
9. Physical and Health Education (PHE)

This document sets out the standards for learning English Language in the Common Core Programme (CCP). The standards in the document are posited in the expectation that the CCP (B7 – B10) will offer quality education for all types of learners. The design of this curriculum is based on the features of the CCP, as shown in Figure 1. It emphasises a set of high internationally-benchmarked career and tertiary education ready standards. Learners need to acquire these competencies in English Language for post-secondary education, workplace training or both. The curriculum has been designed to be user friendly because it provides a detailed preamble that covers the rationale, philosophy, aims, profile of expected learning behaviours (i.e. knowledge, skills, attitudes and values), pedagogical approaches, core competencies and the 4Rs, assessment practices and instructional expectations.

Appendix C: GUIDELINES FOR THE FORMATION OF PROFESSIONAL LEARNING COMMUNITIES (PLCs)

The National Council for Curriculum and Assessment (NaCCA), as part of the strategies for an effective implementation of the Common Core Programme Curriculum for Basic 7 (JHS1) – Basic 10 (SHS1) has come out with guidelines for the formation of Professional Learning Communities (PLCs).

FORMATION OF PROFESSIONAL LEARNING COMMUNITIES (PLCs)

The focus of education in recent times has been on *transformation*. Currently, most countries are shifting from block scheduling to tele-collaborative projects, from discovery learning to authentic assessment, etc. In realising these transformation agenda, new ideas for efficient education delivery and best performance attainment levels come and fade away or metamorphose into other models. One of these is the concept of Professional Learning Communities (PLCs). This has taken the central stage in most advanced countries in their quest for making education delivery robust and responsive in meeting their developmental needs. Ghana is no exception.

An article published by *Glossary of Education Reform* describes the professional learning community (PLC), as a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of learners.” According to Hord (1997b), “professional learning community is seen as a powerful staff-development approach and a potent strategy for school change and improvement.” A PLC is a learning approach where teachers are activated as learning resources.

Generally, PLCs are considered as collegial groups of administrators and school staff who are united and committed to learners’ learning. They function as an effective strategy for building school capacity around core issues of teaching and learning (Darling-Hammond, 1995). They serve as a mechanism to transform school culture. In other words, PLCs connect teachers with information, strategies, and best practices.

How is PLC formed?

- The head-teacher through consultation with his/her teachers and the major stakeholders (PTA, SMC, school improvement support officer (SISO), the education directorate, etc.) puts a committee in place.
- The committee is headed by a *curriculum lead* who must be a staff of the school.

What are the terms of reference of the committee?

The PLC in consultation with the entire membership and other stakeholders:

- agrees on the PLC session (or meeting) schedules for the term;
- identifies for PLC sessions, individual challenges in effective lesson delivery and innovative practices in teaching;
- creates common platform for members to share ideas, skills, knowledge and experiences;
- Identifies and invites facilitators for each session;
- Ensures that the focus of the school is changed from teaching to learning;
- Sets SMART goals for best practices in the school to meet expected performance outcomes and targets;
- collates data on all issues that relate to teaching and learning in the school for informed decisions;
- keeps records of attendance of members during PLC meetings;
- considers ways of changing the school's climate positively;
- plans and shares best practice lessons and integrated cross-curricular projects to all staff;
- creates a database on learner achievement scores that guides decisions for interventions;
- reviews and reflects on school data to plan instruction across the school curricular;
- considers extra-curricular experiences for learners.

What are some Characteristics of an Effective PLC?

- Shares values and norms.
- Creates time for collaborative work.

- Focuses collectively on learner's learning.
- Encourages collaborative work by creating common work spaces using proximity.
- Ensures leadership support for all PLC activities – school heads must be supportive.
- Respects and trusts one another.

What are the Guidelines for PLC's Activities?

- PLCs should be conducted once every week.
- The session should be for a minimum of one hour and should be set as the last hour of the day.
- The head of school will take the lead role.
- Roles should be assigned to encourage participation.
- The activities must focus on the Common Core Programme (CCP) Subjects-Curricula.
- The agenda for the next meeting should be developed at the end of each meeting for participants to prepare adequately for effective participation.

The minutes for each meeting should be made available after each session and sent to the regional PLC platform for headquarters' validation. The platform will be made up of the following officers from the Metropolitan, Municipal, District and Regional level:

- Training Officers
- Supervision and Monitoring (S&M) Officers
- Basic School Coordinators
- Heads of School
- School Improvement Support Officers (SISOs)
- Curriculum Leads

NB: PLC sessions should be conducted from the second week of the term through to revision week.

Who are the Key Actors in the PLC?

- District Education Oversight Committee (DEOC)
- MMD Director of Education
- MMD Head of Monitoring and Supervision,
- School Improvement Support Officer (SISO)
- Head of School

- Curriculum Lead
- JHS and SHS subject teachers

MMD Education Oversight Committee

- Validates the PLC programmes
- Develops guidelines for the effective implementation of all PLC programmes in the MMD
- Provides a supervisory role for the MMD Education Office in the performance of duties relating to PLC programmes and activities.

MMD Director of Education

- Approves the calendar for the integration of PLC activities into MMD plan
- Provides overall leadership and supervision of all PLC activities in the MMD and assigns targeted roles and responsibilities to subordinates.

MMD Supervision and Monitoring Officer

- Develops, in collaboration with DDE and School Improvement Support Officers (SISOs), a plan for monitoring Fidelity of Implementation (FOI) initiative and the overall evaluation of the success of the PLC initiative.
- Reviews (with support from SISOs) monitoring, evaluation & fidelity of implementation data for each term and implement needed changes. In consultation with the DDE, select/recruit curriculum leads for the PLC for each school.

School Improvement Support Officer (SISO)

- Participates in the selection/recruitment of curriculum leads for the schools.
- Collects, collates, and submits to the MMDEO M&E and FOI data (nature of data and regularity of collection and reporting to be determined by GES in consultation with NaCCA).
- Identifies the training needs of the heads of schools and subject-teachers in partnership with the MMD Training Officer.
- Trains the heads of schools and curriculum leads and refers matters relating to attitudes and behaviours that are detrimental or advantageous to the intervention to the MMD Head of

Monitoring and Supervision for moderation, share/promote the experiences of the various interventions among schools under his supervision.

Head of School

- Attends initial training on PLC programme
- Ensures the support of the School-based Management Committee (SMC), Parents-Teacher Association (PTA) and other stakeholders for the PLC programmes.
- Ensures the active participation of all teachers during PLC Sessions, as well as the implementation of innovative lesson-delivery strategies and best practices discussed at PLC meetings.
- Identifies and puts in place measures to acknowledge teachers who make an effort to implement best practices discussed at PLC meetings.
- Puts in place measures to monitor and report on learners' progress concerning performance indicators and established national performance standards.
- Adopts the FOI of learning for accountability.

JHS and SHS Subject Teachers

- Participate actively in all PLC Sessions (activities and programmes).
- Follow the revised CCP Curriculum, prepare scheme of learning and lesson plans/notes according to specification and keep track of challenges or difficulties encountered.
- Try out new teaching activities, strategies and practices discussed during PLC Sessions.
- Share challenges and successes with teaching colleagues in future PLC meetings.

How Do We Conduct an Effective PLC Session?

Pre-Discussion

- Register and introduce participants and key facilitators if any.
- Nominate a PLC secretary to take note of discussion points.
- Identify and discuss challenging themes, i.e. themes evolving from the CCP Curriculum training and implementation.

- Identify and invite an expert or colleague with in-depth knowledge of the theme identified to facilitate a PLC session or lead the discussions.
- Assign specific themes to different teachers (members of the PLC) to research and lead future PLC sessions.
- Encourage mutual discussions and contributions by all members.

Discussion stage (action)

- The lead facilitator takes participants through the content and demonstration lessons (where applicable) associated with the theme.
- Facilitation should be participatory, engaging and interactive.

Post-Discussion Stage

- At this stage participants evaluate the content and demonstration lesson learnt and assess the extent of improvement through reflection and debriefing.
- The agenda for the next meeting should be developed (or agreed upon) at the end of each meeting for participants and the PLC lead to prepare adequately for effective participation.
- Participants are expected to improve on their daily teaching skills through leading questions.
- Participants are encouraged to use group platforms strictly dedicated to PLC for professional learning and providing colleagues with useful professional materials.

Who Monitors the Activities of PLC?

- The Ghana Education Service (GES)
 - Headteacher
 - Circuit Supervisor
 - MMD Monitoring Officers
 - Regional Monitoring Officer
- National Inspectorate Board (NIB)
- National Teaching Council (NTC)
- National Council for Curriculum and Assessment (NaCCA)

<http://www.allthingsplc.info/>

<http://www.sedl.org/pubs/change34/2.html>

<http://www.inspiringteachers.com>

CONTINUOUS PROFESSIONAL DEVELOPMENT DAY (CPDD) FOR JHS BEGINNING 2020/21 ACADEMIC YEAR

Teachers in the Public JHS shall observe a Continuous Professional Development Day beginning 2020/21 Academic Year.

The observation of the CPDD shall help the teachers (facilitators) develop and/or adopt new strategies for teaching which will help them overcome identified challenges in their day to day activities as teachers (facilitators). Continuous Professional Development is in two folds:

1. Professional Learning Communities (PLCs)

PLC, as explained earlier, is a group of educators and other stakeholders who meet regularly to share expert knowledge, skills and experiences for the improvement in the performance of learners, through effective lesson delivery and assessment. PLCs serve as an innovative mechanism for transforming the learning culture and social environment of the school. It connects and equips teachers from not only the same school, but from other schools within or outside the geographical location with information, learning and teaching strategies and best practices.

About 50 minutes (one period of co-curricular activities) has been assigned to PLC activities every week on the school's timetable. It can be organised at the cluster or circuit level as well as subject-based. On PLC days, learners will close and go home while teachers meet at PLC sessions to learn and share ideas, concepts, skills, knowledge, and experiences to upgrade and improve themselves.

2. Continuous Professional Development Days (CPDDs)

This will be organised once every quarter – 4 times a year. On these days, learners will be given a holiday to stay at home. Teachers will have a full training day to update their content knowledge, sharpen their lesson delivery and pedagogical skills, as well as share experiences and best practices – leadership for learning, conducive social environment, sustainable learning concepts, etc.

Appendix D: ASSESSMENT IN THE CCP CURRICULUM

The ultimate goal of Assessment is to improve Learner's learning

Introduction: What is Assessment?

Assessment is the process of collecting information or evidence of learning and achievements and using it to improve teaching and learning. It is about getting to know our learners and the quality of their learning. It is an ongoing process for gathering evidence of learning and using it to enhance learners' learning.

Why assess learners in our classrooms?

Assessment is the bridge between teaching and learning and the central process in effective instruction.

Generally, we assess to find out:

- what learners know
- what learners can do, and how well they can do it
- improve learners' learning
- gather evidence of learning
- inform instruction
- yield information about areas of weakness and problems of teaching and learning
- show the strength and weaknesses of learners
- identify individual differences and achievement gaps among learners
- assist teachers in the process of remediation.
- determine whether expected outcomes have been met

The CCP curriculum will be assessed both formatively and summatively but the outcome of both assessments will be used to move learning forward.

Formative Assessment

Formative Assessment is a concept which covers various approaches for using assessment to improve learners' learning. Two of such approaches are assessment **for** learning and assessment **as** learning.

Formative assessment deals with finding out on day-to-day basis, information about learners' progress and difficulties so that immediate measures can be taken.

Any instructional activity that allows teachers to uncover the way learners think about what is being taught and which can be used to promote improvements in learners' learning can serve a formative purpose. Formative Assessment supports learning during the learning process.

Characteristics of Effective Formative Assessment

- Clarifying, understanding, and sharing learning goals and criteria for success with learners.
- Creating effective classroom discussions, questions, activities, and tasks that offer the right type of evidence of how learners are progressing to the agreed learning goals.
- Providing feedback that moves learners forward.
- Activating learners as learning resources for one another.
- Activating learners as owners of their own learning.
- Using varied instructional methods to meet diverse learner's needs.
- Using varied approaches to assessing learner's understanding.

(Thompson & William, 2007)

Summative Assessment

It is an assessment which is generally taken by learners at the end of a unit, a term or semester, end of year or a course to demonstrate the "sum" of what they have or have not learned.

- Usually, it is called Assessment of Learning
- It compares learners' knowledge or skills against standards or benchmarks.
- It evaluates mastery of learning and offers information on what learners know and do not know.
- It provides educators with the metrics to know what's working and what's not.

- Usually, it is high stakes, for example when used for promotion, admission, certification, selection, accountability, etc.
- Can also be used formatively if it provides feedback to inform teaching and learning.
- Does not provide teachers with vital information to use in crafting remedial instruction.
- Plays a pivotal role in education by troubleshooting weaknesses in the system despite its shortcomings.
- Provides educators with valuable information to determine the effectiveness of instruction for a particular unit of study, to make high-stakes decisions and to evaluate the effectiveness of schoolwide interventions.
- Works to improve overall instruction.
 - by providing feedback on progress measured against benchmarks,
 - by helping teachers to improve, and
 - as an accountability instrument for continuous improvement of systems (Hart et al., 2015).

Formative Assessment Approaches

1. Assessment for learning (Afl)

Assessment for Learning (Afl) is an approach, integrated into teaching and learning, which creates feedback for learners to improve learning, i.e. occurs when assessment and learning are integrated.

Afl is not a means of evaluating schools, teachers or learners, rather it is a feedback mechanism.

It provides learners with rich, meaningful and timely feedback on their learning and progress throughout a programme of study. Assessment for Learning is an ongoing part of teaching & learning in which both teachers and learners share the responsibility for learning. It can take many forms, and may be either formal or informal (Yorke 2003). With Afl, teachers can understand better how their learners are learning and use this to plan what they will do next with a class or individual learners. Afl helps the learner to see what they are aiming for and understand what they need to do to achieve those

aims. Afl therefore focuses on the teacher and the learners' understanding.

Why is Afl important?

Assessment for learning is a key pedagogical tool for:

- establishing where the learners are in their learning
- establishing where they are going
- working out how to get them there

(William, 2009)

2. Assessment as learning (Aal)

In this approach, learners are their own assessors. They monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning. Aal helps learners to take more responsibility for their own learning and monitoring future directions. Learners are able to learn about themselves as learners and become aware of how they learn. They reflect on their work on a regular basis, usually through self and peer assessment and decide what their next learning will be.

The teacher's role in assessment as learning is to:

- model and teach the skills of self-assessment
- guide learners in setting their own goals, and monitoring their progress towards them
- provide examples and models of good practice and quality work that reflect curriculum outcomes
- work with learners to develop clear criteria of good practice

Feedback in Assessment

Feedback is an important component of the formative assessment process. Formative assessment gives information to teachers and learners about how learners are doing relative to learning goals. Giving good feedback is one of the skills teachers need to master as part of good formative assessment. (Ref: Susan M. Brookhart)

For feedback to be effective for learners, they need the following:

- an understanding of the desired learning goal;



- evidence about their present position in relation to that goal;
- guidance on the way to close the gap between the two.

Effective feedback should:

- focus on what is being learned (learning outcomes) and how learners should go about it (success criteria)
- occur as the learners are doing the learning, i.e. be given at a time when the response will help the learner improve their learning
- provide information on how and why the learner has or has not met the criteria
- be phrased so the learner can understand how he/she should respond and;
- provide strategies or act as guidance showing how the learner can improve; and
- encourage a dialogue (where appropriate), so the learner can probe for clarification on next steps needed to progress their learning.

Success Criteria

It is important in the learning cycle that the learners and teacher are all aware of what will show that learning has taken place.

Why Are Success Criteria Important?

- Improve understanding
- Empower learners
- Encourage independent learning
- Enable accurate feedback
- Enhance quality assessment which is totally dependent on the use of success criteria

What Are Success Criteria?

'... success criteria summarise the key steps or ingredients the learner needs in order to fulfil the learning goal – the main things to do, include or focus on.' (Shirley Clarke)

Effective Success Criteria

- are **linked** to the learning intention;
- are specific to an activity;
- are measurable;

- are **discussed and agreed** with learners prior to undertaking the activity;
- provide a **scaffold** and focus for learners while engaged in the activity; and
- are used as the basis for **feedback** and peer-/self-assessment

Sample success criteria

B 2.1.2.3.1	Low	Medium	High
Describe a solid-solid mixture and explain how to separate the components	I can correctly identify and give an example of a solid- solid mixture	I can form and describe a solid-solid mixture	I can separate a solid-solid mixture into its components

Assessment for Learning Strategies

The following are samples of activities that you can try in your classroom. These can be adapted to be applied to all subjects and stages of education.

Shared Learning Goals

Promote learner's autonomy over their learning progression by sharing with them the learning goals, and most importantly the success criteria.

Learners write or ask questions

For example –

- About what they would like to know on a new topic;
- To ask the teacher or other learners in order to assess their learning;
- To demonstrate their learning/misconceptions/areas they would like to further explore.

Lesson Target Setting

- Make the lesson more purposeful for learners by setting targets at the beginning about what you and the class are going to do;
- These can be referred to through the lesson and/or revisited in the plenary;
- Learners could then show how they have met targets in the plenary and/or set targets for next lesson.

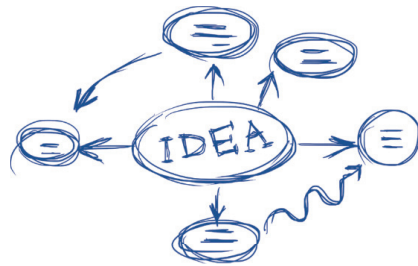
Making Learning Goals Clear



- Put lesson goals on the board at the beginning of the lesson;
- Talk to learners about why they are studying what they are studying;
- Contextualise short-term goals in long-term goals and make real life application clear (e.g. understanding the nature of things in the environment – living and non-living will contribute to our wider understanding of the world around us) and;
- Check with learners whether they understand the goals of the lesson.

Brainstorming

- Brainstorming is a technique used to determine what a learner may already know about a particular topic. Learners often feel free to participate because there is no criticism or judgment.
- Follow this with a clear description of what concepts to be covered in the lesson (to consolidate and clarify understandings)



Devising Questions

Devise questions that –

- Challenge common mistaken beliefs about a topic (misconceptions)
- Create conflict that requires discussion
- Explore ambiguity and encourage discussion and clarification

Wait time

- Wait time allows learners time to think and therefore to produce answers. Also, not everyone in the class thinks at the same speed or in the same way – waiting allows learners to build their thoughts and explore what has been asked.
- 2 types of wait time –

- Teacher speaks and then waits before taking learners' responses.
- Learner response ends and then teacher waits before responding. This gives the learner space to elaborate or continue – or for another learner to respond.

Observations

Teacher observations can be made in the course of delivery, during times of questioning and feedback and when learners are engaged in activities, either alone or with peers or groups. Look out for the look of confusion, nod or spark of understanding etc. We observe to be responsive and adjust to keep the learning going or notice when it is time to stop or recap a concept.

Tell your neighbour

- Learners 'tell their neighbour' as a means of articulating their thoughts.
- Ask a question, give thinking time and then ask learners to tell their neighbour their thoughts.
- This can either prepare whole class for 'hands down' questioning (where teacher asks randomly selected learner to contribute) or can precede a whole class discussion.

Think–Pair–Share

Give learners the opportunity to articulate their thinking before answering:

- Allow 30 seconds – 1-minute silent thinking before any answers
- Ask learners to write some thoughts down before answering
- Ask learners to brainstorm in pairs first for 2-3 minutes
- Then, get learners ready to talk about their own ideas or their group's ideas in a whole class discussion

Think–Pair–Square

- Think-Pair-Square is the same as Think-Pair-Share except that learners share their answers with another pair instead of the whole class.



Debates

- Debates enable the teacher to informally evaluate learners' oral work by assessing their oral presentation skills in terms of their ability to understand concepts and present them to others in an orderly fashion.

Post-It /Slate/ Mini-whiteboard/ Rough-workbook

Use post-it notes (or the other materials above) to evaluate learning. Groups, pairs or individuals can answer:

- Did I meet the success criteria?
- What should be done to improve next time?

Or:

- What have I learnt?
- What have I found easy?
- What have I found difficult?
- What do I want to know now?

K – W – L

- At the beginning of a topic let learners create a grid with three columns –

What They <u>Know</u>	What They <u>Want To Know</u>	What They Have <u>Learnt</u>
-----------------------	-------------------------------	------------------------------

- They begin by brainstorming and filling in the first two columns and then return to the third at the end of the unit (or refer throughout).
- Variation – extra column 'How Will I Learn?'

Response Partners

- Paired or partnership oral marking. Learners invite a partner or a group to discuss or comment on their work. For it to be effective, learners should be aware of the learning goals and success criteria. They should also appreciate the role of a response partner – to offer positive and constructive feedback around the learning goals.
- Learners could be given prompt questions to ask the person who has done the work.

Exemplar Work

- When setting learners a piece of work, show them examples that make it clear what it is they are being asked to do – and what they need to do in order to meet the assessment criteria.
- Learners could mark exemplar work using the assessment criteria. This will help model what is being asked for and how it relates to the process of assessment.

2 Stars and a Wish

For peer assessment, ask learners to give two stars and a wish.

- Two stars = 2 things that are good about the piece of work.
- A wish = something they can improve to make it even better.

Traffic Lights

Use traffic lights as a visual means of showing understanding. Coloured card or paper could be used.



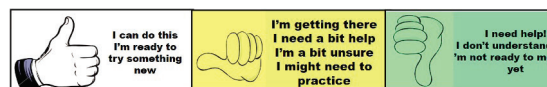
- Variation – Using smiley faces

Where coloured card is unavailable, simple face emojis can be used to communicate learners' understanding.



Hand Signals

- Hand signals range from learners raising their hands to respond to a question posed by the teacher to a group to “thumbs up/down” signal to determine learners “acknowledged” understanding of a concept or process.



When using traffic lights or hand signal techniques, it is important to ask a few follow up questions to check learners' actual level of understanding. Learners who are confident can also be used



to support or explain to others who are not as confident yet.

Show and Tell

- During teaching, you can use mini-whiteboards/slates/rough-work book so that every learner can write or draw their answer and show it to you (or their peers) immediately. Follow up with questioning to check for genuine understanding or to build upon answers especially in subjects like [insert subject] where there is often one answer.

Active Learners

Key to AfL is learners being active, engaged participants in their learning. Think of ways in which content can be manipulated for these ends, rather than the other way round. If the content seems boring make the approach fun or interesting.



Learners write Questions

For example –

- About what they would like to know on a new topic
- To ask the teacher or other learners in order to assess their learning
- To demonstrate their learning/misconceptions/ areas they would like to further explore

The classroom could have a question box where learners drop questions at the end of a lesson.

Or, a plenary could involve learners writing questions that the class then work on together, or forms the basis of the next lesson.

Learners ask Questions

Create opportunities for learners to ask questions. This could be of their peers, of the teacher or as a means to develop discussion.

A 'question box' for written questions offers a different means of communication for learners

Allow time for learners to ask questions about pieces of work. This helps open up assessment and eliminate ambiguity

Comment-only Marking

Comment-only marking provides learners with a focus for progression instead of a reward or punishment for their ego (as a grade does).

Comments could be made in books, in a table at the front of their books, in a learning diary or journal. The latter are helpful for teacher and learner to track the progression of comments and see improvement.

Comments should make it clear how the learner can improve.

Plan activities and work with feedback in mind – let the design assist the process.

Mid-unit Assessment

Having an assessment at the end of a unit may not provide time for you to go over areas learners have struggled with, or in which there are general misconceptions.

Timing assessment during a unit allows time to review, reflect and revisit. It also gives the teacher an opportunity to focus explicitly on areas of weak understanding supported by evidence.

Might

When questioning, insert the word 'might' to give learners greater opportunity to think and explore possible answers.

e.g.

What is meaning of democracy?

What might the meaning of democracy be?

The first infers a single answer known by the teacher whereas the second is inherently more open.

What might the Great Depression look like today?

Wait time

Wait time allows learners time to think and therefore to produce answers. Also, not everyone in the class thinks at the same speed or in the same way – waiting allows learners to build their thoughts and explore what has been asked.

2 types of wait time –



- i) Teacher speaks and then waits before taking learners' responses.
- ii) Learner's response ends and then teacher waits before responding. This gives the learner space to elaborate or continue – or for another learner to respond.



Open vs closed

Closed questions can be useful however they are not great at facilitating the use of abstract thinking skills, encouraging talking or eliciting much understanding. Open questions are more likely to do this and thus improve learning. E.g.

Did you go out last night? - (How can you make this question open?)

What did you do after school yesterday?



Exemplar Work

When setting learners a piece of work, show them examples that make it clear what it is they are being asked to do – and what they need to do in order to meet the assessment criteria.

Learners could mark exemplar work using the assessment criteria. This will help model what is being asked for and how it relates to the process of assessment.



Learner Marking

By taking part in the process of assessment, learners gain a deeper understanding of topics, the process of assessment and what they are doing in their own work. This helps to make them more aware of 'what

learning is' and thus see their own learning in this way.

Learners could self- or peer- mark homework or assessments.

This could be done in pairs or individually with a learner-made or 'official' mark-scheme.



Lesson Target Setting

Make the lesson more purposeful for learners by setting targets at the beginning about what you and the class are going to do.

These can be referred to through the lesson and/or revisited in the plenary.

Learners could show how they have met targets in the plenary and/or set targets for next lesson.



2 Stars and a Wish

For peer assessment, ask learners to give two stars and a wish.

Two stars = 2 things that are good about the piece of work

A wish = something they can improve to make it even better



Articulate then Answer

Give learners the opportunity to articulate their thinking before answering –

- 30 seconds silent thinking before any answers
- Brainstorm in pairs first for 2-3 minutes
- Write some thoughts down before answering
- Discuss with your neighbour first



Tell your Neighbour

Learners 'tell their neighbour' as a means of articulating their thoughts.

- Ask a question, give learners time to think and then ask learners to tell their neighbour their thoughts.
- Tell learners what the new topic is and ask them to tell their neighbour everything they know about it.



Idea Thoughts

When you have received an answer to a question, open up the thinking behind it by asking what others think about the idea. E.g. "What do others think about _____'s idea?"



Devising Questions

Devise questions that –

- Challenge common misconceptions
- Create effective classroom activities, questions and tasks that prompt the right type of discussions
- Explore ambiguity and encourage discussion and clarification

Learning Journal

Create a learning journal in which learners can reflect and review their learning. It could include plenary activities, a target setting chart, aims and goals, etc.



Group Feedback

Group feedback to a teacher concerning peer-assessment of work can help make the teacher aware of learning needs in a manageable way.

If a group feeds back then it draws more attention and presents information that has already been ordered and sorted (meaning less repetition for the teacher).

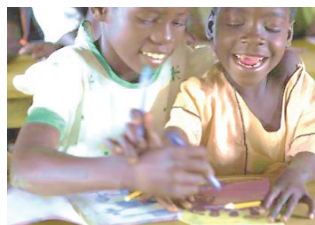


Peer Marking

Learners mark each other's work according to assessment criteria.

Encourages reflection and thought about the learning as well as allowing learners to see model work and reason past misconceptions.

Opportunities to do this throughout individual lessons and schemes of work.



Teach Collaboration

Peer assessment requires learners to act collaboratively. Indeed, AfL is a collaborative enterprise therefore, explicitly teach skills of collaboration.

This process can be assisted by discussing collaboration with learners and making it visible as a part of the classroom.



Traffic-Light Revision

When revising a topic or subject, work through the different areas with learners and ask them to traffic light according to their grasp of each.

Subsequently, learners should be able to target their revision more carefully and engage in it actively,

rather than simply reviewing everything they have done or reading passively over their entire notes.



Group Answers

Learners work in small groups to agree on answers – when tests are returned or in other situations.

The process of agreeing should include reasoning over the validity of the consensus answer, as well as reasoned negation of misconceptions or wrong answers.

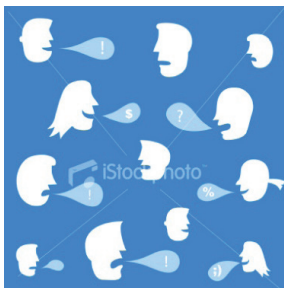


Think-through Talking

Talking allows learners to articulate their thoughts and thus to learn.

Encourage thinking through talking with –

- Discussion activities
- Structured group/pair work
- Modelling by teacher and learners (small group work increases the ‘surface area’ of talk in the classroom as opposed to whole class discussions)



Communication

Ask learners to communicate thinking through different mediums – not just writing; drawing, drama, maps, sculpture etc.

The medium is the message and therefore circumscribes to some extent how communication can take place. Using alternative mediums allows the teacher to ‘see’ learners’ understanding from different angles.



Appendix E: DESIGNING SCHOOL TIMETABLES

A **school timetable** is a table for regulating and coordinating activities of the learners, teacher and school. Timetables are cyclical. These activities recur every week or every fortnight (in cases of shift schools).

The timetable for the Common Core Programme (CCP) Curriculum to be rolled out in the 2020/21 academic year has the following characteristics.

1. Proposed Contact Hours (Time on Task)

Number of periods per day:	8 periods
Number of periods per week:	40 periods (8 periods × 5days)
Duration per period:	50 minutes

2. Length of School Day

Time on Task:	400 minutes (50 minutes × 8 periods)
Break Time	60 minutes (two breaks at 30 minutes each)
Extra-curricular activities	50 minutes per day
Total length of school day	510 minutes (8.5 hours)

3. Proposed options for Length of School Day

S/No	Lessons Start	Lessons Close	Extra-Curricula
1	7.00am	2.40pm	2.40pm – 3.30pm
2	7.30am	3.10pm	3.10pm – 4.00pm
3	8.00am	3.40pm	3.40pm – 4.30pm

4. Proposed Co-Curricular Activities

- Life and Psychosocial Skills:
 - *Sports and Games*
 - *Tourism, Arts and Culture Club*
 - *STEM Club*
 - *Creative Writers/Debaters Club*
 - *Human Rights Club*
 - *Friends of the Earth Club*
 - *NGO Activities: Talks and Sensitisation etc.*

- Research, Science, Agriculture (Gardening) and Community Project
- Entrepreneurship Development, Guidance and Counselling.
- Library, Sustainable Learning and Study Skills
- Professional Learning Community (PLC), CPD and School/Cluster-based INSET

5. Period Allocations for Subjects

Subject	No. of Periods
Mathematics	4
English	4
Ghanaian Languages	3
French/Arabic	3
Science	4
Computing	3
Social Studies	3
Religious and Moral Education	3
Career Technology	4
Creative Arts and Design	4
Physical Education	3
Worship and Library Studies	2
TOTAL	40

Timetable Template

	30m	1 50m	2 50m	B1 30m	3 50m	4 50m	5 50m	6 50m	B2 30m	7 50m	8 50m	Co-Curricular
M	A S S E M B L Y & R E G			B R E A K					B R E A K			
T												
W												
T												
F												

- **Things to consider when populating the Timetable**

In populating the template to develop a school-based community friendly timetable, the officer should consider the following:

- Local dynamics – average walking distance from home to school.
- Socio-cultural and economic activities etc. within the community.
- If possible, the periods for Mathematics and the languages should be completed before lunch.
- Activity-based lessons such as Computing, Career Technology, and Creative Arts and Design can be organised after lunch.
- PLC should be allocated one of the 5 slots for co-curricular activities.

For further inquiries contact

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Appendix F: LEARNING SCENARIOS

Case Study I

Consider these two lesson scenarios and then discuss and answer the questions below:

Scenario 1

When the teacher enters her B3 class, some of the learners are shouting at each other; some are talking quietly; some are moving around restlessly; and others are quietly waiting for the lesson to begin. She claps her hands and the learners take out their books. The teacher asks the learners what they read yesterday. When they tell her, she asks them to go to the next story, 'The Hare and the Hyena'.

One of the learners, who has been chosen to always be the reader in this class, stands up and begins to read this story. While the boy is reading, some learners are still trying to find their book, and others are still talking; many of them do not have a book to follow. Only a few learners are paying attention to the text and listening to the boy read. While this is happening, the teacher completes the attendance register and occasionally looks up and shouts "Hey, look at your books and follow. I am going to ask some questions. All of those who do not answer the questions correctly will have extra homework."

When the text has been read aloud by the reader, the teacher asks a few questions about the text. Those who are listening and know the answers raise their hands and the teacher calls on them to give the answers. The teacher tells the learners to read the text again at home for homework, then the lesson ends.

Scenario 2

When the teacher enters her B3 class she spends a few minutes talking to the class, encouraging them to relax, interact, smile and laugh. The learners see she is carrying a book, 'The Hare and the Hyena' and the teacher holds the book up so all the learners can see it. Then the teacher introduces the book by asking questions about it to gain their interest. She asks questions at different levels for example:

'What colours are on the cover of this book?'
'What is on the cover of this book?'

'Who do you think are the main characters in this book?' 'What is the name of the book?'

'Who is the author?' What do you think the book is about?

She waits a moment after each question to give an opportunity for all the learners to raise their hands before choosing one to give the answer. Sometimes she asks a learner who hasn't raised their hand, if she thinks they will know the answer but are being lazy. The teacher goes on to ask other members of the class to explain what an author does, and then asks the learners to raise their hands if they know what a hare and a hyena are. She asks if any of the learners have seen these animals and what the animals did.

The teacher asks the learners what they think the hare and the hyena will do in the book. She then asks them to work in pairs to discuss what they think the story is about and how the story might begin and end. After a few minutes, the teacher asks one pair to give the results of their discussion. She asks if any other pairs think the same and they raise their hands. She then asks any of the remaining pairs for their thoughts. Finally, the teacher reads the first part of the story. As homework, she asks her learners to bring stories or information about the animals from their family, community members or elder peers for the next day. She tells them they will read and find out the end of the story tomorrow.

Discuss and answer:

1. Which of the two lessons do you think is most effective and why?
2. How does the teacher gain and maintain all learners' attention, participation and engagement?
3. What does the teacher do to accommodate all ability levels?
4. How does each teacher assess learning?
5. Can you find any missed opportunities in scenario 2 where the teacher could have used assessment for learning techniques?

6. How does the teacher use existing material and human resources in an interesting way?

Case Study 2

Consider these two lesson scenarios and then discuss and answer the questions below:

Scenario 1

The Ghanaian Language teacher enters the JHS 1 class and shouts for everyone to sit down and listen. She waits while some of the learners take out their books. The teacher tells the class they will learn about naming systems. She asks the class to open to the specific page in the textbook. Then she calls one of the learners to read aloud, while the others follow the text in their textbooks.

As the student reads the text, the teacher marks the exercise books of another class. Although only few learners in the class paid attention to the reading, when it was complete, the teacher asks them to re-read the text aloud together. She instructs the learners to answer in their exercise books, the questions that follow the text.

The teacher continues to mark the exercise of the other class, until the end of the lesson. She stops and asks learners to show by hand those who have completed the exercise. Five learners raise their hands. The teacher says, "Good." She tells those who are yet to complete the exercise to take the exercise home as homework.

Scenario 2

The teacher starts her JHS 1 Ghanaian Language lesson by asking learners what they learned in the previous lesson. She encourages learners to engage and interact with each other. She asks them to submit their homework.

After this, she explains that they are going to talk about naming systems with the focus on child naming in Ghana. She tells the learners that, they will discuss the stages of naming and the items used at each of the stages. She asks learners to write what they know on child naming on a piece of paper and paste it on the walls in the classroom for a gallery walk.

She asks learners to discuss in pairs what they observed during the gallery walk. She calls on each pair of learners to share their experiences with the rest of the learners. She then shows a video of a traditional child naming ceremony and asks learners to pay attention to the various stages of the naming process. She asks them to also jot down the items used at every stage of the ceremony.

She puts learners into groups and assigns each group one stage of the naming ceremony. Each group is to write the items used at the assigned stage, as well as how they were used. Learners are also supposed to discuss why the items were used.

After the group discussions, she calls the groups to make presentations in turn. She leads the class to discuss every group's presentation and adds on to their views where necessary. She asks the learners to make a short sketch on child naming ceremony, before giving them as homework how child naming ceremony is done in modern day.

Discuss and answer:

1. Which of the two lessons do you think is most effective and why?
2. How does the teacher gain and maintain all learners' attention, participation and engagement?
3. What does the teacher do to accommodate all ability levels?
4. How does each teacher assess learning?
5. Can you find any missed opportunities in scenario 2 where the teacher could have used assessment for learning techniques?
6. How does the teacher use existing material and human resources in an interesting way?

Appendix G: FIDELITY OF IMPLEMENTATION OF THE COMMON CORE PROGRAMME (CCP)

KEYS (✓ TICK AS APPLIES): YES: Indicates indicator has been attained

NO: Indicates that indicator has not been attained

NOT YET: Indicates that the indicator is yet to be initiated

NEEDS SUPPORT: Indicates indicator where a teacher needs assistance from a SISO, Head teacher, a colleague, a resource person, Curriculum lead or any DEO. A teacher can tick any of the above three and this section. Write specific area the teacher needs support in the Remarks Column. **NB: Not applicable to all indicators**

A. TEACHERS CHECKLIST

S/N	INDICATORS	YES	NO	NOT YET	NEEDS SUPPORT	REMARKS
1.	Prepares and submits lesson notes on time					
2.	Applies differentiation and scaffolding in lesson delivery					
3.	Understands Assessment for Learning, Assessment as Learning and Assessment of Learning strategies					
4.	Frequently uses Assessment for Learning, Assessment as Learning and Assessment of Learning strategies in lessons					
5.	Gives immediate feedback to learners after assessment					
6.	Has teacher learner resource packs available for lesson planning and delivery					
7.	Understands issues of barriers to learning and takes measures to assist learners overcome them					
8.	Partakes in PLC meetings					
9.	Partakes in school clubs and societies					
10.	Assists learners as individuals with differentiated abilities, needs, achievement and learning styles					
11.	Shares learning goals and success criteria with learners before lessons					
12.	Maintains consistent and proactive discipline					
13.	Anticipates classroom challenges					
14.	Remediates where learners have learning difficulties					
15.	Assists learners to reflect and take responsibility of their own learning					
16.	Assists learners set their own goals					
17.	Works with learners to develop clear criteria of good practice					
18.	Supports school administration with assigned tasks and responsibilities effectively					

B. HEADTEACHER

S/N	INDICATORS	YES	NO	NOT YET	NEEDS SUPPORT	REMARKS					
1.	Understands the Core Competencies, 4Rs, Knowledge, Skills, Values and Attitudes										
2.	Specific remedial programmes are put in place to help learners with learning needs										
3.	Conducts classroom observation (<i>Select One</i>) <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>A. Once a week</td> </tr> <tr> <td>B. Twice a week</td> </tr> <tr> <td>C. More than once a week</td> </tr> <tr> <td>C. Once every two weeks</td> </tr> <tr> <td>D. Once a month</td> </tr> </table>	A. Once a week	B. Twice a week	C. More than once a week	C. Once every two weeks	D. Once a month					
A. Once a week											
B. Twice a week											
C. More than once a week											
C. Once every two weeks											
D. Once a month											
4.	Provides feedback on classroom observation for teachers to improve teaching and learning										
5.	Supervises records keeping on PLC meetings										
6.	Takes part in INSETS and PLC sessions in the school this term										
7.	Has Curriculum Lead (CL) in the school										
8.	Takes measures to overcome barriers of learning in the school										
9.	Has functional clubs and societies in the school										
10.	Monitors activities of clubs and societies in the school										
11.	Teacher and Learner Resource Packs and other resources for each subject available										
12.	Teaches alongside administrative duties										
13.	Supports teachers to access additional resources for implementation of the CCP										
14.	Involves the community in the implementation of the CCP										
15.	The community provides support to the school in implementing the SBC										
16.	SISO supports the school in the implementation of the CCP										
17.	Aside the SISO, other District Education Officers come to this school to monitor facilities, teaching quality, or teacher attendance										

C. CURRICULUM LEAD

S/N	INDICATORS	YES	NO	NOT YET	NEEDS SUPPORT	REMARKS					
1	Organises PLC meetings in the school (<i>Select One</i>) <table border="1" style="margin-left: 20px;"> <tr> <td>A. Once a week</td> </tr> <tr> <td>B. Twice a week</td> </tr> <tr> <td>C. More than once a week</td> </tr> <tr> <td>C. Once every two weeks</td> </tr> <tr> <td>D. Once a month</td> </tr> </table>	A. Once a week	B. Twice a week	C. More than once a week	C. Once every two weeks	D. Once a month					
A. Once a week											
B. Twice a week											
C. More than once a week											
C. Once every two weeks											
D. Once a month											
2	Keeps record of PLC meetings										
3	Partakes in INSET meetings in the school										
4	Develops and initiates capacity building programmes to support efficient implementation of the CCP										
5	Involves resources person to address challenges during PLC meetings										
6	Has resources to assist during PLCs meetings										



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