ORIENTATION OF PRIMARY SCHOOL TEACHERS TOWARDS THE IMPLEMENTATION OF THE REVISED CREATIVE ARTS CURRICULUM FOR B1–B6
Creative Arts Training Guide

Enquiries and comments on this Training Guide should be addressed to:
The Executive Secretary
National Council for Curriculum and Assessment (NaCCA)
Ministry of Education
P. O. Box CT PM 77
Cantonments
Accra
Telephone: 0302909071, 0302909862
Email: info@nacca.gov.gh
Website: www.nacca.gov.gh

This publication is not for sale. All rights reserved. No part of this
publication may be reproduced without prior written permission
of the Ministry of Education, Ghana

Ministry of Education
Ghana
Foreword

The curriculum for Kindergarten (KG) and Basic Year 1 to 6 (B1 – B6) was revised and approved by the Cabinet of the Republic of Ghana in March 2019. The revision, done through a comprehensive consultative process, led by the National Council for Curriculum and Assessment (NaCCA) is Government’s action towards providing equitable, quality, inclusive education and lifelong learning opportunities for all. This action of Government is in line with national priorities and the United Nation’s Sustainable Development Goals, especially Goal 4.

The revised Primary School curriculum is Phase 1 of government’s plan to review and revise the entire pre-tertiary education curriculum with a deliberate focus on the 4Rs of Reading, Writing, Arithmetic and Creativity. The revised curriculum is also intended to equip all learners from Ghana’s schools with core competencies, essential skills and values necessary for the learners to become creative, honest and responsible citizens — nationally and globally. It is expected that by going through the learning opportunities provided by the revised curriculum, teachers will ensure that all learners — at any point of their exit from formal education — are critical thinkers, numerate, digital literates, problem solvers with enormous leadership, communication and interpersonal skills.

Critically, the revised primary school curriculum is aimed at ensuring that all learners in Ghana’s schools receive quality education with improved learning outcomes. The revision replaces the content-focused objectives-based curricula used in the country in the last three decades with the standards-based curricula that emphasise both the development of subject content and core competencies. This revision provides every school and teacher with adequate information on what to use to measure ‘what each learner learns, understands and is able to do’ at the various levels of academic progression. The adoption of the standards-based curriculum model requires that accountability in Ghana’s schools is enhanced, that teachers use creative pedagogical approaches and that a culture of continuing professional development for teachers is created. As a first step, Professional Learning Communities (PLC) will be institutionalised across the country. Teachers who are the gatekeepers to the effective implementation of the revised curriculum therefore need to be oriented and trained.

It is for this reason that the Ministry of Education through NaCCA has developed this guide for the orientation and preparation of teachers to start teaching the revised curriculum. The guide is to help facilitators and educational experts provide quality training for every teacher through in-service training. The training for in-service teachers based on the Guide will provide participants with detailed information about the content of each subject and the associated core competencies. The participants will become reflective practitioners, with the requisite knowledge, skills and experiences needed to hit the ground running when the curriculum arrives in the classrooms across Ghana.

I have no doubt that by working together to effectively implement the revised curriculum, Ghana will become a Learning Nation.

Dr. Prince Hamid Armah
Executive Secretary (Ag.)
**Introduction**

The National Council for Curriculum and Assessment (NaCCA) has developed this Training Guide to support the preparation of in-service teachers to implement the primary school curriculum. In-service teacher preparation approaches will include training workshops, seminars and classroom support to ensure that teachers develop the conceptual understanding of the subjects and general learning and teaching approaches at each basic year level and phase. The guide has been developed by the individuals who will be facilitating the training of classroom teachers for the implementation of the revised primary school curriculum.

The guide is divided into four modules. Module one exposes teachers to the rationale for revising the school curriculum and what is new in the primary school curriculum. The remaining three modules have a special focus on pedagogy — creative approaches — for learner centred teaching that is required for improving learning outcomes in Ghana’s schools. The modules emphasise the approaches needed to support the development of global core competencies and highlight assessment strategies required to enable the improvement in learning outcomes. The four modules have been field-tested in urban, peri-urban and rural classroom settings with positive outcomes.

The guide 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 revised curriculum — to follow the sequence and progression of learning areas in the curriculum. It is to enable teachers to understand the content of the curriculum; strands, sub-strands, standards, indicators and exemplars and related lesson planning, identification and use of resources, creative pedagogic approaches and assessment.

Also captured in the guide is the plan for the initial national training to include the training of trainers at national, regional and district levels and the preparation of classroom teachers on the revised curriculum so that they are better positioned to implement it. The training involves upstream training for 157 National Trainers, Midstream Training of 4,320 Regional and District Trainers and downstream training of 151,886 teachers across the country. This initial training shall be followed by regular in-service training, refresher courses at both school and cluster level through time-tabled continuous professional development sessions and Professional Learning Communities (PLC).
Therefore, the guide aims to:

- provide facilitators with the necessary tools and guidelines for training primary school teachers for the effective implementation of the revised curriculum.

- enable facilitators to understand the concept of the new standards-based curriculum and its importance in the education, growth and development of the Ghanaian learner for national development.

- provide guidelines to experts who are directly or indirectly involved in activities aimed at improving the quality of education in Ghana.

To use the guide, facilitators:

- should read thoroughly every activity captured under the various sessions to ensure that they have a conceptual understanding and imbedded meaning of each activity.

- should consult the NaCCA training team for required clarification and support.

- are to ensure that the recommended training resources are available in their right quantities.

- are to note that the approaches suggested for an effective delivery of the training are not exhaustive.

- are encouraged to use other more creative strategies that can help achieve the goals of the training.

As a guide, all participants in the various nationwide training programs and in the implementation of the curriculum should daily ask the following critical questions:

1. What do my learners need to know, understand, and be able to do? (Plan)
2. How do I teach effectively to ensure learners are learning? (Do)
3. How do I know students are learning? (Reflect)
4. What do I do when students are not learning or are reaching mastery before expectation? (Revise)

Users of this guide (facilitators) should therefore consider, among other things:

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

Table 1, Materials Required, gives a summary of the content of the Training Guide as captured in the various sections of the guide. It also provides details on the references, resources and materials required by facilitators and participants to ensure an effective orientation programme.

<table>
<thead>
<tr>
<th>Session</th>
<th>Session Topic</th>
<th>Materials for the Training</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1.1</td>
<td>Welcome, Introductions, and Overview</td>
<td>• Info Sheet&lt;br&gt;• Self-assessment strip</td>
<td></td>
</tr>
<tr>
<td>Session 1.2</td>
<td>Highlights of the National Pre-Tertiary Curriculum Framework (NPCF)</td>
<td>• PPT 1: Handout of the highlights</td>
<td></td>
</tr>
<tr>
<td>Session 1.3</td>
<td>Introduction to the new Creative Arts Curriculum</td>
<td>• PPT 2&lt;br&gt;• Copies of the curriculum document (enough for all trainers and teachers)</td>
<td></td>
</tr>
<tr>
<td>Session 1.4</td>
<td>Understanding the Front Matter of the Creative Arts curriculum</td>
<td>• PPT 3&lt;br&gt;• Copies of the Creative Arts curriculum</td>
<td></td>
</tr>
<tr>
<td>Session</td>
<td>Session Topic</td>
<td>Materials for the Training</td>
<td>Page</td>
</tr>
<tr>
<td>----------</td>
<td>-------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Session 2.2</td>
<td>Creative Pedagogies used in Creative Arts lessons</td>
<td>• PPT 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher Resource Pack</td>
<td></td>
</tr>
<tr>
<td>Session 2.3</td>
<td>Demonstration of creative and learning-centred Pedagogies used in Creative Arts lessons</td>
<td>• Flip chart, markers,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Other TLMs that facilitators may request for</td>
<td></td>
</tr>
<tr>
<td>Session 2.4</td>
<td>Assessment strategies used in Creative Arts lessons</td>
<td>• PPT 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher Resource Pack</td>
<td></td>
</tr>
<tr>
<td>Session 2.5</td>
<td>Barriers to learning</td>
<td>• PPT 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher Resource Pack</td>
<td></td>
</tr>
<tr>
<td>Session 3.2</td>
<td>Teaching and learning resources for teaching Creative Arts</td>
<td>• PPT 7</td>
<td></td>
</tr>
<tr>
<td>Session 3.3</td>
<td>Use of Instructional Time: Phases/Stages of a Lesson</td>
<td>• PPT 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher Resource Pack</td>
<td></td>
</tr>
<tr>
<td>Session 3.4</td>
<td>Writing Scheme of learning</td>
<td>• PPT 9</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher Resource Pack</td>
<td></td>
</tr>
<tr>
<td>Session 3.5</td>
<td>Lesson Planning</td>
<td>• PPT 10</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher Resource Pack</td>
<td></td>
</tr>
<tr>
<td>Session</td>
<td>Session Topic</td>
<td>Materials for the Training</td>
<td>Page</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------------------------------------------------------------------</td>
<td>----------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Session 4.2</td>
<td>Reflective Practice: Professional Learning Community (PLC)/School-Based In-service (SBI)</td>
<td>• PPT 11</td>
<td></td>
</tr>
<tr>
<td>Session 4.3</td>
<td>Roles and responsibilities of the Key Actors in the PLC (DDE, CS, HT, CL/Coach and teachers)</td>
<td>• PPT 12</td>
<td></td>
</tr>
<tr>
<td>Session 4.4</td>
<td>Coaching Sessions</td>
<td>• PPT 13</td>
<td></td>
</tr>
<tr>
<td>Session 4.5</td>
<td>Professional Learning Community (PLC)</td>
<td>• PPT 14</td>
<td></td>
</tr>
</tbody>
</table>
# TABLE OF CONTENTS

FOREWORD .................................................................................................................................................. ii

INTRODUCTION .......................................................................................................................................... iii

TRAINING GOALS ....................................................................................................................................... 3

LEARNING OUTCOMES ............................................................................................................................... 3

TRAINING SCHEDULE ................................................................................................................................ 5

DAY 1 ............................................................................................................................................................ 6

Module 1: Introduction and Opening and Training Overview ................................................................. 6

Session 1: Welcome, Introductions, Overview ......................................................................................... 8

Session 1.1: Welcome, Introductions, and Overview ............................................................................. 8

Session 1.2: Highlights of the National Pre-Tertiary Curriculum Framework (NPCF) .......................... 11

Session 1.3: Introduction to the new Creative Arts Curriculum ............................................................ 12

Session 1.4: Understanding the Front Matter of the Creative Arts curriculum ................................... 14

DAY 2 ........................................................................................................................................................... 17

Module 2: Pedagogy and Assessment ...................................................................................................... 17

Session 2.1: Review of previous day’s work and Overview of Module 2 ............................................. 18

Session 2.2: Pedagogies used in Creative Arts lessons ......................................................................... 19

Session 2.3: Demonstration of creative and learning-centred Pedagogies used in Creative Arts lessons ............................................................................................................................................. 21

© NaCCA, 2019
TRAINING GOALS

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

1. understand major learning gaps that the new curriculum has addressed.
2. show understanding through practice of the pedagogical tools required to effectively implement the curriculum.
3. initiate the process of establishing, and engaging in Professional Learning Communities (PLCs) as a tool for promoting reflective practice and whole school development.
4. identify the necessary resources and support structures needed to ensure smooth implementation of the curriculum.
5. understand the processes and the essential tools for lesson planning, assessment, monitoring and reporting on learners’ progress.

LEARNING OUTCOMES

At the end of the training, the trainers/teachers will be able to:

- describe the major learning gaps in the new Creative Arts curriculum is designed to address (Goal 1);
- explain the major differences between the standards-based curriculum and the existing Creative Arts curriculum (Goal 1);
- identify the primary features of the Creative Arts standards-based curriculum and explain what is new in teaching in primary schools (Goal 1);
- explain the nature and why the subject is taught in school and the differences between the pedagogies used in lessons in the objective-based curriculum and the revised standards-based curriculum (Goal 2);
- demonstrate the use of a variety of pedagogical tools that can be used in Creative Arts to effectively implement the curriculum (Goal 2);
- explain what core competencies are and the differences between the assessment strategies used in the implementation of the objectives-based curriculum and the revised standards-based curriculum (Goal 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 revised standards–based curriculum (Goal 2);

• describe the way to write lesson plans and schemes of Learning for a standards–based curriculum;

• 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 (Goal 3);

• explain the roles and responsibilities of the Key Actors\(^1\) in the PLC (DDE, CS, HT, CL/Coach and teachers) (Goal 3);

• describe the necessary support structures needed to ensure circuit supervisors and head teachers can assume and sustain their roles effectively (Goal 4);

• demonstrate the use of a variety of assessment strategies (including those for assessment – for, of and as) in Creative Arts to ensure learners are developing understanding and acquiring skills and the core competencies (Goal 5);

• explain “fidelity of implementation” and its role in measuring success and impact of new initiatives (Goal 5);

• develop a school action plan to ensure a dynamic ongoing monitoring and reporting of the progress of the implementation of the new curriculum throughout the school year (Goal 5).

\(^1\)DDE – District Director of Education; CS – Circuit Supervisor; HT – Head teacher; CL – Curriculum Leader.
## TRAINING SCHEDULE

<table>
<thead>
<tr>
<th>Day/ Time</th>
<th>7:00 - 8:00</th>
<th>9:00 - 9:20</th>
<th>9:20 - 10:20</th>
<th>10:20 - 11:00</th>
<th>11:00 - 11:15</th>
<th>11:15 - 12:15</th>
<th>12:15 - 1:30</th>
<th>1:30 - 2:30</th>
<th>2:30 - 3:45</th>
<th>3:45 - 5:00</th>
<th>6.30 - 7:30</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 hr 20 m</td>
<td>1 hr 40 min</td>
<td>15 m</td>
<td>1 hr 15 m</td>
<td>1 hr 15 m</td>
<td>1 hr</td>
<td>1 h 15 m</td>
<td>1 hr 15 m</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### ARRIVAL AND REGISTRATION OF PARTICIPANTS

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Registration / Welcome, Introductions, and Overview</th>
<th>Highlights of the National Curriculum Framework</th>
<th>Introduction to the New Creative Arts curriculum</th>
<th>Introduction to the new Creative Arts curriculum</th>
<th>Understanding the Front Matter in the new Creative Arts curriculum</th>
<th>Understanding the Front Matter in the new Creative Arts curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 2</td>
<td>Creative Pedagogies used in Creative Arts lessons</td>
<td>Demonstration of Creative Pedagogies used in Creative Arts lessons</td>
<td>Demonstration of Creative Pedagogies used in Creative Arts lessons</td>
<td>Assessment strategies used in Creative Arts classrooms</td>
<td>Designing Assessment tasks in Creative Arts</td>
<td>Barriers to learning</td>
</tr>
<tr>
<td>Day 3</td>
<td>Teaching and learning resources for teaching Creative Arts</td>
<td>Use of Instructional Time: Phases/Stages of a Lesson in Creative Arts</td>
<td>Writing Scheme of Learning in Creative Arts</td>
<td>Writing Scheme of Learning in Creative Arts</td>
<td>Lesson Planning in Creative Arts</td>
<td>Demonstration of Creative Arts Lesson</td>
</tr>
<tr>
<td>Day 4</td>
<td>Reflective Practice: PLC/SBI</td>
<td>Roles and responsibilities of the Key Actors in PLC</td>
<td>Coaching Sessions</td>
<td>Coaching Sessions</td>
<td>Monitoring &amp; Evaluation, Reporting on Progress, Planning</td>
<td>Next Steps and Closing</td>
</tr>
</tbody>
</table>

**Day 5**

**DEPARTURE**
## DAY 1

### Module 1: Introduction and Opening and Training Overview

**AGENDA**

<table>
<thead>
<tr>
<th>Session 1.0: Registration</th>
<th>8.00 - 9.00 am</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.00 hour</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 1.1: Welcome, Introductions, and Overview</th>
<th>9.00 - 10.00 am</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview of Role, Responsibilities of Trainers</td>
<td>1.00 hour</td>
</tr>
<tr>
<td>Self-assessment:</td>
<td></td>
</tr>
<tr>
<td>Workshop Norms/Participants expectations</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 1.2: Highlights of the National Pre-Tertiary Curriculum Framework (NPCF)</th>
<th>10.00am - 11.00am</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation and Discussion</td>
<td>1 hour</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Snack Break</th>
<th>11.00am - 11.15pm</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Session 1.3: Introduction to the New Creative Arts Curriculum</th>
<th>11.15am - 1.30pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion on current problems in learning teaching and assessment of Creative Arts</td>
<td></td>
</tr>
<tr>
<td>Presentation on the new Creative Arts curriculum focusing on the key features, definitions, organisation, scope and sequence, etc.</td>
<td></td>
</tr>
<tr>
<td>Group discussion (questions based on the key features)</td>
<td></td>
</tr>
<tr>
<td>Group presentations</td>
<td></td>
</tr>
<tr>
<td>Highlights of differences with old and new curriculum (Group discussion and presentations)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lunch Break</th>
<th>1.30pm - 2.30pm</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Session 1.4: Understanding the Front Matter of the Creative Arts curriculum</th>
<th>2.30pm - 3.30pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion on elements of the Front Matter including the rationale, teaching philosophy, learning philosophy, general aims, core competencies, and instructional expectations etc.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health Break</th>
<th>3.30pm - 3.45pm</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Session 1.4: Understanding the Front Matter of the Creative Arts curriculum (CONT’D)</th>
<th>3.45pm - 5.00pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion on elements of the Front Matter including the rationale, teaching philosophy, learning philosophy, general aims, core competencies, and instructional expectations etc.</td>
<td>1 hour 15 minutes</td>
</tr>
</tbody>
</table>
Module 1: Learning Outcomes

At the end of this module, the learners are expected to:

- Describe the major learning gaps that the new Creative Arts curriculum is designed to address (Goal 1).
- Explain the major differences between the standards-based curriculum and the existing Creative Arts syllabus (Goal 1).
- Identify the primary features of the Creative Arts standards-based curriculum and explain what is new in teaching it in primary schools (Goal 1).
- Explain the nature and rationale or why the subject is taught in school and the differences between the pedagogies used in lessons in the objective-based curriculum and the revised standards-based curriculum (Goal 2).
## Session 1.1: Welcome, Introductions and Overview

<table>
<thead>
<tr>
<th>Opening/Welcome (20 mins)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(see Opening Programme)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Introductions (10 mins)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Say:</strong></td>
</tr>
<tr>
<td>• Welcome everyone! How are you doing? Before we begin today's work, it is important to introduce ourselves.</td>
</tr>
<tr>
<td>•</td>
</tr>
<tr>
<td><strong>Do:</strong></td>
</tr>
<tr>
<td>• Start the day with any interesting 'teaser': this should last about a minute or two.</td>
</tr>
<tr>
<td>• Introduce yourself by mentioning your name and where you come from.</td>
</tr>
<tr>
<td>• Ask each participant to say their name, their school and the grade or level they teach or district.</td>
</tr>
</tbody>
</table>

### Participants expectations/Workshop Norms (5 mins)

| **Do:**               |
| • Ask participants to think–pair–share their expectations of the workshop. |
| • Encourage participants to feel free in sharing whatever knowledge they have as well as their reservations about the subject as the training unfolds |
| • Ask participants to write down their expectations individually on a sticky pad and share in a plenary. |
• Ask participants to paste their written expectations on the wall. (At the end of the session, they will revisit the expectations to find out whether they have been met.)

• Ask participants to come out with working norms/routines to help achieve the training goals.

*Note to facilitator:* The norms should promote an environment where people feel comfortable to share ideas and to ask questions, with the goal of helping one another understand and support one another to become better trainers.

<table>
<thead>
<tr>
<th>Overview of the training (15 mins)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Do:</strong></td>
</tr>
<tr>
<td>• Take participants through the following:</td>
</tr>
<tr>
<td>• Goals of the training (see page 1 of training guide).</td>
</tr>
<tr>
<td>• Learning outcomes for the training (see page 1 of training guide).</td>
</tr>
<tr>
<td>• Schedule for the training (page 3 of training guide).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Roles and Responsibilities of Trainers (5 mins)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Do:</strong></td>
</tr>
<tr>
<td>• Review the main responsibilities of trainers (See appendix).</td>
</tr>
</tbody>
</table>
| • Lead participants to share thoughts on the question below:  
  What do participants think will be the most challenging responsibility? |
Self-assessment (15 min)

Say:

- You will complete self-assessment sheet.
- The assessment is not an examination but a means of measuring the level of your understanding of the key concepts of the curriculum.
- The feedback that will be gathered through the assessment will be used to frame the objectives to better meet your needs.
- You will complete the same self-assessment at the end of the training.
- The post-training assessment feedback will help measure the success of the training.

DO: ★

- Give out the assessment tools to participants.

- Explain the scale that they should use:

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Not at all confident</td>
<td>Slightly confident</td>
<td>Somewhat confident</td>
<td>Confident</td>
<td>Very confident</td>
</tr>
</tbody>
</table>

- Ask participants to complete the Self-Assessment Exercise.
- After 15mins, collect the completed assessment sheets.
### Session 1.2: Highlights of the National Pre-Tertiary Curriculum Framework (NPCF)

<table>
<thead>
<tr>
<th>Highlights of the NPCF</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Presentation (40 mins)</strong> PPT 1</td>
</tr>
<tr>
<td><strong>Do:</strong> ⭐</td>
</tr>
<tr>
<td>- Ask participants to brainstorm and answer the questions below:</td>
</tr>
<tr>
<td>- i. What is a framework?</td>
</tr>
<tr>
<td>- ii. What is a curriculum framework?</td>
</tr>
<tr>
<td>- Record participants' answers on the flip chart.</td>
</tr>
<tr>
<td>- Present PPT 1 participants.</td>
</tr>
<tr>
<td>- Invite one or two questions from participants.</td>
</tr>
</tbody>
</table>

<p>| <strong>2. General discussion on the presentation (20 mins)</strong> |
| <strong>Do:</strong> ⭐ |
| - Ask participants to discuss these questions: |
|  - i. What do you know about the Curriculum Framework? |
|  - ii. What do you need to know about the Curriculum Framework going forward? |
|  - iii. What are the essential features of the Curriculum Framework? |
| - Invite participants to share their views. |</p>
<table>
<thead>
<tr>
<th>Subject</th>
<th>Group</th>
</tr>
</thead>
</table>

### Session 1.3: Introduction to the New Creative Arts Curriculum

1. **Plenary discussion on problems in learning, teaching and assessment of Creative Arts (20 mins):**

   **Do:**

   Facilitator uses the ‘shower thought’ approach to let participants in groups of three or four members discuss one of the following and share their findings with the class.
   - The concept of Creative Arts.
   - Challenges of teaching, learning and assessing Creative Arts.

2. **Group presentations (30 Mins)**

   **Do:**

   Let the various groups present their findings for plenary discussion.

3. **Presentation on the new Creative Arts curriculum focusing on the key features, definitions, organisation, scope and sequence, etc. (30 mins) – PPT 2**

   **Do:**

   - Present PPT 2 to participants.
**Group discussion on the new Creative Arts curriculum (25 Mins.)**

**Say:**

- Why the review of the Creative Arts curriculum?
- What are the aims and goals of the new Creative Arts curriculum?
- What are the strands, sub-strands, standards indicators and exemplars?
- What concepts/themes have been outlined for expressions and their relationship with the sub-strands?
- What are the recommendations for the implementation and expectations of the Creative Arts curriculum?
- Ask groups to discuss the above questions.

**4. Group presentations for plenary discussion (30 mins)**

- Invite groups to present their findings.

**5. Presentation on the highlights of differences between old and new curriculum (30 mins) – PPT 2**

**Do:**

- Present PPT 2 to participants.

**6. Group discussion on the highlights of differences between old and new curriculum (20 mins)**

**Do:**

Ask participants in groups to:

- outline the differences between the new and old Creative Arts curriculum using a chart.
- develop concept map/spidergram to link the new Creative Arts curriculum to the acquisition of foundational skills and core competencies.
Session 1.4: Understanding the Front Matter of the Creative Arts Curriculum

<table>
<thead>
<tr>
<th>Subject</th>
<th>Group</th>
</tr>
</thead>
</table>

1. *Presentation on the Front Matter of the Creative Arts curriculum (15 Mins.) – PPT 3*

**Do:** ★

- Let participants spend two minutes to think-pair-share their views on:
  - i. What is the Front Matter of a curriculum?
  - ii. Why is it important to read the Front Matter of a curriculum?
- Ask four participants to share their views with the whole group.
- Summarise participants’ responses.

2. *Discuss the key elements of the Front Matter to include the rationale, teaching philosophy, learning philosophy, general aims, core competencies, and instructional expectations (65 mins)*

**Do:** ★

- Ask participants to open to the Front Matter of the new Creative Arts curriculum (see also Teacher Resource Pack).
- Put them into groups of five (5).
- Have groups identify, read and discuss the Front Matter:
  
  A.
  - rationale
  - teaching philosophy
  - learning philosophy
  - general aims
  - core competencies
  
  B.
  - instructional expectations.
  - Learning domains (expected learning behaviours).
  - Attitudes and values.
  - Suggested time allocation.
  - Have groups record their key findings on flip charts for presentation.
  - Invite each group to share a specific aspect with the whole groups.

**Presentation on the Front Matter (10 mins)**

**Do:** ★

Present PPT 3 to consolidate the discussions.
End of Day Check-in

End of Day Check-in (10 mins)

Say:

- What are the key lessons you have learnt today?
- What was your favourite part? Why?
- What do you think will be the most challenging for you as a trainer/teacher?
- Write one thing you already knew, one thing that you have learnt today, and one question you still have on sticky notes. After that, share one thing you have learnt with your partner.

Facilitator’s Note: Give out three (3) different colours of the sticky notes: One colour for what they already knew, one for what they learnt, and one for a question they still have.

Do: ★

- Invite a few participants to share one thing they have learnt with the whole group.
- Ask participants to post their sticky notes on the wall
- Thank participants for their contributions and hard work.
# DAY 2

## Module 2: Pedagogy and Assessment

### AGENDA

| Session 2.1: Review of previous day's work and Overview of Module 2 | 9.00 - 9.20 am  
20 minutes |
|---|---|
| Session 2.2: Pedagogies used in Creative Arts lessons | 9.20-10.20 am  
1 hour |
|  - Discussion on creative pedagogies in teaching Creative Arts  
  Discussion of learner-centred pedagogies in new Creative Arts curriculum  |
| Session 2.3: Demonstration of new Pedagogies used in Creative Arts lessons | 10.20-11.00 am  
40 minutes |
|  - Demonstration of a lesson in the new Creative Arts curriculum  
  Discussion of creative and learning-centred pedagogies in the lesson demonstration  |
| Snack Break | 11.00 am - 11.15 am |
| 2.3 contd.: Demonstration of new Pedagogies used in Creative Arts lessons | 11.15 am - 12.00 pm  
45 minutes |
|  - Role playing learner-centred pedagogies in new Creative Arts curriculum  |
| Session 2.4: Assessment Strategies used in Creative Arts lessons | 12.00 am - 1.00 pm  
1.00 Hour |
|  - Discussion on current assessment strategies in teaching Creative Arts  
  Presentation on standards-based assessment highlighting assessment "for", "as", and "of", learning.  |
| Lunch Break | 1.00 pm - 2.00 pm |
| Session 2.4. Use of variety of assessment strategies in Creative Arts Curriculum | 2.00 pm - 3.30 pm  
1.5 hours |
|  - Designing assessment tasks for a content standard in new Creative Arts curriculum (Group discussion and presentations)  |
| Health Break | 3.30 pm - 3.45 pm |
| Session 2.5: Barriers to learning | 3.45 pm - 5.00 pm  
1.15 hours |
|  - Brainstorming on barriers to learning  
  Discuss how barriers (such as gender, inclusivity, and resources availability, etc.,) could be addressed in lessons  |
Module 2: Learning Outcomes

1. Explain what core competencies are and explain the differences between the assessment strategies used in the implementation of the objective-based curriculum and the revised standards-based curriculum (Goal 2).

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 revised standards-based curriculum (Goal 2).

3. Demonstrate a variety of teaching/learning and assessment strategies that a Creative Arts teacher can use in a lesson period to ensure the learners are developing the intended learning outcomes and core competencies in a lesson (Goal 2).

Session 2.1: Review of previous day’s work and Overview of Module 2

1. Review of previous day’s work and Overview of Module 2 (20 mins)

Say:

- Welcome to today’s session. Let’s do a warm-up exercise.

Do:

- Lead participants to play a game to warm up.
- Ask participants to turn to a person next to share at least one thing they have learnt from the previous day’s sessions.
- Invite 2–3 participants to share the key things they learnt with the whole group.
- Give an overview of Module 2
  ✓ Pedagogies used in Creative Arts lessons.
  ✓ Assessment strategies used in Creative Arts lessons.
  ✓ Barriers to learning
### Session 2.2: Pedagogies used in Creative Arts lessons

#### Creative and learning-centred pedagogies

- Discussion on creative pedagogies in teaching *Creative Arts (30 mins)*

**Do:**

- Ask participants to discuss in pairs their understanding of creative pedagogies (with examples) and share with the rest of the class.
- Ask participants to share their findings through general discussions and agree on a common definition for creative pedagogies with examples.
- Let participants open the Resource Pack of the curriculum to read about ‘creative pedagogies’.
- Let participants, in groups answer the following questions:
  1. The revised curriculum aims at equipping the learner with the 4Rs. *What are the 4Rs?*
  2. State and explain one creative pedagogy and describe how it can be used to facilitate the development of the 4Rs in the learner.
  3. What is differentiated approach in teaching?
  4. How can you use the differentiated approach to ensure that every learner in the class benefits from your Creative Arts lesson?
  5. What is inclusion?
  6. What is scaffolding?
- Ask the various groups to present their responses for whole class discussion. (Summary of the acceptable responses should be recorded on a flip chart)
- Facilitator should make a short presentation on the importance of creative pedagogies in the delivery of the new Creative Arts curriculum – *PPT 4*
1. Discussion of learning-centred pedagogies in new Creative Arts curriculum including integration of core competencies in the lesson (30 mins)

Do: ★

- Lead the group to discuss learning-centred pedagogies in new Creative Arts curriculum including how to integrate the core competencies in lessons.
## Session 2.3: Demonstration of Creative and Learning-centred Pedagogies Used in Creative Arts Lessons

### Creative and learning-centred pedagogies

**Say:**

- I am going to demonstrate some of the creative and learning-centred pedagogies we discussed in session 2.2 in a Creative Arts lesson.
- During the demonstration, you will participate as learners. At the same time, observe the lesson critically because you will practice it.

**Do:**

- Demonstrate a full lesson on some of the creative and learning-centred pedagogies discussed in session 2.2.

### Discussion of creative and learning-centred pedagogies in the lesson demonstration

**Do:**

- Ask participants to discuss and comment on the demonstration they observed by identifying the pedagogies observed and the purpose of each one.
- Invite 2–3 participants to demonstrate the pedagogies they observed.
### Planning and role-playing learning-centred pedagogies in the new Creative Arts curriculum

**Lesson Practice Time (45 mins)**

**Say:**

- It is now your turn to practise what you observed.

**Do:**

- Ask participants to work in groups to select and plan a 5-minute role play activity based on any of the following concepts from the creative arts curriculum:
  1. History and Culture of a group of people: e.g. naming ceremony, installation of a king, a durbar, migration and initiation etc.
  2. Characteristics of objects in the natural and manmade environment, e.g. movement and sound.
  3. Emerging topical issues, e.g. outbreak of diseases, road safety, waste management and energy efficiency.

### Role Playing learning-centred pedagogies in the new Creative Arts curriculum (45 mins)

**Do:**

- Ask participants to role play their planned activities.
- Ask participants to reflect on their performances through peer-review/jury to talk about what went well, what did not go well and what can be improved.
- Present a summary on the importance of using role-plays in Creative Arts lessons. PPT 4
Session 2.4: Assessment Strategies Used in Creative Arts Lessons

1. Discussion on current assessment strategies in teaching Creative Arts (15 mins)

Do: ★

- Introduce this session by using ‘shower thought’ approach to find out from participants:
  i. What they know about current assessment practices in schools?
  ii. What goes well and what does not go well?
  iii. What type of assessment can be used to ensure that assessment practices for the new Creative Arts curriculum is the same in all schools.

Do: ★

- Ask participants in groups to present their findings. (The presentations can be in PowerPoint, Flipcharts etc.)
- Lead a short exposition to summarise the types of assessment that can be used at the primary level PPT 5

2. Presentation on standards-based assessment highlighting assessment “for”, “as”, and “of”, learning (PPT5)

Do: ★

- Participants in groups study and discuss the Assessment strategies in the Teacher Resource Pack. (30 mins)
- Participants present their work in PowerPoint, on Flipchart etc. (40 mins)
- Present PPT 5 on assessment in standards-based curriculum highlighting — assessment “for”, “as”, and “of”, learning (10 mins)
3. Use of variety of assessment strategies in the new Creative Arts curriculum  
(45 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 Resource Packet.
- Discuss the sample assessment tasks with the participants.

4. Designing Assessment tasks in the new Creative Arts curriculum

Say:

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

Do:

- 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 sample assessment tasks for the content standard selected.
5. Group presentations and discussion. (45 mins)

Do: ⭐

- Invite groups to present their work.
- Thank participants for their participation
Session 2.5: Barriers to Learning

1. **Brainstorming on barriers to learning**
   
   **Do:** ★
   
   **Activity #1:**
   - Show a short video (or tell a short story) on barriers to learning for participants to discuss.
   
   **Do:** ★
   
   **Activity #2:**
   - Lead participants through ‘shower thoughts’ to brainstorm and come out with a list of identified issues that constitute barriers to the learning of creative arts in our schools.

2. **Discuss how barriers (such as gender, inclusivity, and resources availability, etc.) could be addressed in lessons**
   
   **Do:** ★
   
   - **Activity #3:** Participants, in groups of three or four, discuss and come out with suggestions on how these barriers can be addressed.
   - Have groups share their thoughts with the large group.
   - Present a brief summary of how to deal with barriers of learning (PPT 6).
## End of Day Check-in

### End of Day Check-in (10 mins)

**Say:**

- What are the key lessons you have learnt today?
- What was your favourite part? Why?
- What do you think will be the most challenging for you as a trainer/teacher?
- Write one thing you already knew, one thing that you have learnt today, and one question you still have on sticky notes. After that, share one thing you have learnt with your partner.

**Facilitator’s Note:** Give out three (3) different colours of the sticky notes: One colour for what they already knew, one for what they learnt, and one for a question they still have.

**Do:**

- Invite a few participants to share one thing they have learnt with the whole group.
- Ask participants to post their sticky notes on the wall.
- Thank participants for their contributions and hard work.
# DAY 3

## Module 3: Lesson Planning

### AGENDA

| Session 3.1: Review of previous day’s work and Overview of Module 3 | 9.00 – 9.20 am |
| - Session 3.2: Teaching and learning resources for teaching Creative Arts | 9.20–10.20 am |
| | 20 minutes |
| - Discussion on how to identify and select classroom resources needed in teaching Creative Arts | 1 hour |
| - Discussion on how to access resources needed in teaching Creative Arts | |
| Session 3.3: Use of Instructional Time: Phases/Stages of a Lesson | 10.20–11.00 am |
| - Discussion on learning activities that go into the Phases/Stages of a lesson in the new Creative Arts curriculum | 1 hour |
| - Discussion on the proportion of instructional time each Phase/Stage takes in the new Creative Arts curriculum | 40 minutes |
| Snack Break | 11.00am–11.15am |
| Session 3.4: Writing Scheme of learning | 11.15am –12.00pm |
| - Presentation and discussion on the new formats for writing scheme of learning | 45 minutes |
| - Hands-on practice on writing new Scheme of learning | |
| 3.4 contd.: Writing Scheme of learning | 12.00am – 1.00pm |
| - Group presentations and discussions on schemes of Learning written in the new format | 1.00 Hour |
| Lunch Break | |
| Session 3.5: Lesson Planning and Demonstration | 2.00pm – 3.30pm |
| - Presentation and discussion on the new format for writing lesson plan | 1.5 hours |
| - Hands on practice on writing lesson plan (Group work) | |
| Health Break | 3.30pm–3.45pm |
| 3.5 contd.: Lesson Planning and Demonstration | 3.45pm – 5.00pm |
| - Group Presentations and discussions on lesson plans written in the new format | 1.15 hours |
Module 3: Learning Outcomes

1. Describe how to write a lesson plans and schemes of Learning for a standards-based curriculum.
2. Identify appropriate teaching and learning resources for teaching.
3. Demonstrate efficient use of instructional time.

Session 3.1: Review of previous day’s work and Overview of Module 3

Review of previous day’s work and Overview of Module 3 (20 min)

Say: 
- Welcome everyone! Let’s play a game to warm up (See Teacher Resource Pack).

Do: ★
- Lead participants to play a game to warm up.
- Ask participants to turn to a person next to share at least one thing they have learnt from the previous day’s sessions.
- Invite 2–3 participants to share the key things they learnt with the whole group.
- Give an overview of Module 3 (5 mins).
  - Teaching and learning resources.
  - Use of instructional time.
Session 3.2: Teaching and learning resources for teaching Creative Arts

**Teaching and learning resources**

**Say:**
- Lead participants through think–pair–share (smaller groups of two/three) to discuss how to identify TLMs for specific Creative Arts activity/lesson e.g. colour for painting, costume for performance etc. (10 mins)

**Do:**
- Ask participants to pair up to answer these questions:
  i. What are teaching and learning resources?
  ii. How useful are they in lesson delivery?
- Let participants share their thoughts with the whole group.

**How to access resources needed in teaching Creative Arts**

**Do:**
- Present participants with the chart (See Teacher Resource Pack) on how to select teaching and learning resources.

**Group Work:** Ask small groups to discuss the following:
  i. What are the important things to keep in mind when selecting TLMs for activities?
  ii. How feasible is it to obtain materials from the four sources indicated? (25 mins).
- Ask groups to complete the Teaching and Learning Resources Chart.

**Group Presentations on how to access resources needed in teaching Creative Arts (25 mins)**
- Invite groups to share their responses.
- Note the teachers' observations.

**Do:**
- Ask groups to discuss how to acquire resources needed for teaching and learning Creative Arts based on resources that can be:
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td>improvised at no cost</td>
</tr>
<tr>
<td>ii.</td>
<td>acquired at low cost</td>
</tr>
<tr>
<td>iii.</td>
<td>high cost</td>
</tr>
</tbody>
</table>

- Groups make presentations for plenary discussion
- Ask small groups to select a content standard and indicator from the Creative Arts curriculum
- Identify the resources needed to teach prepare a lesson
- discuss how to obtain the resources identified.
Session 3.3: Use of Instructional Time: Phases/Stages of a Lesson

Use of Instructional Time

1. Presentation on the format/phases of the lesson. Time allocation, activities, examples stages of a lesson

Do: ★

- Take participants through the format/phases of the lesson, e.g. time allocation, activities, examples stages of a lesson (Teacher Resource Pack)

Pair work

- Ask pairs of participants to discuss the proportion of instructional time each Phase/Stage takes in the new Creative Arts curriculum (10 mins): time allocation and the activities for each stage. They should compare the new format with the old lesson format and identify similarities and differences.
- Invite pairs to present the stages of a lesson in the new Creative Arts curriculum.

- Ask participants to discuss the proportion of instructional time each Phase/Stage takes in the new Creative Arts curriculum (10 mins).
  i. How did you find this activity?
  ii. What are the important things to keep in mind when planning instructional activity?

Note the teachers’ observations.
Session 3.4: Writing Scheme of Learning

Scheme of learning

1. Presentation on the new formats for writing scheme of learning (5 mins)
   
   **PPT 9**

   **Say:**
   - Do you write Scheme of learning? Why do you write it? What is another name for Scheme of learning? Turn to your partner to share your ideas.

   **Do:**
   - Invite pairs to share their thoughts on the above questions.
   - Take participants through the new format/template for writing Scheme of learning in the Teacher Resource Pack.
   - Give participants time to study the format/template.
   - Take them through the process of writing Scheme of learning.
   - Invite questions for clarification.

2. Group Work: Activity with Termly Scheme of learning

   **Say:**
   - Be in groups of five (5) to discuss the following questions:
     i. What use do you want teachers in your school to make of the weekly Scheme of learning?
     ii. How can teachers use weekly Scheme of learning to create daily lesson plans?
     iii. How do you envision head teachers or circuit officers using the weekly Scheme of learning?
     iv. How will you explain how to use the weekly Scheme of learning to the teachers in your school?
   - Invite about 3 groups to present their work for discussions.
3. **Hands-on practice on using the new format for writing Scheme of learning [Group work]**

**(25 mins)**

**Do:** ★
Task groups of participants to develop a 10-minute training activity that shows teachers how to use a weekly Scheme of learning.

**Group Presentations (45 mins)**

1. **Group presentations and discussions on Scheme of learning written in the new format/template**

**Do:** ★
- Let groups present their work for discussions.

**Say:** ★
- How did you find this Scheme of learning activity?
- What are the important things to keep in mind when writing Scheme of learning?
- Note the teachers’ observations.
<table>
<thead>
<tr>
<th><strong>Lesson Planning</strong></th>
<th></th>
</tr>
</thead>
</table>
| 1. **Presentation on the new format for writing Lesson Plan** *(10 mins)*  
  PPT 11  |
| **Do:** ⭐ |
| 2. **Group Activity** *(50 mins)*  
  - Participants in groups use the new format to prepare Creative Arts (Visual and Performing Arts) lessons using the guidelines from the lesson plan format. *Visual Arts for one week and Performing Arts for the following week.*  |
| **Do:** ⭐ |
|  - Have pairs share their answers.  
  - Take participants through the new lesson plan in the Teacher Resource Pack.  
  - Let participants ask questions for clarification.  |
| **Say:** 🎓 |
| 3. **Hands on practice on using the format provided for writing lesson plan [Group work]** *(60 mins)*  |
| **Say:** 🎓 |
|  - You are going work in pairs to practise writing a lesson plan using the new template we have just discussed.  
  - Using the guidelines from the lesson plan format, each pair should develop lessons for a week according to the weekly Scheme of learning  
  - Each group will need:  
    o Scheme of learning for Term 1 for their year/class.  
    o Note paper – or lesson planning book. |
• Present the task:

i. **Read over the Scheme of learning** for Week 1.
   a. Identify the **learning outcomes** for the week.

ii. **Build a lesson for each day of the week** using the Scheme of learning. Each lesson should include: a) the required starter activities, b) the main learning activities including assessment task and c) plenary/reflections of/on new learning activities. You should have 5 lessons.

iii. **Practice the activities** as you would in class.

• Go from group to group to assist them in their planning.

**IMPORTANT** Develop a 10-minute training activity that shows teachers how to use a weekly Scheme of learning and how to make a lesson plan with the weekly Scheme of learning.

<table>
<thead>
<tr>
<th>Group Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Do:</strong> ⭐️</td>
</tr>
<tr>
<td>4. Plenary Activity (60 mins)</td>
</tr>
<tr>
<td>• Groups present their prepared lessons for general discussions on:</td>
</tr>
<tr>
<td>- Details of the sample lesson.</td>
</tr>
<tr>
<td>- Concept, relevant and duration of the starter.</td>
</tr>
<tr>
<td>- Suggested activities for the main lesson.</td>
</tr>
<tr>
<td>- Reflection on the lesson.</td>
</tr>
<tr>
<td>- Assessment tasks and procedures.</td>
</tr>
<tr>
<td>• Reflection: Lead participants to reflect on the session</td>
</tr>
<tr>
<td>- How do you find the lesson planning activity?</td>
</tr>
<tr>
<td>- What are the important things the planner must ensure are covered in the lesson planning?</td>
</tr>
</tbody>
</table>
**Demonstration of a Creative Arts lesson**

**Say:**

- I am going to demonstrate a 30 minute Creative Arts lesson.
- During the demonstration, you will participate as learners. At the same time, observe the lesson critically because you will practice it.

**Do:**

- Demonstrate a 30-minute Creative Arts lesson.
- Ask participants to discuss the lesson observed: the starter, main activities and reflection.

**Lesson Practice Time (30 mins)**

**Say:**

- It is now your turn to demonstrate a 30-minute Creative Arts lesson. Spend a few minutes to prepare TLMs for the lesson you designed in the previous session.

**Do:**

- Invite pairs of participants to deliver their lessons.
- Ask participants to comment on the lessons observed: the starter, main activities and reflection.
End of Day Check-in

End of Day Check-in (10 mins)

Say:

- What are the key lessons you have learnt today?
- What was your favourite part? Why?
- What do you think will be the most challenging for you as a trainer/teacher?
- Write one thing you already knew, one thing that you have learnt today, and one question you still have on sticky notes. After that, share one thing you have learnt with your partner.

Facilitator’s Note: Give out three (3) different colours of the sticky notes: One colour for what they already knew, one for what they learnt, and one for a question they still have.

Do:

- Invite a few participants to share one thing they have learnt with the whole group.
- Ask participants to post their sticky notes on the wall
- Thank participants for their contributions and hard work.
## DAY 4

Module 4: Professional Learning Community (PLC), Practice and Reflection

### AGENDA

<table>
<thead>
<tr>
<th>Session 4.1: Review of previous day’s work and Overview of Module 4</th>
<th>9.00 - 9.20 am</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 4.2: Reflective Practice: Professional Learning Community (PLC)/School-Based In-service (SBI)</td>
<td>9.20-10.20 am</td>
</tr>
<tr>
<td>- Presentation and discussion on basic features of the PLC/SBI and its advantages in promoting reflective practices and whole school development</td>
<td>1 hour</td>
</tr>
<tr>
<td>Session 4.3: Roles and responsibilities of the Key Actors in the PLC (DDE, CS, HT, CL/Coach and teachers)</td>
<td>10.20-11.00 am</td>
</tr>
<tr>
<td>- Presentation and discussion on roles and responsibilities of the Key Actors</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Snack Break</td>
<td></td>
</tr>
<tr>
<td>Session 4.4: Coaching Sessions</td>
<td>11.15am -12.15pm</td>
</tr>
<tr>
<td>- Presentation on the activities of a coaching session with a focus on reflective practice cycle, i.e. teach, self-assess, consider, practice, teach, etc.</td>
<td>60 minutes</td>
</tr>
<tr>
<td>- Plan to role play a coaching session on how to prepare for teaching the Creative Arts curriculum</td>
<td></td>
</tr>
<tr>
<td>4.4 contd.: Coaching Sessions</td>
<td>12.15am - 1.00pm</td>
</tr>
<tr>
<td>- Role playing a coaching session and discussion on the session (Group work)</td>
<td>45 mins</td>
</tr>
<tr>
<td>Lunch Break</td>
<td>1.00pm-2.00pm</td>
</tr>
<tr>
<td>Session 4.5: Monitoring and Evaluation, Reporting on Progress, Planning</td>
<td>2.00pm - 3.30pm</td>
</tr>
<tr>
<td>- Presentation and discussion on</td>
<td>1 hour 30 mins</td>
</tr>
<tr>
<td>i. the need for regular monitoring and evaluation of the curriculum implementation process,</td>
<td></td>
</tr>
<tr>
<td>ii. planning to report on progress and the evaluation tools (M and E, FOI, etc.)</td>
<td></td>
</tr>
<tr>
<td>Health Break</td>
<td>3.30pm-3.45pm</td>
</tr>
<tr>
<td>Session 4.6: Next Steps and Closing</td>
<td>3.45pm - 5.00pm</td>
</tr>
<tr>
<td></td>
<td>1 hour 15 mins</td>
</tr>
</tbody>
</table>
Module 4: 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 (Goal 3).
2. Explain the roles and responsibilities of the Key Actors in the PLC (DDE, CS, HT, CL/Coach and teachers) (Goal 3).
3. Describe the necessary support structures needed to ensure circuit supervisors and head teachers can assume and sustain their roles effectively (Goal 4).

<table>
<thead>
<tr>
<th>Session 4.1: Review of previous day’s work and Overview of Module 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Review of previous day’s work (15mins)</strong></td>
</tr>
<tr>
<td><strong>Say:</strong></td>
</tr>
<tr>
<td>• Let’s review yesterday’s sessions. But before that, we shall play a game to warm up.</td>
</tr>
<tr>
<td><strong>Do:</strong></td>
</tr>
<tr>
<td>• Lead participants to play a game (See Teacher Resource Pack) to warm up.</td>
</tr>
<tr>
<td>• Ask participants to write at least two things they learnt the previous day on sticky notes.</td>
</tr>
<tr>
<td>• Let participants share what they learnt with their partners and then with the whole group.</td>
</tr>
<tr>
<td>• Have them post their sticky notes on the wall.</td>
</tr>
</tbody>
</table>

---

2 DDE – District Director of Education; CS – Circuit Supervisor; HT – Head teacher; CL – Curriculum Leader.

© NaCCA, 2019
Overview of Module 4

Do: ★

- Give an overview of Module 4
  - Professional Learning Community (PLC)/School-Based In-Set (SBI)
  - Roles and responsibilities of the Key Actors\(^3\) in the PLC (DDE, CS, HT, CL/Coach and teachers)
  - Coaching Sessions
  - Professional Learning Community (PLC)

---

\(^3\) DDE – District Director of Education; CS – Circuit Supervisor; HT – Head teacher; CL – Curriculum Leader.
Session 4.2: Reflective Practice: Professional Learning Community (PLC)/School-Based In-SET (SBI)

**Plenary**

**Do:**

- Present the basic features of the PLC-SBI and its advantages in promoting whole school development (30 mins)
  
  **PPT 11**
  
  - Lead a discussion on the presentation (30 mins).
  - Invite questions from participants.
  - Thank participants for their active participation.

Session 4.3: Roles and Responsibilities of the Key Actors in the PLC (DDE, CS, HT, CL/Coach and teachers)

**Plenary**

**Do:**

- Present PPT 12 on roles and responsibilities of the Key Actors of the PLC/SBI (20 mins)
  
  - Lead a discussion on the presentation.
# Session 4.4: Coaching Sessions

<table>
<thead>
<tr>
<th>Say:</th>
<th>With your partner, write down what comes to mind when you hear the word “coach”? What does the coach do? (5 mins).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do:</td>
<td>Ask 2–3 pairs to share their thoughts about coaching (5 mins). Present PPT13 on the structure of coaching and activities during coaching session with a focus on reflective practice cycle, i.e. teach, self-assess, consider, practice, teach, etc. (15 mins). Lead a discussion on the presentation (15 mins). Select a participant to act as a Coach and another as a class teacher. Assist participants plan to role play a coaching session to prepare for teaching with a focus on reflective practice in the Creative Arts curriculum (20 mins).</td>
</tr>
</tbody>
</table>

## Role Play

| Role Play | Do: | Invite participants to role play and discuss lessons and lesson plans written in the format/template provided (30 mins). Encourage participants to keep comments and observations to the end of the role-play. Lead participants discuss the characteristics and values of a Peer Coach. In your opinion, what are the most important characteristics of a coach? (15 mins) |

© NaCCA, 2019
### Session 4.5: Monitoring and Evaluation, Reporting on Progress, Planning

<table>
<thead>
<tr>
<th>PLC: Monitoring teachers and learners’ progress</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Do:</strong></td>
</tr>
<tr>
<td>- Present <strong>PPT 14</strong> on the need for regular monitoring and evaluation of the curriculum implementation process at PLC/SBI meeting (15 mins).</td>
</tr>
<tr>
<td>- Lead a discussion on the presentation (15 mins).</td>
</tr>
<tr>
<td>- In groups of 5 ask participants to produce a schedule for PLC meetings to be held in a term with various agenda. State:</td>
</tr>
<tr>
<td>- the evaluation tools (test, FOI, etc.) that will be used to assess progress),</td>
</tr>
<tr>
<td>- how progress would be reported (30 mins).</td>
</tr>
<tr>
<td>- Encourage participants to keep comments and observations to the end of the group presentations for discussion.</td>
</tr>
</tbody>
</table>
## End of Workshop Review

### Say:

- All too soon, we have come to the end of our workshop. Have your expectations been met?
- We need you to complete the same self-assessment sheets that you completed on day one of the workshop.
- You will also answer post-workshop evaluation questions.

### Do:

- Distribute the self-assessment sheets and post-workshop evaluation forms to participants.
- Give participants time to complete the questions.
- Collect the both the self-assessment sheets and post-evaluation forms.
- Thank participants and congratulate them for a successful workshop.
Appendix: Roles and Responsibilities of Trainers

All master trainers and regional trainers must:

- Attend and complete a training of trainer course organised by NaCCA. Every trainer must be able to demonstrate proficiency in delivery of training materials by the conclusion of the training.
- Coordinate and create a schedule for all required courses for training at regional and district level with support of Curriculum Developers. Communicate schedule to other trainers to ensure the training needs of all teachers are met.
- Instruct scheduled program sessions using materials, visual aids, and other instructional techniques provided by NaCCA to ensure information delivered is in compliance with NaCCA objectives.
- Administer program evaluations to participants during training sessions and send completed evaluations to NaCCA through the Project Manager.
- Review program evaluation summaries, as provided by the Executive Secretary for potential ways to improve future trainings.
- Additional duties as assigned.
- Write a report on training sessions and submit a soft copy to the Executive Secretary of NaCCA, not later than 24 hours after the close of workshop.
Acknowledgement

Training Guide Framing Team: Dr. Prince H. Armah, Prof. Damian Kofi Mereku, Mr Emmanuel Acquaye and Mr Miracule Gavor

Authors: Dr. Yaw Mantey Jectey-Nyarko, Mr John Mensah Anang and Veronica Odom

Reviewers: Dr. Sam Awuku, Genevieve Mensah and Cosmos Eminah

Supervisors: Dr. Prince H. Armah, Mrs. Felicia Boakye-Yiadom and Prof. Kwame Osei Kwarteng

Graphic Design and Typesetting: Eugene Offei Tettey and Frank Appoh