ORIENTATION OF PRIMARY SCHOOL TEACHERS TOWARDS THE IMPLEMENTATION OF THE REVISED ENGLISH LANGUAGE CURRICULUM FOR B1–B6
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 to 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 one 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 intentional to equipping 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 be 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 classroom 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 classrooms 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 is aimed 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, and
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 1: Materials Required**

<table>
<thead>
<tr>
<th>Session</th>
<th>Session Topic</th>
<th>Materials for the training</th>
<th>Page</th>
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<tr>
<td>Session 1.1</td>
<td>Welcome, Introductions, &amp; Overview</td>
<td>• Info Sheet</td>
<td></td>
</tr>
<tr>
<td></td>
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<td>• 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 English Language Curriculum</td>
<td>• PPT 2</td>
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<td></td>
<td></td>
<td>• Copies of the curriculum document</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>(enough for all trainers and teachers)</td>
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<tr>
<td>Session 1.4</td>
<td>Understanding the Front matter of the English Language curriculum</td>
<td>• PPT 3</td>
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<td></td>
<td></td>
<td>• Copies of the new English Language curriculum</td>
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<tr>
<td>Session</td>
<td>Session Topic</td>
<td>Materials for the training</td>
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</tbody>
</table>
| Session 2.2 | Creative Pedagogies used in English Language lessons | • PPT 4  
• Teacher Resource Pack |
| Session 2.3 | Demonstration of creative and learning-centred Pedagogies used in English Language lessons | • Flip chart, markers,  
• Other TLMs that facilitators may request for |
| Session 2.4 | Assessment strategies used in English Language lessons | • PPT 5  
• Teacher Resource Pack |
| Session 2.5 | Barriers to learning | • PPT 6  
• Teacher Resource Pack |
| Session 3.2 | Teaching and learning resources for teaching English Language | • PPT 7 |
| Session 3.3 | Use of Instructional Time: Phases/Stages of a Lesson | • PPT 8  
• Teacher Resource Pack |
| Session 3.4 | Writing Scheme of Learning | • PPT 9  
• Teacher Resource Pack |
| Session 3.5 | Lesson Planning and Demonstration | • PPT 10  
• Teacher Resource Pack |
<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 4.2</td>
<td>Reflective Practice: Professional Learning Community (PLC)/School-Based In-service (SBI)</td>
<td>• PPT 11</td>
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</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>
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<tr>
<td>Session 4.5</td>
<td>Monitoring &amp; Evaluation, Reporting on Progress, Planning</td>
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TRAINING GOALS

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

1. understand major learning gaps in 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 the new English Language curriculum is designed to address (Goal 1).
• explain the major differences between the standards–based curriculum and the existing English Language curriculum (Goal 1).
• identify the primary features of the English Language 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 English Language 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 how 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 assessment – for, of and as learning) in English Language 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).

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\(^1\) 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>
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<tbody>
<tr>
<td>1 hr</td>
<td>20 m</td>
<td>1 hr</td>
<td>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>
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#### ARRIVAL AND REGISTRATION OF PARTICIPANTS

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARRIVAL AND REGISTRATION OF PARTICIPANTS</td>
<td>Registration/ Welcome, Introductions, and Overview</td>
<td>Creative Pedagogies used in English Language lessons</td>
<td>Teaching and learning resources for teaching English Language</td>
<td>Reflective Practice: PLC/SBI</td>
</tr>
<tr>
<td>BREAK</td>
<td>Highlights of the National Curriculum Framework</td>
<td>Demonstration of Creative Pedagogies used in English Language lessons</td>
<td>Use of Instructional Time: Phases/Stages of a Lesson in English Language</td>
<td>Roles and responsibilities of the Key Actors in PLC</td>
</tr>
<tr>
<td>BREAK</td>
<td>Introduction to the New English Language curriculum</td>
<td>Demonstration of Creative Pedagogies used in English Language lessons</td>
<td>Writing Scheme of Learning in English Language</td>
<td>Coaching Sessions</td>
</tr>
<tr>
<td>LUNCH</td>
<td>Introduction to the new English Language curriculum</td>
<td>Assessment strategies used in English Language classrooms</td>
<td>Writing Scheme of Learning in English Language</td>
<td>Coaching Sessions</td>
</tr>
<tr>
<td>DINNER</td>
<td>Understanding the Front Matter in the new English Language curriculum</td>
<td>Designing Assessment tasks in English Language</td>
<td>Lesson Planning and Demonstration</td>
<td>Monitoring &amp; Evaluation, Reporting on Progress, Planning</td>
</tr>
<tr>
<td>DEPARTURE</td>
<td>Barriers to learning</td>
<td>Lesson Planning and Demonstration</td>
<td>Next Steps and Closing</td>
<td></td>
</tr>
</tbody>
</table>
# Day 1

## Module 1: Introduction & Opening and Training

### Overview

**AGENDA**

<table>
<thead>
<tr>
<th>Session 1.0: Registration</th>
<th>8.00 - 9.00 am 1.00 hour</th>
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<tbody>
<tr>
<td><strong>Session 1.1: Welcome, Introductions, and Overview</strong></td>
<td>9.00-10.00 am 1.00 hour</td>
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<tr>
<td>- Overview of Role, Responsibilities of Trainers</td>
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<tr>
<td>- Self-assessment</td>
<td></td>
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<tr>
<td>- Workshop Norms/Participants expectations</td>
<td></td>
</tr>
<tr>
<td><strong>Session 1.2: Highlights of the National Pre-Tertiary Curriculum Framework (NPCF)</strong></td>
<td>10.00am-11.00am 1 hour</td>
</tr>
<tr>
<td>- Presentation and Discussion</td>
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<tr>
<td><strong>Snack Break</strong></td>
<td>11.00am - 11.15pm</td>
</tr>
<tr>
<td><strong>Session 1.3: Introduction to the New English Language Curriculum</strong></td>
<td>11.15am - 1.30pm 2 hours 15 minutes</td>
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<tr>
<td>- Discussion on current problems in learning teaching and assessment of English Language</td>
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<tr>
<td>- Presentation on the new English Language curriculum focusing on the key features, definitions, organisation, scope and sequence, etc.</td>
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<tr>
<td>- Group discussion (questions based on the key features)</td>
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<tr>
<td>- Group presentations</td>
<td></td>
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<tr>
<td>- Highlights of differences with old and new curriculum (Group discussion and presentations)</td>
<td></td>
</tr>
<tr>
<td><strong>Lunch Break</strong></td>
<td>1.30pm - 2.30pm</td>
</tr>
<tr>
<td><strong>Session 1.4: Understanding the Front Matter of the English Language curriculum</strong></td>
<td>2.30pm - 3.30pm 1 hour</td>
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<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>
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<tr>
<td><strong>Health Break</strong></td>
<td>3.30pm - 3.45pm</td>
</tr>
<tr>
<td><strong>Session 1.4: Understanding the Front Matter of the English Language curriculum (CONT’D)</strong></td>
<td>3.45pm - 5.00pm 1 hour 15 minutes</td>
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</table>

*Training day one*
**Session 1.1: Welcome, Introductions, & Overview**

<table>
<thead>
<tr>
<th>Plenary</th>
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<tbody>
<tr>
<td><strong>Opening/Welcome (15 mins)</strong> (see Opening Programme)</td>
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<table>
<thead>
<tr>
<th>Plenary</th>
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</thead>
<tbody>
<tr>
<td><strong>Introductions (20 mins)</strong></td>
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</table>

**Say:**
- Welcome everyone! How are you doing? Before we begin today’s work, it is important to introduce ourselves.

**Do:**
- Start with your name and then ask each person to introduce him/herself.
- Let each person say their name, their school and the class or level they teach or district.

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

**Do:**
- Ask participants to think–pair–share their expectations for the training workshop.
- Ask participants to write down their expectations 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. All comments on each day’s work (what went well, what needs improvement—even better if) should be posted on the “feel-o-meter.”
<table>
<thead>
<tr>
<th>Overview of the training (15 mins)</th>
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<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>
<tr>
<td>- Lead participants to share thoughts on the question below:</td>
</tr>
<tr>
<td>What do participants think will be the most challenging responsibility?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Self-assessment (15 min)</th>
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</thead>
<tbody>
<tr>
<td><strong>Say:</strong></td>
</tr>
<tr>
<td>- You will complete self-assessment sheet.</td>
</tr>
<tr>
<td>- The assessment is not an examination but a means of measuring the level of your understanding of the key concepts of the curriculum.</td>
</tr>
<tr>
<td>- The feedback that will be gathered through the assessment will be used to frame the objectives to better</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>Not at all confident</td>
<td>Slightly confident</td>
<td>Somewhat confident</td>
<td>Confident</td>
<td>Very confident</td>
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</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>Session Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Say:</strong></td>
</tr>
<tr>
<td>In this session, we shall be looking at the highlights of the National Pre–Tertiary Curriculum Framework (NPCF). By the end of the session, you will be able to explain the essential features of the National Pre–Tertiary Curriculum Framework (NPCF).</td>
</tr>
</tbody>
</table>

**Resources needed:** PPT 1, Flip charts, markers

### Highlights of the NPCF

**Presentation (40 mins) PPT 1**

**Do:**

- Use the KWL strategy (see resource packet for KWL procedure) to activate participants’ background knowledge about a curriculum framework.
- Ask participants to brainstorm and answer the questions below:
  - What do you know about a framework/ Curriculum Framework?
  - What do you want to know about the National Pre–Tertiary Curriculum Framework?
- Draw the KWL chart on the flip chart and record participants’ answers in the appropriate columns.
- Present **PPT 1, Slides 4–30.**

Invite one or two questions from participants.
### General discussion on the presentation (20 mins)

**Do:**

- Ask participants to discuss what they have learnt about the National Pre-Tertiary Curriculum Framework:
  - the essential features of the Curriculum Framework.

- ✓ the essential features of the Curriculum Framework.
Session 1.3: Introduction to the new English Language Curriculum

Session Objectives

Say: In this session we will be talking about the new English Language curriculum for primary schools.

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

- describe the major learning gaps the new English Language curriculum is designed to address.
- identify the primary features of the new English Language curriculum and explain what is new in teaching in primary schools.
- to describe the similarities and differences between the old and new English Language curriculum.

Resources needed; Flip charts, markers, sticky notes

Discussion on current problems in learning, teaching and assessment of English Language (20 mins)

Say: English language is the language across curriculum in Ghana. It is the official language, the language of government business and administration, commerce as well as the media, etc. This makes it necessary for all Ghanaian children to learn it as a second language. What are the current challenges in learning, teaching and assessment of the English language in our Basic Schools?

Do:

- Let participants sit in pairs to do Activity 1, PPT 2, Slide 32–33.
- Have them read the statements and complete the table individually.
- Let participants in pairs compare their responses.
- Ask few pairs to read out their answers for a whole class discussion.
<table>
<thead>
<tr>
<th>Say:</th>
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<tbody>
<tr>
<td>Can you think of other problems associated with learning, teaching and assessment of the English language in your class? Invite 2-3 participants to share their responses with the whole group.</td>
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</table>

<table>
<thead>
<tr>
<th>Do:</th>
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<tbody>
<tr>
<td>Ask Participants to do <strong>ACTIVITY 2, PPT 2, Slide 34</strong>: Causes of the current problems and challenges in learning, teaching and assessment in the English language and suggest solutions.</td>
</tr>
<tr>
<td>Put participants in groups of 5 or 6.</td>
</tr>
<tr>
<td>Have them discuss the causes of the problems and challenges in learning, teaching and assessment of the English Language.</td>
</tr>
<tr>
<td>Let them suggest solutions.</td>
</tr>
<tr>
<td>Have the groups put their responses on flip charts of three columns for presentation and discussion.</td>
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</tbody>
</table>

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**Presentation on the new English Language curriculum focusing on the key features, definitions, organisation, scope and sequence, etc. (30 mins)**

<table>
<thead>
<tr>
<th>Say:</th>
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<tbody>
<tr>
<td>I believe you all agree with me that if we want our learners to be proficient in English language and also achieve academic success, there is the need for a new curriculum. Let us look at what the new English Language curriculum for primary schools has to offer.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Do:</th>
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</thead>
<tbody>
<tr>
<td>Present the new English Language curriculum, <strong>PPT 2, Slides 35-40</strong> to participants.</td>
</tr>
<tr>
<td>Give participants 2 minutes to comment on the presentation.</td>
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</tbody>
</table>

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**Group discussion on the key features (25 mins)**

**Do:**
- 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 new English Language curriculum for primary schools, in the resource pack, to identify and discuss the key features:
  a. organisation of the curriculum (strands, sub-strands, content standards, indicators and exemplars.)
  b. pedagogical approaches (learning-centred pedagogy, inclusion, differentiation, scaffolding and use of ICT as a pedagogical Tool)
  c. Scope and sequence etc.

**Group presentations (30 mins)**

**Do:**
- 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.

**Presentation on the highlights of differences between old and new curriculum (20 mins)**

**Say:**
- We have learnt that the new English Language curriculum addresses the gaps in the old one. Let us now examine the two critically to identify the similarities and differences between them.

**Do:**
Ask participants to do **Activity 1** on **PPT 2, Slide 42**. Have them spend ten (10) minutes to individually study the scope and sequence chart and identify the similarities and differences between the current and the new English Language curriculum in terms of scope and sequencing of content/skills across levels.
Group discussion on the highlights of differences between old and new curriculum (30 mins)
Do: ★
- Ask participants to sit in groups of four to do Activity 2 on “What has changed!”: PPT 2, Slide 43-48.
- Let participants identify and discuss the similarities and differences between the current and the new English Language curriculum for primary schools in terms of scope and sequencing of content/skills across levels.

Group Presentations on the highlights of differences between old and new curriculum (30 mins)
Do: ★
- Invite 3-4 groups to present their work for whole group discussion.
- Thank participants for their contribution.
Session 1.4: Understanding the Front matter of the English Language curriculum

**Session Objectives**

**Say:**

In this session, we will be talking about some elements of the front matter of the new English Language curriculum for primary schools.

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

- rationale for primary English Language curriculum
- teaching & learning philosophy
- general and specific aims
- core competencies
- instructional expectations
- learning domains (expected learning behaviours).
- attitudes and values.
- suggested time allocation

**Resources needed:** Flip chart, markers, stickers, copies of the front matter of the new English Language curriculum. **PPT 3**

Discussion on elements of the front matter including the rationale, teaching philosophy, learning philosophy, general and specific aims, core competencies, and instructional expectations etc (75 mins)

**Do:**

- Have six groups of 4 to play *Carousel* to identify elements of the front matter stated above from the English Language curriculum.
Say:

- "Reading and understanding the front matter of a curriculum is a waste of time since it plays no role in lesson planning and delivery" Do you agree?
- I want you to think about this statement for a few seconds, and then turn to your elbow-partner and discuss it with him/her.

Do:

- Let participants spend two minutes to think-pair-share their views about the above statement.
- After 2 minutes, let about four participants share their views with the whole group.
- Summarise participants’ responses.

Say:

- We now know that understanding the front matter of a curriculum is important. So, let us make an effort to read and understand the front matter of the new English Language curriculum.

Do:

- Let participants do Activity 1, PPT 3, Slide 50.
- Ask participants to open to the front matter of the new English curriculum (see also Teacher Resource Pack).
- Put them into groups of four (4).
Have groups identify, study and discuss the target sections of the front matter:

A.  
- the rationale,  
- teaching philosophy,  
- learning philosophy,  
- general aims,  
- core competencies,  
- instructional expectations  

B.  
- learning domains (expected learning behaviours)  
- attitudes and values  
- suggested time allocation  

Have groups record findings on flip charts.

Invite each group to share a specific element of the front matter with the whole group.

Present **PPT 4, Slides 51–70** 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 & Assessment**

#### Agenda

<table>
<thead>
<tr>
<th>Session 2.1: Review of previous day’s work &amp; Overview of Module 2</th>
<th>9.00 – 9.20 am 20 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 2.2: Pedagogies used in English Language lessons</td>
<td>9.20–10.20 am 1 hour</td>
</tr>
<tr>
<td>- Discussion on creative pedagogies in teaching English Language</td>
<td></td>
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<tr>
<td>- Discussion of learner-centred pedagogies in new English Language curriculum</td>
<td></td>
</tr>
<tr>
<td>Session 2.3: Demonstration of new Pedagogies used in lessons in English Language</td>
<td>10.20–11.00 am 40 minutes</td>
</tr>
<tr>
<td>- Demonstration of a lesson in the new English Language curriculum</td>
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<tr>
<td>- Discussion on creative and learning-centred pedagogies in the lesson demonstration</td>
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</tr>
<tr>
<td>Snack Break</td>
<td>11.00 am – 11.15 am</td>
</tr>
<tr>
<td>2.3 contd.: Demonstration of new Pedagogies used in lessons in English Language</td>
<td>11.15 am –12.00 pm 45 minutes</td>
</tr>
<tr>
<td>- Role playing learning-centred pedagogies in new English Language curriculum</td>
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</tr>
<tr>
<td>Session 2.4: Assessment strategies used in English Language lessons</td>
<td>12.00 am – 1.00 pm 1.00 Hour</td>
</tr>
<tr>
<td>- Discussion on current assessment strategies in teaching English Language</td>
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<tr>
<td>- Presentation on standards-based assessment highlighting assessment “for”, “as”, and “of”, learning.</td>
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</tr>
<tr>
<td>Lunch Break</td>
<td>1.00 pm – 2.00 pm</td>
</tr>
<tr>
<td>Session 2.4: Use of variety of assessment strategies in English Language lessons</td>
<td>2.00 pm – 3.30 pm 1.5 hours</td>
</tr>
<tr>
<td>- Designing assessment tasks for a content standard in new English Language curriculum (Group discussion and presentations)</td>
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</tbody>
</table>
Review of previous day’s work & Overview of Module 2 (20mins)

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 (letter a).
- 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 of Module 2

Say:
In this module, we shall be talking about:
- Pedagogies used in English Language lessons.
- Assessment strategies used in English Language lessons.
- Barriers to learning
Session 2.2: Pedagogies used in English Language lessons

Session Objectives

Say:

In this session, we will be talking about creative and learning-centred pedagogies used in English Language lessons and how to integrate the core competencies in the English lessons. By the end of this session, you will be able to:

✓ mention and explain at least three (3) learning-centred pedagogies used in English Language lessons.
✓ State the language skill that each pedagogy is used to develop.

Resources needed: Flip chart, markers, stickers, PPT 4

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

Do:

- Ask participants to work with a partner to do Activity 1, PPT 4, Slide 72 (4mins).
- Invite 3-5 participants to share their responses with the whole group (6mins).
- Summarise participants’ responses.
- Present PPT 4, Slides 73-79.

Group Work: Ask groups to open to pages xii – xvi of the new English language curriculum/Teacher Resource Pack.
- Ask groups to study the creative and learning-centred pedagogies and answer the following questions:
  
  i. The revised curriculum is aimed at equipping each learner with skills and competencies in the 4Rs. What are the 4Rs?
  
  ii. Describe one creative pedagogy and state how its use can lead to the development of the 4Rs in all learners.
  
  iii. What is inclusion? What creative pedagogies can be used to achieve inclusion in the English language classroom?
  
  iv. What is differentiation?
  
  v. What is scaffolding?

**Group Presentation**

- Participants in group present their findings. (The acceptable responses should be written on a flip chart/chalkboard.)

**Discussion of learning-centred pedagogies in new English Language curriculum including integration of core competencies in a lesson (30 mins)**

**Do:**

- Ask participants to work in groups to list the language skills and their sub-skills.
- Show PPT 4, Slide 84 for participants to compare their work with the skills on the slide.
Have participants work in groups to list the learning-centred pedagogies they would use to teach a skill (Let them ballot to choose a language skill).

**Do:**

- Present PPT 4, Slides 85-104 to Participants.
- Ask participants to do Activity 3, PPT 4, Slide 105.

  Participants in their groups discuss and demonstrate the learning-centred pedagogies.
  Invite groups to share their work with the whole group.

Note: You can let each group demonstrate two of the learning-centred pedagogies.
Session 2.3: Demonstration of creative and learning-centred Pedagogies used in English Language lessons

Session Objectives

Say:

In this session we will be planning and delivering a creative and learning-centred lesson.

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

✓ Plan a creative and learning-centred pedagogy lesson.
✓ Demonstrate creative and learning-centred pedagogies in an English Language Lesson.

Resources needed: Flip chart, markers, stickers, letter/word cards

Demonstration of Creative and learning-centred pedagogies (40 mins)

Say:

- I am going to demonstrate some of the creative and learning-centred pedagogies discussed in session 2.2 in an English Language lesson.
- During the demonstration, you will participate as learners. At the same time, observe the lesson critically because you will practise it.

Do:

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

**Practice Time (30 mins)**

**Say:**
• It is now your turn to practise what you observed.

**Do:**
• Put Participants into groups of four. Cut pieces of paper according the number of groups.
• Write one (1) learning-centred pedagogy (see Teacher Resource Pack) and a language skill on each piece of paper.
• Let one person from each group ballots for the learning-centred pedagogy and language skill. They can study
• Allow participants time to study the learning-centred pedagogy in the Teacher Resource Pack, prepare and roleplay using the pedagogy to teach the given language skill in their small groups. 
  **Note:** You can let each group present one of the learning centred pedagogies.

**Role playing learning-centred pedagogies in the new English Language curriculum (45 mins)**

**Do:**
• Invite groups to role play the learning-centred pedagogies to the whole group.
• Have the whole group critique the lessons.
Session 2.4: Assessment strategies used in English Language lessons

**Session Objectives**

**Say:**

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:

- explain what assessment is.
- describe the forms of assessments and the purpose of each one.
- distinguish between assessment *"for", "as", and "of", learning* as used in the new English curriculum.
  - Design assessment tasks based on a given indicator.

**Resources needed:** Flip chart, markers, stickers

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**Discussion on current assessment strategies in teaching English Language (15 mins)**

**Say:**

- 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?

**Do:**

- Run a mini-debate – Activity 1, PPT 5, Slide 107.
- Let participants stand up and be in two groups.
## Individual

- Let each group appoint a runner to pick one of the following topics.
  - What is taught and learned influences what is assessed.
  - What is assessed influences what is taught and learned.
- Have each group discuss their question for three minutes.
- Ask each group to select two representatives to speak on their behalf.
- Appoint an 'independent' panel of 3 judges.
- Let the speakers take turns to present their points to the group (lead and support support).
- Call on the panel to present their verdict.
- Lead a whole group discussion on any emerging issues.

## Activity 2, PPT 5, Slide 108

- Ask participants to do Activity 3, PPT 5, Slide 109.
- Invite groups to share their views with the whole groups.
- Present PPT 5 Slides 110-113.

### Presentation on standards-based assessment highlighting assessment “for”, “as”, and “of”, learning (20mins)

- Now, let us have a quick look at the modes of assessment that we have in the new English Language Curriculum.

<table>
<thead>
<tr>
<th>Individual</th>
<th>Small</th>
<th>Whole group</th>
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<tbody>
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<tr>
<td>Group</td>
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<td>Group</td>
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<td>Whole group</td>
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<tr>
<td>▪ Ask participants to open to “Assessment” in their teacher resource pack.</td>
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<td>▪ Ask them to silently read the section <em>Assessment (2mins)</em>.</td>
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<tr>
<td>▪ Let each participant move round the class and ask one person to explain assessment “for”, “as”, and “of”, learning. Participants write the explanations and also the name of the one who gave the explanations.</td>
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</tr>
<tr>
<td>▪ Invite 3–5 participants to share responses from their partners with the whole group.</td>
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<tr>
<td>▪ Ask participants to open to “Formative Assessments used in the English Language lessons” in the Teacher Resource Pack.</td>
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<tr>
<td>▪ Invite three (3) participants to take turns to read out the information.</td>
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<tr>
<td>▪ Discuss the assessment strategies used in the English Language curriculum</td>
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</tbody>
</table>

**Say:**

To summarise, 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.

In the context of the English Language curriculum, 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 *(2mins)*.
**Design 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 Resource Packet.
- Discuss the sample assessment tasks with the participants (5 mins).

**Say:**
- Now, we are going to practise designing 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 5, Slide 114.
- Assign each group a particular class. Have each group select a content standard from a specific strand in the English Language curriculum (e.g. group 1 for B 1, strand 1).
- Give each group 15 mins to design sample assessment tasks.

**Group presentations and discussion (30 mins)**

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

**Session objectives**

**Say:**

In this session, we shall be discussing barriers to learning.

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

- identify barriers to learning, particularly those related to the cross-cutting issues (gender, inclusivity, and resource availability)
- explain how the barriers will be addressed in lessons in the revised standards-based curriculum (Goal 2)

**Brainstorming on barriers to learning**

**Say:**

- 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 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 (such as gender, inclusivity, and resources availability, etc.,) 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 (20 mins) and record their findings on flip charts.
- 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.
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.
### AGENDA

**Session 3.1: Review of previous day’s work & Overview of Module 3**
- Session 3.2: Teaching and learning resources for teaching English Language
  - Discussion on how to identify and select classroom resources needed in teaching English Language
  - Discussion on how to access resources needed in teaching English Language
- Session 3.3: Use of Instructional Time: Phases/Stages of a Lesson
  - Discussion on learning activities that go into the Phases/Stages of a lesson in the new English Language curriculum
  - Discussion on the proportion of instructional time each Phase/Stage takes in the new English Language curriculum

| Session 3.1: Review of previous day’s work & Overview of Module 3 | 9.00 – 9.20 am |
| - Session 3.2: Teaching and learning resources for teaching English Language | 20 minutes |
| - Session 3.3: Use of Instructional Time: Phases/Stages of a Lesson | 9.20–10.20 am |
| - Discussion on how to identify and select classroom resources needed in teaching English Language | 1 hour |
| - Discussion on how to access resources needed in teaching English Language | 10.20–11.00 am |
| - Discussion on learning activities that go into the Phases/Stages of a lesson in the new English Language curriculum | 40 minutes |
| - Discussion on the proportion of instructional time each Phase/Stage takes in the new English Language curriculum | |
| Snack Break | 11.00 am – 11.15 am |
| Session 3.4: Writing Scheme of Learning | 11.15 am – 12.00 pm |
| - 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 | 12.00 am – 1.00 pm |
| - Group presentations and discussions on schemes of learning written in the new format | 1.00 Hour |
| Lunch Break | 1.00 pm – 2.00 pm |
| Session 3.5: Lesson Planning and Demonstration | 2.00 pm – 3.30 pm |
| - Presentation and discussion on the new format for writing lesson plan | 1 hour 30 minutes |
| - Hands-on practice on writing lesson plan (Group work) | |
| Health Break | 3.30 pm – 3.45 pm |
| 3.5 contd.: Lesson Planning and Demonstration | 3.45 pm – 5.00 pm |
| - Group Presentations and discussions on lesson plans written in the new format | 1 hour 15 minutes |
Session 3.1: Review of previous day’s work & Overview of Module 3

Review of previous day’s work & Overview of Module 3 (20 mins)

Say:
- Welcome everyone!
- To warm up, let’s play a vocabulary game 'Market Buying” to practise spelling patterns (oe) and (o-e).
- Let’s go to the market to buy!

Do:
- Ask participants to take turns to say what they went to the market to buy.
  e.g.
  A: I went to the market to buy a hoe.
  B: I went to the market to buy a hoe and a bone.
  C: I went to the market to buy a hoe, a bone and a cone.

Review of previous day’s work

Say:
- What are the big ideas you learnt yesterday? Share 3 with us.

Do:
- Use snow-ballng to review the previous day’s work.
### Overview of Module 3 (5 mins)

**Say:**

In this module, we shall be talking about:

- Teaching and learning resources.
- Use of instructional time.
- Writing scheme of learning
- Lesson planning
# Session 3.2: Teaching and learning resources for teaching English Language

## 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:

- identify and choose appropriate teaching and learning resources needed for teaching English Language.
- Distinguish between resources that can easily be improvised and those that can be obtained at no cost, low or high cost.

### Resources needed:
Flip charts, markers, sticky notes, white board and a pen, or a blackboard and chalk

Discussion on how to identify and select classroom resources needed in teaching English Language and list resources that can be improvised easily at no or low cost and those that can be obtained at no cost, low or high cost (25 mins).

### Do:
Ask participants to read the introduction of Session 3.2 in the Teacher Resource Packet and then, do Activity 1, PPT 7, Slide 140.
Say:
- Remember, all ideas relevant to question one are accepted uncritically in a brainstorm. Everyone should try to participate so that we can have lots of suggestions for TLMs. You can build on each other’s ideas e.g. if someone suggests something that you have used/seen used in a slightly different way it is good to say that. You can mention any TLMs that you have used or seen used in your school.

Facilitator’s note
✓ During the discussion, draw out the idea that the empty flip chart/blackboard has the potential to be a TLM depending on how it is used. Some participants may wish to make a distinction between “resources” used for teaching and learning and TLMs (“teaching and learning materials”). Such formal distinctions are not always helpful, and try not to get caught up in this. The main point to draw out is that it is not about the thing in itself (the physical item), but about whether that item can be meaningfully used in activities that enhance learning. It is not the item that enhances learning, but the constructive use of the item in learners’ activities. Does anyone have any questions or queries regarding TLMs? If so, answer these now before moving on to the next activity.

Say:
- Now that you have identified the kind of TLMs you use in English lessons, let us use some questionnaire to help us appraise the resourcefulness of our classrooms and to learn about the types of TLMs that your colleagues are using.

Do:
- Ask participants to do **Activity 2, PPT 7, Slide 141**.
- Invite 3 groups to share their responses with the whole group.

***

Do:
- Let participants do **Activity 3, PPT 7, Slide 142**.
<table>
<thead>
<tr>
<th>Discussion on how to access resources needed in teaching English Language</th>
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</table>
| **Do:** 🔹
  - Guide participants to complete the chart in *Activity 3* in the Teacher Resource Pack.
  - Invite them to present their work for a whole group discussion.
| **Do:** 🔹
  - Assign strands to participants.
  - Have each group select a sub-strand.
  - Ask groups to choose at least 2 indicators and list all the appropriate TLRs for teaching each indicator.
  - Invite them to present their work on flip charts under the headings: obtainable at no cost, obtainable at low cost and improvisable.
Session 3.3: Use of Instructional Time: Phases/Stages of a Lesson

Session objectives

Say:
In this session, we shall be discussing the use of instructional time: phases/stages of a Lesson

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

- describe the stages/phases of a lesson plan.
- explain how to use instructional time efficiently.

Do:

- Walk participants through the format/phases of the lesson, e.g. time allocation, activities, examples stages of a lesson (Show PPT 8, Slide 141 and refer participants to Teacher Resource Pack).

Group work

- Ask small groups of participants to discuss:
  i. the proportion of instructional time each Phase/Stage takes in the new English Language 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.
  ii. how to use instructional time efficiently.
- Invite groups to present the outcome of their discussions.
- Invite participants to ask questions for clarification.
Session 3.4: Writing Scheme of Learning

Session objectives

Say:

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

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

✓ explain the format/template for scheme of learning.
✓ write scheme of learning for a standards-based curriculum.

Resources needed; Flip charts, markers, sticky notes, sample scheme of Learning

Presentation and discussion on the format/template provided for writing scheme of learning (20 mins)

Say:

✓ What is scheme of learning? Why do you write 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.
• Take participants through the new format for writing scheme of learning in the Teacher Resource Pack.
<table>
<thead>
<tr>
<th><strong>Hands on practice on using the format/template provided for writing scheme of learning</strong></th>
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<tbody>
<tr>
<td><strong>Say:</strong></td>
</tr>
<tr>
<td>- You now have the opportunity to practise writing scheme of learning in your groups (<strong>PPT 9, Slide 142</strong>).</td>
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<tr>
<td><strong>Do:</strong></td>
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<tr>
<td>- Put participants into five (5) groups.</td>
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<tr>
<td>- Task each group to plan and write weekly scheme of learning for a particular level/class.</td>
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<tr>
<td>- Participants can ballot for the levels/class they want to write the scheme of learning for.</td>
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<tr>
<td>- Go round to provide support.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Group Presentations (45 mins)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group presentations and discussions on schemes of learning written in the format/template provided</strong></td>
</tr>
<tr>
<td><strong>Do:</strong></td>
</tr>
<tr>
<td>- Invite groups to present their work for comments from their peers.</td>
</tr>
<tr>
<td>- Encourage participants to comment on their colleagues’ presentations.</td>
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### Session 3.5: Lesson Planning and Demonstration

<table>
<thead>
<tr>
<th><strong>Session Objectives</strong></th>
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<tr>
<td><strong>Say:</strong></td>
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<tr>
<td>In this session, we shall be looking at the new format for writing Lesson plan and how to write a lesson plan based on the new English Language curriculum.</td>
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<tr>
<td>By the end of this session you will be able to:</td>
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<tr>
<td>✓ explain the new lesson plan format.</td>
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<tr>
<td>✓ Plan and write a lesson using the new format.</td>
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<th><strong>Resources needed:</strong></th>
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<tr>
<td>Flip charts, markers, sticky notes, Sample lesson plan</td>
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#### Presentation and discussion on the new format for writing Lesson Plan (30 mins)

<table>
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<th><strong>Say:</strong></th>
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<td>▪ 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.</td>
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<th><strong>Do:</strong></th>
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<tr>
<td>▪ Invite 2–3 participants to share their answers with the whole group.</td>
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Say:

- 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.

Do:

- Take participants through the format/template provided for writing a lesson plan in the Teacher Resource Pack (see participants’ instruction on PPT 10, slide 144).
- Give participants time to study the new format/template
- Have them compare it to the current lesson plan format and identify similarities and differences.
- Give participants time to discuss the new lesson plan format/template.
- Invite questions for clarification.

***

Hands-on practice on using the new format for writing lesson plan [Group work] (60 mins)

Say:

You are now going to practise writing a lesson plan in your groups.

Do:

- Display PPT 10, slide 146.
- 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 they want to write the lesson plan for.
- Go round to provide support.
Group Presentations

- Group presentations and discussions on lesson planning in the new format (75 mins)

Do:

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

Thank participants for their hard work.

Demonstration of English Language lesson

Say:

- I am going to demonstrate a 30-minute English Language 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 English Language lesson.
- Ask participants to discuss the lesson observed: the starter, main activities and reflection.
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<tr>
<th><strong>Lesson Practice Time</strong></th>
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**Say:**
- It is now your turn to demonstrate a 30-minute English Language 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.
## Module 4: Professional Learning Community (PLC), Practice & Reflection

### AGENDA

| Session 4.1: Review of previous day’s work & Overview of Module 4 | 9.00 – 9.20 am 20 minutes |
| Session 4.2: Reflective Practice: Professional Learning Community (PLC)/School-Based In-service (SBI) | 9.20–10.20 am 1 hour |
| - Presentation and discussion on basic features of the PLC/SBI and its advantages in promoting reflective practices and whole school development |
| Session 4.3: Roles and responsibilities of the Key Actors in the PLC (DDE, CS, HT, CL/Coach and teachers) | 10.20–11.00 am 40 minutes |
| - Presentation and discussion on roles and responsibilities of the Key Actors |
| Snack Break | 11.00am–11.15 am |
| Session 4.4: Coaching Sessions | 11.15am–12.15pm 60 minutes |
| - Presentation on the activities of a coaching session with a focus on reflective practice cycle, i.e. teach, self-assess, consider, practice, teach, etc. |
| - Planning to role play a coaching session on how to prepare for teaching [insert subject] curriculum |
| 4.4 contd.: Coaching Sessions | 12.15am – 1.00pm 45 mins |
| - Role playing a coaching session and discussions on the session (Group work) |
| Lunch Break | 1.00pm–2.00 pm |
| Session 4.5: Monitoring and Evaluation, Reporting on Progress, Planning | 2.00pm – 3.30pm 1 hour 30 minutes |
| - Presentation and discussion on |
|  i. the need for regular monitoring and evaluation of the curriculum implementation process, |
|  ii. planning to report on progress and the evaluation tools (M&E, FOI, etc. |
| Health Break | 3.30pm–3.45 pm |
| Session 4.6: Next Steps & Closing | 3.45pm – 5.00pm 1 hour 15 minutes |
### Session 4.1: Review of previous day’s work & Overview of Module 4

#### Review & Overview

**Say:**
- Welcome everyone!
- To warm up, let’s practise a sound game.

**Do:**
- Hold up a letter card (letter **b**).
- Ask participants to say the sound of the letter.
- Ask 2–3 participants to share a word that begins with the letter sound.
- Let participants clap the sounds of each word.
- Repeat this process with 2–3 more letter cards.

#### Review of previous day’s work (15 mins)

**Say:**
- What are the big ideas you learnt yesterday? Share with us.

**Do:**
- Use *snow-balling* to have participants review the previous day’s work.
Overview of Module 4 (5 mins)

Say:

In this module, we shall be discussing:

- Professional Learning Community (PLC)/School-Based IN-SET (SBI)
- Roles and responsibilities of the Key Actors\(^2\) in the PLC (DDE, CS, HT, CL/Coach and teachers)
- Coaching Sessions
- Monitoring and Evaluation, Reporting on Progress, Planning

\(^2\) 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)

### Session Objectives

**Say:**

In this session, we shall be talking about professional learning community (PLC) and School-Based IN-SET (SBI).

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

- 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.

**PLC-SBI**

**Do:**

- Present the basic features of the PLC-SBI and its advantages in promoting whole school development (30 mins)
  
  **PPT 11, Slides 147–158.**

- Lead a discussion on the presentation (30 mins)
Session 4.3: Roles and responsibilities of the Key Actors (DDE, CS, HT, CL/Coach and teachers) in the PLC

**Session Objectives**

**Say:**

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.

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

- explain the roles and responsibilities of the key actors (DDE, CS, HT, CL/Coach and teachers) in the PLC.

**PLC–SBI**

**Do:**

- Present **PPT 12, Slides 159-168** 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

Session Objectives

Say:

In this session, we shall be discussing coaching sessions.

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

- Who a coach is.
- State the roles and responsibilities of a coach.

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

Say:

- With your partner, write down what comes to mind when you hear the word “coach”? What does the coach do? (5 mins)

Do:

- Ask 2–3 pairs to share their thoughts about coaching (5 mins)

Present PPT 13, Slides 169–175 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

VIDEO: At the step of Classroom Enrichment Exercise PPT 13 Slide 176

It shows how a teacher provides support for her learners to practise these phonics skills.
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<tr>
<th>Group</th>
<th>Plenary</th>
<th>Subject Group</th>
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- Lead a discussion on the presentation **(15 mins)** PPT 13, Slide 177–178.
- 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.

**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 180.

**Do:**

- 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)**
- Role play and discussions on lessons and lesson plans written in the new format **(45 mins)** PPT 13, Slide 180.

**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 mins)**
Session 4.5: Monitoring and Evaluation, Reporting on Progress, Planning

PLC: Monitoring learners’ progress

Presentation on the need for regular monitoring and evaluation of the curriculum implementation process at PLC meeting (15 mins)

DO: ★

Present PPT 14 on the need for regular monitoring and evaluation of the curriculum implementation process at PLC/SBI meeting (15 mins) PPT 14, Slides 181-199.

Discussion on the presentation (15 mins)

DO: ★

- Lead a discussion on the presentation.

A schedule for PLC meetings to be held in a term with agendas (25 mins)

DO: ★

- Ask participants to work in groups of four (4) to produce a schedule for PLC meetings to be held in a term with agendas. State:
  I. the evaluation tools (test, FOI, etc.) that will be used to assess progress.
  II. how progress would be reported.
- Invite groups to present their schedules to the whole group (20 mins).
- Encourage participants to comment on the group presentations.
- Thank Participants for their efforts and contributions.
- Find out from participants whether their expectations on day one have been met.
End of Workshop Review

**Say:**
- All too soon, we have come to the end of our workshop. 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 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

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