ORIENTATION OF PRIMARY SCHOOL TEACHERS TOWARDS THE IMPLEMENTATION OF THE REVISED GHANAIAN LANGUAGE CURRICULUM FOR B1–B6
Ghanaian Language Training Guide

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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 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 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 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 programmes 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 learners are learning? (Reflect)
4. What do I do when some learners are not learning or others 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 1: Materials Required

<table>
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<th>Session Topic</th>
<th>Materials for the Training</th>
<th>Page</th>
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<td>Welcome, Introductions, and Overview</td>
<td>• Info Sheet</td>
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<td>• Self-assessment strip</td>
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</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>
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<td>Session 1.3</td>
<td>Introduction to the new Ghanaian Language Curriculum</td>
<td>• PPT 2</td>
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<td></td>
<td></td>
<td>• Copies of the Ghanaian Language curriculum document (enough for all trainers and teachers)</td>
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<tr>
<td>Session 1.4</td>
<td>Understanding the Front Matter of the Ghanaian Language curriculum</td>
<td>• PPT 3</td>
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<tr>
<td></td>
<td></td>
<td>• Copies of the Ghanaian 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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| Session 2.2 | Creative Pedagogies used in Ghanaian Language lessons | • PPT 4  
• Teacher Resource Pack | |
| Session 2.3 | Demonstration of creative and learning-centred Pedagogies used in Ghanaian Language lessons | • Flip chart, markers,  
• Other TLMs that facilitators may request for | |
| Session 2.4 | Assessment strategies used in Ghanaian 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 Ghanaian 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  
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<td>Roles and responsibilities of the Key Actors in the PLC (DDE, CS, HT, CL/Coach and teachers)</td>
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<td>Session 4.4</td>
<td>Coaching Sessions</td>
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<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 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 the new Ghanaian Language curriculum is designed to address (Goal 1);
• explain the major differences between the standards-based curriculum and the existing Ghanaian Language curriculum (Goal 1);
• identify the primary features of the Ghanaian 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 objectives-based curriculum and the revised standards-based curriculum (Goal 2);
• demonstrate the use of a variety of pedagogical tools that can be used in Ghanaian 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 a lesson plan and Scheme 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 Ghanaian 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 the 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>
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<tr>
<td></td>
<td>1 hr 20 m</td>
<td>1 hr</td>
<td>40 min</td>
<td>15 m</td>
<td>1 hr 15 m</td>
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</tbody>
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### ARRIVAL AND REGISTRATION OF PARTICIPANTS

#### Day 1
- **Registration/Welcome, Introductions, and Overview**
- **Highlights of the National Curriculum Framework**
- **Introduction to the New Ghanaian Language Curriculum**
- **Introduction to the New Ghanaian Language Curriculum**
- **Understanding the Front Matter in the Ghanaian Language Curriculum**
- **Understanding the Front Matter in the Ghanaian Language Curriculum**

#### Day 2
- **Breakfast**
- **Creative Pedagogies used in Ghanaian Language Lessons**
- **Use of Instructional Time: Phases/Stages of a Lesson in Ghanaian Language**
- **Writing Scheme of Learning in Ghanaian Language**
- **Writing Scheme of Learning in Ghanaian Language**

#### Day 3
- **Recap**
- **Teaching and Learning Resources for Teaching Ghanaian Language**
- **Roles and Responsibilities of the Key Actors in PLC**
- **Coaching Sessions**
- **Coaching Sessions**

#### Day 4
- **Reflective Practice: PLC/SBI**
- **Use of Instructional Time: Phases/Stages of a Lesson in Ghanaian Language**
- **Writing Scheme of Learning in Ghanaian Language**
- **Writing Scheme of Learning in Ghanaian Language**

#### Day 5
- **Departure**
- **Designing Assessment Tasks in Ghanaian Language**
- **Barriers to Learning**
- **Lesson Planning and Demonstration in Ghanaian Language**
- **Assessment and Monitoring, Reporting on Progress, Planning**
- **Next Steps and Closing**
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 1.00 hour</th>
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<tbody>
<tr>
<td>Session 1.1: Welcome, Introductions, and Overview</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>
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<tr>
<td>- Workshop Norms/Participants’ expectations</td>
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<tr>
<td>Session 1.2: Highlights of the National Pre-Tertiary Curriculum Framework (NPCF)</td>
<td>10.00am-11.00am 1 hour</td>
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<tr>
<td>- Presentation and Discussion</td>
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<tr>
<td>Snack Break</td>
<td>11.00am-11.15am</td>
</tr>
<tr>
<td>Session 1.3: Introduction to the New Ghanaian Language Curriculum</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 Ghanaian Language</td>
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<tr>
<td>- Presentation on the new Ghanaian Language curriculum focusing on the key features, definitions, organisation, scope and sequence, etc.</td>
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<td>- Group discussion (questions based on the key features)</td>
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<tr>
<td>- Group presentations</td>
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<tr>
<td>- Highlights of differences with old and new curriculum (Group discussion and presentations)</td>
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<tr>
<td>Lunch Break</td>
<td>1.30pm - 2.30pm</td>
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<tr>
<td>Session 1.4: Understanding the Front Matter of the Ghanaian Language curriculum</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>Health Break</td>
<td>3.30pm - 3.45pm</td>
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<tr>
<td>Session 1.4: Understanding the Front Matter of the Ghanaian Language curriculum</td>
<td>3.45pm - 5.00pm 1 hour 15 mins</td>
</tr>
<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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</table>
Session 1.1: Welcome, Introductions and Overview

Opening/Welcome (15 mins) (see Opening Programme)

Introductions (20 mins)

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.

<table>
<thead>
<tr>
<th>Roles and Responsibilities of Trainers (5 mins)</th>
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<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>
**Self-assessment (15 mins)**

**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:

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<th>4</th>
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<tbody>
<tr>
<td></td>
<td>Not at all</td>
<td>Slightly</td>
<td>Somewhat</td>
<td>Confident</td>
<td>Very confident</td>
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<td>confident</td>
<td>confident</td>
<td>confident</td>
<td>Confident</td>
<td>confident</td>
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- 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>PPT</th>
<th>Highlights of the NPCF</th>
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<tbody>
<tr>
<td></td>
<td><strong>Presentation (40 mins) PPT 1</strong></td>
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<tr>
<td></td>
<td><strong>Say:</strong></td>
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<tr>
<td></td>
<td>In this session we will be talking about the Highlights of the NPCF</td>
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<td>By the end of the session, you will be able to:</td>
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<tr>
<td></td>
<td>✓ Explain what a National Pre-Tertiary Curriculum Framework is.</td>
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<tr>
<td></td>
<td>✓ explain the essential features of the National Pre-Tertiary Curriculum Framework.</td>
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<tr>
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<td>By the end of this session you will be able to</td>
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<td></td>
<td><strong>Do:</strong></td>
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<tr>
<td></td>
<td>✓ Ask participants to brainstorm and answer the questions below:</td>
</tr>
<tr>
<td></td>
<td>i. What is a framework?</td>
</tr>
<tr>
<td></td>
<td>ii. What is a curriculum framework?</td>
</tr>
<tr>
<td></td>
<td>✓ Record participants’ answers on the flip chart.</td>
</tr>
<tr>
<td></td>
<td>✓ Present <strong>PPT 1</strong> to participants.</td>
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<tr>
<td></td>
<td>✓ Invite one or two questions from participants</td>
</tr>
</tbody>
</table>

| General discussion on the presentation (20 mins) |
| **Do:** |
| ✓ Ask participants to discuss the following questions: |
| ✓ What do you know about the National Pre-Tertiary Curriculum Framework? |
| ✓ What do you need to know about the National Pre-Tertiary Curriculum Framework going forward? |
| ✓ What are the essential features of the National Pre-Tertiary Curriculum Framework? |
Session 1.3: Introduction to the Ghanaian Language Curriculum

**Session Objectives**

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

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

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

**Resources needed:** Flip charts, markers, sticky notes.

**Discuss current problems in learning, teaching and assessment of Ghanaian Language (20 mins)**

**Language is both a medium of communication and a library in which the elements of culture are stored. It remains the most reliable means through which elements of culture are preserved and transmitted from generation to generation. First, the study of learners’ first language and culture will make them conscious about their identity and equip them with effective communication skills that will make them appreciate the values embodied in their language and culture. Knowing their cultural values and practices will help them become honest and responsible citizens in their communities. Are there challenges in learning, teaching and assessment of the Ghanaian language in our Basic Schools?**
<table>
<thead>
<tr>
<th>Subject Group</th>
<th>Do:</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td></td>
<td>▪ Let participants sit in groups to discuss the current challenges in learning, teaching and assessment of the Ghanaian language in our Basic Schools.</td>
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<td></td>
<td>▪ Ask few groups to read out their answers for a whole class discussion.</td>
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<tr>
<td>Do:</td>
<td>★</td>
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<td></td>
<td>▪ Put participants in groups of 5 or 6 to discuss the causes of the problems and challenges in learning, teaching and assessment of the Ghanaian Language.</td>
</tr>
<tr>
<td></td>
<td>▪ Let them suggest solutions.</td>
</tr>
<tr>
<td></td>
<td>▪ Have the groups put their responses on flip charts of three columns for presentation and discussion.</td>
</tr>
<tr>
<td>Presentation on the new Ghanaian Language curriculum focusing on the key features, definitions, organisation, scope and sequence, etc. (30 mins)</td>
<td></td>
</tr>
<tr>
<td>Say:</td>
<td>★</td>
</tr>
<tr>
<td></td>
<td>▪ I believe you all agree with me that if we want our learners to be proficient in Ghanaian language and also achieve academic success, there is the need for a new curriculum. Let us look at what the new Ghanaian Language curriculum for primary schools seeks to do.</td>
</tr>
<tr>
<td>Do:</td>
<td>★</td>
</tr>
<tr>
<td></td>
<td>▪ Present the new Ghanaian Language curriculum PPT 2 to participants.</td>
</tr>
<tr>
<td></td>
<td>▪ Give participants 2 minutes to comment on the presentation.</td>
</tr>
<tr>
<td>Group discussion (questions based on the key features) (25 mins)</td>
<td></td>
</tr>
<tr>
<td>Do:</td>
<td>★</td>
</tr>
<tr>
<td></td>
<td>▪ In groups of four (4), ask participants to open to the Front Matter of the new Ghanaian Language curriculum for primary schools to identify and discuss the key features:</td>
</tr>
<tr>
<td></td>
<td>a. organisation of the curriculum (strands, sub-strands, content standards, indicators and exemplars).</td>
</tr>
<tr>
<td></td>
<td>b. Scope and sequence etc.</td>
</tr>
</tbody>
</table>
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 Ghanaian 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. Have them spend ten (10) minutes to individually study the scope and sequence chart under “What has changed!” on PPT 2.

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 under “What has changed?” on PPT 2.
- Let participants identify and discuss the similarities and differences between the old and the new Ghanaian Language curriculum for primary schools in terms of content.
Session 1.4: Understanding the Front Matter of the Ghanaian Language curriculum

Session Objectives

Say:

In this session, we will be talking about some elements of the Front Matter of the new Ghanaian Language curriculum for primary schools.

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

✓ rationale for primary Ghanaian Language curriculum.
✓ teaching and 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 Ghanaian Language curriculum.

- Discuss elements of the Front Matter including the rationale, teaching philosophy, learning philosophy, general and specific aims, core competencies, and instructional expectations (75 mins)

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 to either your left or right and discuss this 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: |  
|---|---|
| ▪ Let us now try to understand the Front Matter of the new Ghanaian Language curriculum.  

| Do: |  
|---|---|
| ▪ Ask participants to open to the Front Matter of the new Ghanaian Language curriculum.  
| ▪ Put them into groups of four (4).  
| ▪ Have groups identify, study and discuss the target sections of the Front Matter:  
| A. |  
| i. | the rationale.  
| ii. | teaching philosophy.  
| iii. | learning philosophy.  
| iv. | general aims.  
| v. | core competencies.  
| B. |  
| i. | instructional expectations.  
| ii. | Learning domains (expected learning behaviours).  
| iii. | Attitudes and values  
| iv. | Suggested time allocation |

| ▪ Have groups record their understanding of the target sections of the Front Matter findings on flip charts.  
| ▪ Invite each group to share a specific aspect with the whole group. |
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

<table>
<thead>
<tr>
<th>Session 2.1: Review of previous day’s work and Overview of Module 2</th>
<th>9.00 – 9.20 am 20 minutes</th>
</tr>
</thead>
</table>
| **Session 2.2: Pedagogies used in Ghanaian Language lessons**  
  - Discussion on creative pedagogies in teaching Ghanaian Language  
  - Discussion on learner-centred pedagogies in new Ghanaian Language curriculum | 9.20-10.20 am 1 hour |
| **Session 2.3: Demonstration of new Pedagogies used in lessons in Ghanaian Language**  
  - Demonstration of a lesson in the new Ghanaian Language curriculum  
  - Discussion of creative and learning-centred pedagogies in a lesson demonstration | 10.20-11.00 am 40 minutes |
| Snack Break | |
| **2.3 contd.: Demonstration of new Pedagogies used in lessons in Ghanaian Language**  
  - Role playing learner-centred pedagogies in new Ghanaian Language curriculum | 11.15am –12.00pm 45 minutes |
| **Session 2.4: Assessment strategies used in Ghanaian Language lessons**  
  - Discussion on current assessment strategies in teaching Ghanaian Language.  
  - Presentation on standards-based assessment highlighting assessment “for”, “as”, and “of”, learning. | 12.00am – 1.00pm 1.00 Hour |
| Lunch Break | |
| **Session 2.4. Use of variety of assessment strategies**  
  - Designing assessment tasks for a content standard in new Ghanaian Language curriculum (Group discussion and presentations) | 2.00pm – 3.30pm 1 hour 30 minutes |
| Health Break | |
| **Session 2.5: Barriers to learning**  
  - Brainstorming on barriers to learning.  
  - Discussion on how barriers (such as gender, inclusivity, and resources availability, etc.,) could be addressed in lessons. | 3.45pm – 5.00pm 1 hour 15 minutes |
Session 2.1: Review of previous day’s work and Overview of Module 2

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

**Say:**
- Welcome everyone!
- To warm up, let’s practise some sounds that we teach our learners.

**Do:**
- Hold up a letter card.
- Ask participants to say the sound of the letter.
- Ask 2–3 participants to share a word that begins with the letter sound.
- 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 Ghanaian Language lessons.
- Assessment strategies used in Ghanaian Language lessons.
- Barriers to learning.
Session 2.2: Pedagogies Used in Ghanaian Language Lessons

Session Objectives

Say:

In this session, we will be talking about creative and learning-centred pedagogies used in Ghanaian Language lessons and how to integrate the core competencies in the Ghanaian lessons.

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

- mention and explain at least three (3) creative pedagogies used in Ghanaian Language lessons.
- Demonstrate at least one creative pedagogies used in Ghanaian Language lessons.

Resources needed: Flip chart, markers, stickers

Discuss creative pedagogies in teaching Ghanaian Language (30 mins)

Do:

- Ask participants discuss creative pedagogies used in Ghanaian Language lessons.
- Invite 3–5 participants to share their views with the whole group.

Group Work: Ask groups to open to pages xii – xvi of the new French language curriculum.

- Ask groups to study the creative and learning-centred pedagogies and answer the following questions:
  - The revised curriculum is aimed at equipping each learner with skills and competencies in the 4Rs. What are the 4Rs?
  - 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.)

| Discuss learning-centred pedagogies in new Ghanaian Language curriculum including integration of core competencies in a lesson (30 mins) |
| Do: |

- Present PPT 4 to Participants.
- 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 Ghanaian Language lessons*

<table>
<thead>
<tr>
<th>Session Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Say:</strong></td>
</tr>
<tr>
<td>In this session we will be planning and delivering a creative and learning-centred lesson.</td>
</tr>
</tbody>
</table>

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 a Ghanaian Language Lesson

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

**Demonstration of Creative and learning-centred pedagogies (30 mins)**

<table>
<thead>
<tr>
<th><strong>Say:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- I am going to demonstrate some of the creative and learning-centred pedagogies discussed in session 2.2 in a Ghanaian Language lesson.</td>
</tr>
<tr>
<td>- During the demonstration, you will participate as learners. At the same time, observe the lesson critically because you will practice it.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Do:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Demonstrate a full lesson on some of the creative and learning-centred pedagogies discussed in session 2.2.</td>
</tr>
<tr>
<td>- Ask participants to discuss and comment on the demonstration they observed by identifying the</td>
</tr>
</tbody>
</table>
pedagogies observed and the purpose of each one.

- Invite 2–3 participants to demonstrate the pedagogies they observed.

Practice Time (20 mins)
Planning learning-centred pedagogies in the new Ghanaian Language curriculum

Say:

- It is now your turn to practise what you observed. You are going to plan and role play the learning-centred pedagogies that we have discussed.

Do:

- Put participants into groups of four (4). Cut pieces of paper according to the number of groups.
- Write two (2) learning-centred pedagogies on each piece of paper.
- Let each group ballot for the learning pedagogies.
- Allow participants time to prepare and practise role playing the pedagogies in their small groups.
- Visit the groups to provide support.
### Role playing learning-centred pedagogies in new Ghanaian Language curriculum (35 mins)

**Do:**

- Invite groups to demonstrate the learning-centred pedagogies to the whole group.
- Have the whole group critique the lessons.
<table>
<thead>
<tr>
<th>Individual</th>
<th>Small</th>
<th>whole group</th>
</tr>
</thead>
</table>

**Session 2.4: Assessment Strategies Used in Ghanaian Language Lessons**

### Session objectives

**Say:**

In this session, we shall be discussing assessment strategies used in Ghanaian Language lessons.

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

- explain what assessment is
- describe the forms of assessment and the purpose of each one
- explain *assessment “for”, “as”, and “of”, learning* as used in the new Ghanaian curriculum.
- Design assessment tasks for a content standard.

### Resources needed:

- Flip chart, markers, stickers

### Discussion on current assessment strategies in teaching Ghanaian Language (15 mins)

**Say:**

- I want you to briefly reflect on the various assessment modes you use in your Ghanaian Language lessons: listening and speaking, reading, grammar and writing. What purpose do they serve?
<table>
<thead>
<tr>
<th>Individual</th>
<th>Small group</th>
<th>Whole group</th>
</tr>
</thead>
</table>

**Do:**

- Let small groups discuss the question for three (3) minutes.
- Invite groups to share their thoughts.

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

**Say:**

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

**Do:**

- Ask participants to open to “Assessment strategies used in the Ghanaian Language curriculum” in the Resource Pack.
- Invite three (3) participants to take turns to read out the information.
- Have small groups discuss the assessment strategies and sample assessment tasks in the Ghanaian Language curriculum.
- Summarise responses from participants.
Design assessment tasks for a content standard in the new Ghanaian Language curriculum (50 mins)

Say:
- Now let us see how assessment tasks for these modes look like.

Do:
- Ask participants to open to “Sample Assessment Tasks” in the Teacher Resource Pack.
- Discuss the sample assessment tasks with the participants (5 mins).

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

Do:
- Ask participants to be in 6 groups of 4–5.
- Assign each group a particular level. Have each group select a content standard from a specific strand (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)
- 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 resources 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):
- Invite groups to present their findings (30 mins).
- Present PPT 6
Discussion on how barriers (such as gender, inclusivity, and resources availability, etc.) could be addressed in Ghanaian Language lessons

Do:

- 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.
- Summarise ways of dealing 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.
# Module 3: Lesson Planning

## AGENDA

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

<table>
<thead>
<tr>
<th>Review of previous day’s work and Overview of Module 3 (20 mins)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Say:</strong></td>
</tr>
<tr>
<td>• Welcome everyone!</td>
</tr>
<tr>
<td>• To warm up, let’s play a vocabulary game ‘Market Buying’ to practise spelling patterns (oe) and (o-e).</td>
</tr>
<tr>
<td>• Let’s go to the market to buy!</td>
</tr>
<tr>
<td><strong>Do:</strong></td>
</tr>
<tr>
<td>• Ask participants to take turns to say what they went to the market to buy.</td>
</tr>
<tr>
<td>e.g.</td>
</tr>
<tr>
<td>A: I went to the market to buy <strong>a hoe</strong>.</td>
</tr>
<tr>
<td>B: I went to the market to buy <strong>a hoe</strong> and <strong>a bone</strong>.</td>
</tr>
<tr>
<td>C: I went to the market to buy <strong>a hoe</strong>, <strong>a bone</strong> and <strong>a cone</strong>.</td>
</tr>
</tbody>
</table>

**Review of previous day’s work**

| **Say:**                                                      |
| • What are the big ideas you learnt yesterday? Share with us. |
| **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 3 (5 mins)**

**Say:**

In this module, we shall be talking about:

- Teaching and learning resources.
- Use of instructional time.
Session 3.2: Teaching and Learning Resources for Teaching Ghanaian Language

**Session objectives**

Say: In this session, we shall be discussing teaching and learning resources used in Ghanaian lessons

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

- identify and choose appropriate teaching and learning resources needed for teaching Ghanaian 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.

***

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

Do:

- Let participants be in groups to discuss teaching and learning resources they use in Ghanaian Language lessons.
- Invite groups to share their thoughts for a discussion.

Discuss how to access resources needed in teaching Ghanaian Language

Do:

- Guide participants to complete the teaching and learning resources chart in the Teacher Resource Pack.
- Invite them to present their work for a whole group discussion.
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:**
- Take participants through the format/phases of the lesson, e.g. time allocation, activities, examples stages of a lesson.

**Group work**

- Ask small groups of participants to discuss:
  - i. the proportion of instructional time each Phase/Stage takes in the new Ghanaian 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 pairs to present the outcome of their discussions
- Invite participants to ask questions for clarification.
**Session 3.4: Writing Scheme of learning**

<table>
<thead>
<tr>
<th>Session objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Say:</td>
</tr>
<tr>
<td>In this session, we shall be looking at the new format for writing Scheme of learning and how to write Scheme of learning from the new Ghanaian Language curriculum.</td>
</tr>
<tr>
<td>By the end of this session you will be able to:</td>
</tr>
<tr>
<td>✓ explain the new format for Scheme of learning;</td>
</tr>
<tr>
<td>✓ write Scheme of learning for a standards-based curriculum.</td>
</tr>
<tr>
<td>Resources needed:</td>
</tr>
<tr>
<td>Flip charts, markers, sticky notes, sample Scheme of learning.</td>
</tr>
<tr>
<td>✓ Presentation and discussion on the new formats for writing Scheme of learning (20 mins)</td>
</tr>
<tr>
<td>Say:</td>
</tr>
<tr>
<td>✓ 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.</td>
</tr>
<tr>
<td>Do:</td>
</tr>
<tr>
<td>✓ Invite 2–3 participants to share their answers with the whole group.</td>
</tr>
<tr>
<td>✓ Take participants through the new format for writing scheme of learning in the resource pack.</td>
</tr>
<tr>
<td>✓ Give participants 2 minutes to study the format.</td>
</tr>
<tr>
<td>✓ Take them through the process of writing Scheme of learning.</td>
</tr>
<tr>
<td>✓ Invite questions for clarification.</td>
</tr>
</tbody>
</table>
### Hands-on practice on using the new format for writing scheme of learning [Group work] (25 mins)

**Say:**
- You now have the opportunity to practise writing scheme of learning in your groups.

**Do:**
- Put participants into small groups.
- Task each group to plan and write weekly scheme of learning for a particular level.
- Go round to provide support.

### Group Presentations (45 mins)

**Group presentations and discussions on scheme of learning written in the new format**

**Do:**
- Invite groups to present their work for comments from their peers.
- Encourage participants to comment on their colleagues’ presentations.
Session 3.5: Lesson Planning and Demonstration

**Session Objectives**

*Say:*

In this session, we shall be looking at the new format for writing Lesson plan and how to write it based on the new Ghanaian Language curriculum.

By the end of this session you will be able to:
- explain the new lesson plan format.
- plan a lesson using the new format.
- Demonstrate a lesson

**Resources needed:** Flip charts, markers, sticky notes, Sample lesson plan

- **Presentation and discussion on the new format for writing Lesson Plan (30 mins)**

*Say:*

- Presentations and discussion on the new format for writing Lesson Plan

*Do:*

- Invite 2–3 participants to share their answers with the whole group.
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 new format for writing a lesson plan in the Teacher Resource Pack.
- Give participants (2) minutes to study the format.
- Give participants three (3) minutes to discuss the new lesson plan format.
- 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:
- Put participants into small groups.
- Task each group to select a content standard and indicator(s) and write a lesson plan for a particular level.
- 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 Ghanaian Language lesson**

**Say:** 🎯

- I am going to demonstrate a 30-minute Ghanaian 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 Ghanaian Language lesson.
- Ask participants to discuss the lesson observed: the starter, main activities and reflection.

**Lesson Practice Time**

**Say:** 🎯

- It is now your turn to demonstrate a 30-minute Ghanaian 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.
## 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 20 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 4.2: Reflective Practice: Professional Learning Community (PLC)/School-Based In-service (SBI) - Presentation and discussion on basic features of the PLC/SBI and its advantages in promoting reflective practices and whole school development</td>
<td>9.20 - 10.20 am 1 hour</td>
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<tr>
<td>Session 4.3: Roles and responsibilities of the Key Actors(^1) in the PLC (DDE, CS, HT, CL/Coach and teachers) - Presentation and discussion on roles and responsibilities of the Key Actors</td>
<td>10.20 - 11.00 am 40 minutes</td>
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<tr>
<td>Snack Break</td>
<td>11.00 am - 11.15 am</td>
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<tr>
<td>Session 4.4: Coaching Sessions</td>
<td>11.15 am - 12.15 pm 60 minutes</td>
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<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>12.15 am - 1.00 pm 45 mins</td>
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<tr>
<td>- Plan to role play a coaching session on how to prepare for teaching [insert subject] curriculum</td>
<td>1.00 pm - 2.00 pm</td>
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<tr>
<td>4.4 contd.: Coaching Sessions</td>
<td>2.00 pm - 3.30 pm 1 hour 30 minutes</td>
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<tr>
<td>- Role playing a coaching session and discussions on the session (Group work)</td>
<td>3.30 pm - 3.45 pm</td>
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<tr>
<td>Lunch Break</td>
<td>3.45 pm - 5.00 pm 1 hour 15 minutes</td>
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<tr>
<td>Session 4.5: Monitoring and Evaluation, Reporting on Progress, Planning</td>
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<tr>
<td>- Presentation and discussion on</td>
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<tr>
<td>i. the need for regular monitoring and evaluation of the curriculum implementation process,</td>
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<tr>
<td>ii. planning to report on progress and the evaluation tools (MandE, FOI, etc.)</td>
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<td>Health Break</td>
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<tr>
<td>Session 4.6: Next Steps and Closing</td>
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### Session 4.1: Review of Previous Day’s Work and Overview of Module 4

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<thead>
<tr>
<th>Review and Overview</th>
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<tbody>
<tr>
<td><strong>Say:</strong></td>
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<td><strong>Do:</strong></td>
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### Review of previous day’s work (15 mins)

**Say:**

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

**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 4 (5 mins)
In this module, we shall be discussing:

- Professional Learning Community (PLC)/School-Based In-Set (SBI).
- Roles and Responsibilities of the Key Actors in the PLC (DDE, CS, HT, CL/Coach and teachers).
- Coaching Sessions.
- Monitoring and Evaluation, Reporting on Progress, Planning

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2 DDE – District Director of Education; CS – Circuit Supervisor; HT – Head teacher; CL – Curriculum Leader.
### Session 4.2: Professional Learning Community (PLC)/School-Based In-Set (SBI)

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<tr>
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<tr>
<td><strong>Do:</strong></td>
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<tr>
<td>- Present the basic features of the PLC-SBI and its advantages in promoting whole school development <em>(30 mins)</em></td>
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<tr>
<td>- Lead a discussion on the presentation <em>(30 mins)</em>.</td>
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### Session 4.3: Roles and Responsibilities of the Key Actors in the PLC (DDE, CS, HT, CL/Coach and teachers)

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

#### Lesson Planning

**Say:**
In this session, we shall be discussing coaching with focus on reflective practice cycle. 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 on the questions above *(5 mins)*
- Present PowerPoint 13 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).*
- Lead a discussion on the presentation *(15 mins)*
- Select a pair of participants to act as a Coach and a class teacher.
- Assist participants to **plan** and prepare for coaching sessions with a focus on reflective practice in the Ghanaian Language curriculum *(20 mins).*

#### Role Play

Role play and discussions on lessons and lesson plans written in the new format *(45 mins)*

**Do:**
- Ask participants to 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.

**Say:**
In your opinion, what are the most important characteristics of a coach? *(15 mins).*
- Let participants share their thoughts with the group.
Session 4.5: Monitoring and Evaluation, Reporting on Progress, Planning

PLC: Monitoring teachers and learners’ progress

DO: 
- Present PPT 14 on the need for regular monitoring and evaluation of the curriculum implementation process at PLC/SBI meeting (15 mins)
- Lead the discussion on the presentation (15 mins).
- In groups of 5, ask participants 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 (30 mins).
- Encourage participants to keep comments and observations to the end of the group presentations for discussion. (15 mins).
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 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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