ORIENTATION OF PRIMARY SCHOOL TEACHERS TOWARDS THE IMPLEMENTATION OF THE HISTORY OF GHANA CURRICULUM FOR B1–B6
History 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 1 of government’s plan to review and revise the entire pre-tertiary education curriculum with a deliberate focus on the 4Rs of Reading, Writing, Arithmetic and Creativity. The revised curriculum is also 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 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.)

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Introduction

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

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

The Guide is arranged in sessions. Each session has a catalogue of activities for both participants and facilitators. These are carefully packaged to help the teacher — who is the focus of the implementation of the revised curriculum — to follow the sequence and progression of learning areas in the curriculum. It is to enable teachers to understand the content of the curriculum; strands, sub-strands, standards, indicators and exemplars and related lesson planning, identification and use of resources, creative pedagogic approaches and assessment.

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

- enable facilitators to understand the concept of the new standards-based curriculum and its importance in the education, growth and development of the Ghanaian learner for national development;
- provide guidelines to experts who are directly or indirectly involved in activities aimed at improving the quality of education in Ghana;

To use the Guide, facilitators:

- should read thoroughly every activity captured under the various sessions to ensure that they have a conceptual understanding and imbedded meaning of each activity.
- should consult the NaCCA training team for required clarification and support.
- are to ensure that the recommended training resources are available in their right quantities.
- are to note that the approaches suggested for an effective delivery of the training are not exhaustive.
- are encouraged to use other more creative strategies that can help achieve the goals of the training.

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

1. What do my learners need to know, understand, and are 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 some students 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.

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TRAINING GOALS

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

1. understand the philosophy behind the History curriculum;
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 understand the philosophy behind the History curriculum (Goal 1).
- explain the major differences between the standards-based curriculum and objective-based curriculum (Goal 1).
- identify the primary features of the History standards-based curriculum. (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 standards-based curriculum (Goal 2).
- demonstrate the use of a variety of pedagogical tools that can be used in History 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 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 History 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 Actors1 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 History 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.
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**ARRIVAL AND REGISTRATION OF PARTICIPANTS**

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<td>Writing Scheme of Learning in History</td>
<td>Writing Scheme of Learning in History</td>
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## DAY 1
### Module 1: Introduction & Opening and Training Overview

**AGENDA**

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<th>Session 1.0: Registration/Opening</th>
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<tr>
<th>Session 1.1: Welcome, Introductions, and Overview</th>
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- **Overview of Role, Responsibilities of Trainers**
- **Self-assessment:**
- **Workshop Norms/Participants expectations**

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<th>Session 1.3: Introduction to the New History Curriculum</th>
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- **Discussion on current problems in learning teaching and assessment of History**
- **Presentation on the new History curriculum focusing on the key features, definitions, organisation, scope and sequence, etc.**
- **Group discussion (questions based on the key features)**
- **Group presentations**
- **Highlights of differences with old and new curriculum (Group discussion and presentations)**

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- **Discussion on elements of the Front Matter including the rationale, teaching philosophy, learning philosophy, general aims, core competences, and instructional expectations etc**

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- **Discussion on elements of the Front Matter including the rationale, teaching philosophy, learning philosophy, general aims, core competences, and instructional expectations etc.**

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Module 1: Learning Outcomes
At the end of this module, the learners are expected to:

- Identify the primary features of the standards-based History curriculum and explain what is new in teaching it in primary schools (Goal 1).
- Explain the nature and rationale or why the subject is taught in school (Goal 2).
# Session 1.1: Welcome, Introductions, and Overview

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<tr>
<td><strong>Introductions (20 mins)</strong></td>
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<tr>
<td><strong>Say:</strong></td>
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<tr>
<td>• Welcome everyone! How are you doing? Before we begin today’s work, it is important to introduce ourselves.</td>
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<td><strong>Do:</strong></td>
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<tr>
<td>• Start with your name and then ask each person to introduce him/herself.</td>
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<tr>
<td>• Let each person say their name, their school and the class or level they teach or district.</td>
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<tr>
<td><strong>Participants expectations/Workshop Norms (5 mins)</strong></td>
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<tr>
<td><strong>Do:</strong></td>
<td></td>
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<tr>
<td>• Ask participants to think–pair–share their expectations for the training workshop.</td>
<td></td>
</tr>
<tr>
<td>• Ask participants to write down their expectations on a sticky pad and share in a plenary.</td>
<td></td>
</tr>
</tbody>
</table>
- 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.

### Overview of the training (15 mins)

**Do:**

- Take participants through the following:
  - Goals of the training (see page 1 of training guide).
  - Learning outcomes for the training (see page 1 of training guide).
  - Schedule for the training (page 3 of training guide).

### Roles and Responsibilities of Trainers (5 mins)

**Do:**

- Review the main responsibilities of trainers (See appendix).
- Lead participants to share thoughts on the question below: What do participants think will be the most challenging responsibility?
### Self-assessment (15 min)

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

**Do:**
- Give out the assessment tools to participants.
- Explain the scale that they should use:

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

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

Session Objectives

Say:

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).

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

- Ask participants to work in groups to discuss the following questions:
  i. What do you know about the Curriculum Framework?
  ii. What do you need to know about the Curriculum Framework going forward?
  iii. What are the essential features of the Curriculum Framework?

Ask about four (4) groups to share their responses with the large group.
## Session 1.3: Introduction to the History of Ghana Curriculum

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

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

- identify the primary features of the new History curriculum and explain what is new in teaching in primary schools.
- Explain the importance history in education.

### Discussion of the introduction of history into the basic school curriculum – Rationale for the introduction of history into the basic school curriculum (20 mins)

### Do:
- Let Participants discuss the following questions (in groups).
  - Why do we need to study the history of Ghana?
  - Why is it important to teach the History of Ghana in our basic schools?

### Presentation on the History of Ghana curriculum focusing on the key features, definitions, organisation, scope and sequence, etc. (30 mins) (refer to PPT 2)

### Do:
- Present the History of Ghana curriculum PPT 2 to participants.
- Give participants few minutes to comment on the presentation.
| **Group discussion of the features of the History of Ghana curriculum. (25 mins)** |
| Do: |
| - Ask participants, in groups of five (5), to open to the front matter of the History of Ghana curriculum, identify and discuss the key features: |
|   i. organisation of the curriculum (strands, sub-strands, content standards, indicators and exemplars.) |
|   ii. Scope and sequence etc. |

| **Group presentations of views on the features of the history curriculum (30 mins)** |
| Do: |
| - Select about 3 groups to present their work to the whole class for discussion. |

| **Group Work on the curriculum – (20 mins + 20 min after lunch)** |

| **Say:** |
| With your partner develop ideas to answer the following questions: |
| - Why should History be a stand-alone subject? |
| - What do we mean by a standards-based curriculum? |
| - What are five components of the standards-based curriculum? |
| - What are key features of the History of Ghana curriculum? |
| - What support will teachers need in implementing the History of Ghana curriculum? |

| **Group presentations on the discussion (40 mins)** |
| Invite groups to present what they have discussed. |
### Session 1.4: Understanding the Front Matter of the History of Ghana curriculum

<table>
<thead>
<tr>
<th>Subject Group</th>
<th>Discussion on elements of the front matter including the rationale, teaching philosophy, learning philosophy, general aims, core competencies, and instructional expectations (75 mins).</th>
</tr>
</thead>
</table>
| Say:          | In this session, we will be talking about some elements of the Front Matter of the History of Ghana curriculum for primary schools. By the end of the session, you will be able to explain the:  
  ✓ rationale for primary history curriculum  
  ✓ teaching and learning philosophy  
  ✓ general and specific aims  
  ✓ core competencies  
  ✓ instructional expectations  
  ✓ learning domains (expected learning behaviours)  
  ✓ attitudes and values  
  ✓ suggested time allocation |
| Say:          | • What do you understand by a front matter of a curriculum? Why is it important to read the front matter of the History curriculum? Share ideas with your partner. After that, share with the whole group. |
**Do:**

- Ask participants to open to the front matter of the History Curriculum.
- Ask participants to work in small groups to study and discuss the Front Matter: A.
  - i. the rationale,
  - ii. teaching philosophy,
  - iii. learning philosophy,
  - iv. general aims,
  - v. core competencies,
  - vi. instructional expectations
- B.
  - i. learning domains (expected learning behaviours)
  - ii. attitudes and values
  - iii. 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 3** to summarise the session.
- Give participants few minutes to comment on the presentation.
End of Day Check-in

End of Day Check-in (10 mins)

Say:

1. What are the key lessons you have learnt today?
2. What was your favourite part? Why?
3. What do you think will be the most challenging for you as a trainer/teacher?
4. 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:

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

## Module 2: Pedagogy and Assessment

### AGENDA

| Session 2.1: Review of previous day’s work & Overview of Module 2 | 9.00 – 9.20 am 20 minutes |
| Session 2.2: Pedagogies used in History lessons | 9.20–10.20 am 1 hour |
| - Discussion on creative pedagogies in teaching History |  |
| - Discussion on learner-centred pedagogies in History curriculum |  |
| Session 2.3: Demonstration of new Pedagogies used in History lessons | 10.20–11.00 am 40 minutes |
| - Demonstration of a lesson in the new History curriculum |  |
| - Discussion of creative and learning-centred pedagogies in a lesson demonstration |  |
| **Snack Break** |  |
| - 2.3 contd.: Demonstration of new Pedagogies used in History lessons | 11.15 am – 12.00 pm 45 minutes |
| - Role playing learner-centred pedagogies in History curriculum |  |
| Session 2.4: Assessment strategies used in History lessons | 12.00 am – 1.00 pm 1.00 Hour |
| - Discussion on current assessment strategies in teaching History |  |
| - Presentation on standards-based assessment highlighting assessment "for", "as", and "of", learning. *(refer to ppt 6)* |  |
| **Lunch Break** |  |
| Session 2.4. Assessment strategies used in History lessons | 2.00 pm – 3.30 pm 1 hour 30 minutes |
| Designing assessment tasks for a content standard in the History curriculum |  |
| **Health Break** |  |
| Session 2.5: Barriers to learning | 3.45 pm – 5.00 pm 1 hour 15 minutes |
| - Brainstorming on barriers to learning |  |
| - Discussion: How barriers (such as gender, inclusivity, and resources availability etc.,) could be addressed in lessons |  |
Module 2: Learning Outcomes

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

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

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

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

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

Review of previous day’s work

- Ask participants to turn to a person next to them and summarise day 1’s work in not more than 4 sentences.
- 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 History lessons.
- Assessment strategies used in History lessons.
- Barriers to learning
### Session 2.2: Pedagogies used in History lessons

#### Creative and learning-centred pedagogies PPT 4

**Say:**

- We are going to talk about creative and learning-centred pedagogies that we use in History lessons. What are creative and learning-centred pedagogies? Can you share with me some of the creative and learning-centred pedagogies that you use in your maths lessons?

**Do:**

- Ask participants to brainstorm various creative pedagogies that can be used to develop core competencies in learning history.
- Ask participants to write down in their jotters their own definitions creative pedagogies with examples.
- Ask participants to pair-share their work and agree on a common definition for creative pedagogies with examples.
- Ask four pairs of participants to share their work to agree on a common definition for creative pedagogies with examples, and ask the groups to share their work with the whole group.
- Ask groups to open to pages xii – xvi of the new History curriculum and discuss the pedagogical approaches:
  - i. Inclusion
  - ii. Differentiation
<table>
<thead>
<tr>
<th>iii. Scaffolding</th>
<th>iv. ICT as a tool</th>
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</table>

- Lead a whole group discussion on the pedagogical approaches.
- Present **PPT 4** on learning-centred pedagogies in the History of Ghana curriculum, including integration of core competencies in history lessons.
- Have participants work in groups of five to discuss creative pedagogies in teaching History (30 mins).
- Task groups to design a learner-centred strategy to role play, e.g. aspects of the coming of the Europeans to the Gold Coast – the interaction between Nana Kwamina Ansah and the Portuguese.
Session 2.3: Demonstration of creative and learning-centred Pedagogies used in History lessons

Creative and learning-centred pedagogies

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 lesson using creative pedagogies.
- demonstrate the use of creative and learning-centred pedagogies in a History Lesson.

Say: 🗣

- I am going to demonstrate some of the creative and learning-centred pedagogies discussed in session 2.2 in an History 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:**

- Assist participants to plan a learning-centred lesson in teaching History using creative pedagogies (40 min).
  - E.g. mind-map economic policies undertaken by the colonial government (refer to Teacher Resource Pack)
- Have participants (in groups) discuss other pedagogical issues and develop their own teaching strategies/tools e.g. to emphasise important concepts such as context and chronology, significance etc.
- Ask groups to carry out the role-play to demonstrate learning-centred Pedagogies in History lessons.
- Let participants comment on the role plays.
Session 2.4: Assessment Strategies Used in History Lessons

**PowerPoint Presentation on standards-based assessment highlighting (refer to PPT 5).**

(i) assessment “for”, “as”, and “of”, learning.

(ii) performance standards and benchmarks (45 min)

**Say:**

In this session, we shall be discussing assessment strategies used in History 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 History of Ghana curriculum;
- design assessment tasks based on a given indicator;

**Do:**

- Present PPT 5.
- Ask participants in groups to discuss the presentation on current assessment strategies in teaching History and suggest other assessment strategies that could improve history lessons (15 min)
Designing assessment tasks for a content standard in the History of Ghana curriculum (50 min)

Groups Activity

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.

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

Do: ★
- Assist groups of participants to use a specific indicator to design assessment tasks to demonstrate their understanding of the three main types of assessment:
  i. Assessment as learning.
  ii. Assessment for learning.
  iii. Assessment of learning.
- Have groups present their exercise for general discussions.
Session 2.5: Barriers to Learning

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

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 min)
- Ask participants to work in groups to brainstorm on how barriers (such as gender, inclusivity, and resources availability, public perception, assessment strategies, controversial topics etc.) could be addressed in history lessons.
- Let groups display their work on flip charts for their peers to read.
End of Day Check-in

End of Day Check-in (10 mins)

Say:

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

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

Do:

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

| Session 3.1: Review of previous day’s work & Overview of Module 3 | 9.00 - 9.20 am  
20 minutes |
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<tr>
<td><strong>Session 3.2: Teaching and learning resources for teaching History</strong></td>
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<tr>
<td>- Discussion on how to identify and select classroom resources needed in teaching History</td>
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</tbody>
</table>
| - Discussion on how to access resources needed in teaching History | 9.20-10.20 am  
1 hour |
| **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 History of Ghana curriculum |
| - Discussion on the proportion of instructional time each Phase/Stage takes in the History of Ghana curriculum | 10.20-11.00 am  
40 minutes |
| **Snack Break** | |
| **Session 3.4: Writing History Scheme of learning** |
| - Presentation and discussion on the new formats for writing History Scheme of learning |
| - Hands on practice on writing new History Scheme of learning | 11.15am -12.00pm  
45 minutes |
| **3.4 contd.: Writing History Scheme of learning** |
| - Group presentations and discussions on schemes of work written in the new format | 12.00am – 1.00pm  
1.00 Hour |
| **Lunch Break** | |
| **Session 3.5: Lesson Planning and Demonstration** |
| - Presentation and discussion on the new format for writing lesson plan |
| - Hands on practice on writing lesson plan (Group work) | 2.00pm – 3.30pm  
1 hour 30 minutes |
| **Health Break** | 3.30pm – 3.45pm |
| **3.5 contd.: Lesson Planning and Demonstration** |
| - Group Presentations and discussions on lesson plans written in the new format | 3.45pm – 5.00pm  
1 hour 15 minutes |
Module 3: Learning Outcomes

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

Session 3.1: Review of Previous Day’s Work and Overview of Module 3

<table>
<thead>
<tr>
<th>Plenary</th>
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</thead>
<tbody>
<tr>
<td>Review of previous day’s work &amp; Overview of Module 3 (20 mins)</td>
</tr>
</tbody>
</table>

Do: ★

- Ask participants to turn to a person next to them and summarise the previous day’s work in not more than four (4) sentences.
- 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 History

Power point presentation on teaching and learning resources to be used in history lessons (refer to PPT 7) (15 mins)

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;
- demonstrate efficient use of instructional time.

Do:
- Ask participants to work in groups to discuss how to identify and select classroom resources needed in teaching History.
- Ask participants to list resources that can easily be improvised at no or low cost and those that can be obtained at no, low or high cost (25 mins).
- Ask participants to complete the teaching and resource table indicating resources and their availability and cost implications.
- Guide participants to complete the teaching and learning resource 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

**Discussion** on the various stages of a history lesson and how much time to be allocated to each stage (taking into account the scope of the indicator) PPT 8

**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;
- demonstrate efficient use of instructional time.

**Do:**
- Take participants through the format/phases of the lesson, e.g. time allocation, activities, stages of a lesson etc.
- Give participants time to study and discuss the instructional time each Phase/Stage takes in the History of Ghana curriculum.
- Invite participants to ask questions for clarification.
Session 3.4: Writing History 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 history 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 History Scheme of learning;

***

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

**Say:**

- What is History 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>Hands on practice on using the format/template provided for writing scheme of learning [Group work] (25 mins)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Say:</strong></td>
</tr>
<tr>
<td>1. You now have the opportunity to practise writing scheme of learning in your groups</td>
</tr>
<tr>
<td><strong>PPT 10</strong></td>
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<tr>
<td><strong>Do:</strong></td>
</tr>
<tr>
<td>1. Put participants into five (5) groups.</td>
</tr>
<tr>
<td>2. Task each group to plan and write weekly scheme of learning for a particular level/year group (class). Participants can ballot for the levels/class they want to write the scheme of learning for.</td>
</tr>
<tr>
<td>3. Go around to provide support.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group Presentations (45 min)</th>
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</thead>
<tbody>
<tr>
<td><strong>Group presentations and discussions on schemes of work/learning written in the format/template provided</strong></td>
</tr>
<tr>
<td><strong>Do:</strong></td>
</tr>
<tr>
<td>1. Invite groups to present their work for comments from their peers.</td>
</tr>
<tr>
<td>2. Encourage participants to comment on their colleagues' presentations.</td>
</tr>
</tbody>
</table>
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 a Lesson Plan based on the History of Ghana curriculum.

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

✓ explain the new Lesson Plan format;
✓ plan and write a lesson using the new format.

Resources needed: Flip charts, markers, sticky notes, sample Lesson Plan

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

Say:

• 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.

Do:

• Invite 2–3 participants to share their answers with the whole group.
1. **Presentation on the format/template for writing Lesson Plan (5 mins)**
   
PPT 10
   
**Do:**

- Ask participants to work in pairs with someone who teaches the same year group to share ideas on components of the current lesson plan.
- Have pairs share their answers.
- Take participants through the new lesson plan in the Teacher Resource Pack.
- Let participants ask questions for clarification.

2. **Hands-on practice on using the format provided for writing lesson plan [Group work] (60 mins)**
   
**Say:**

- You are going to work in pairs to practise writing a lesson plan using the new template we have just discussed.
- Using the guidelines from the lesson plan format, each pair should develop lessons for a week according to the weekly scheme of learning.
- Each group will need:
  - History Scheme of learning for Term 1 for their year/class
  - Note paper – or lesson planning book
• Present the task:
  i. **Read over the History Scheme of learning** for Week 1.
     a. Identify the **learning outcomes** for the week.
  
  ii. **Build a lesson for each day of the week** using the scheme of learning. Each lesson should include: a) the required starter activities, b) the main learning activities including assessment task and c) plenary/reflections of/on new learning activities. You should have 5 lessons.

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

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

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

---

**Group Presentations**

3. **Group presentations** and discussions on lesson planning in the format provided (75 mins)

**Do:**

- Ask 2 pairs from each year group to present their lesson plan (i.e. 2 pairs from P1 and 2 pairs from P2 for a total of 4 presentations)
- Ask others from same year group to say how their plans are different.
- Provide guidance if there seems to be confusion about lesson planning.

**Say:**

- How did you find this lesson planning activity?
- What are the important things to keep in mind when planning a lesson using the scheme of learning?
- Note the teachers’ observations.
## 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 AND REFLECTION

**DAY 4**

**AGENDA**

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Time</th>
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<tbody>
<tr>
<td>4.1</td>
<td>Review of previous day’s work &amp; Overview of Module 4</td>
<td>9.00 – 9.20 am</td>
</tr>
<tr>
<td>4.2</td>
<td>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</td>
</tr>
<tr>
<td>4.3</td>
<td>Roles and responsibilities of the Key Actors in the PLC (DDE, CS, HT, CT/Coach and teachers). Presentation and discussion on roles and responsibilities of the Key Actors</td>
<td>10.20–11.00 am</td>
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<td><strong>Snack Break</strong></td>
<td>11.00am-11.15am</td>
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<tr>
<td>4.4</td>
<td><strong>Coaching Sessions</strong></td>
<td>11.15am –12.15pm</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>11.15am –12.15pm</td>
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<td>- Plan to role play a coaching session on how to prepare for teaching the History of Ghana curriculum</td>
<td>11.15am –12.15pm</td>
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<td>4.4 contd.:</td>
<td><strong>Coaching Sessions</strong></td>
<td>12.15pm –1.00pm</td>
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<td>- Role playing a coaching session and discussions on the session (Group work)</td>
<td>12.15pm –1.00pm</td>
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<td><strong>Lunch Break</strong></td>
<td>2.00pm – 3.30pm</td>
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<td>- Session 4.5: Monitoring and Evaluation, Reporting on Progress, Planning Presentation and discussion on the need for regular monitoring and evaluation of the curriculum implementation process, planning to report on progress and the evaluation tools (M&amp;E, FOI, etc.</td>
<td>2.00pm – 3.30pm</td>
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<td><strong>Health Break</strong></td>
<td>3.30pm – 3.45pm</td>
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<td>4.6</td>
<td><strong>Next Steps &amp; Closing</strong></td>
<td>3.45pm – 5.00pm</td>
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<td>1 hour 15 minutes</td>
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</table>
Module 4 Learning Outcomes

1. Explain the basic features of a professional learning community (PLC) and their potential for creating a new teaching culture where teachers will be willing to support each other (Goal 3).

2. Explain the roles and responsibilities of the Key Actors\(^2\) in the PLC (DDE, CS, HT, CL/Coach and teachers) (Goal 3).

3. Describe the necessary support structures that are needed to ensure circuit supervisors and head teachers assume and sustain their roles effectively (Goal 4).

4. Explain “fidelity of implementation” and its role in measuring success and impact of new initiatives like the numeracy pilot (Goal 5).

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).

\(^2\) DDE – District Director of Education; CS – Circuit Supervisor; HT – Head teacher; CL – Curriculum Leader.
Session 4.1: Review of previous day’s work & Overview of Module 4

Review of previous day’s work (15 mins)

Say:

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

Do:

- Ask participants to turn to a person next to them and summarise the previous day’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)

Say:

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.
- Professional Learning Community (PLC)

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3 DDE – District Director of Education; CS – Circuit Supervisor; HT – Head teacher; CL – Curriculum Leader.
### Session Objectives

**Say:**

In this session, we shall talk 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 **PPT 11** on the basic features of the PLC-SBI and its advantages in promoting whole school development (30 mins).
- Lead a discussion on the presentation (30 mins).
Session 4.3: Roles and Responsibilities of the Key Actors in the PLC (DDE, CS, HT, CL/Coach and Teachers)

Session Objectives

Say:
In this session, we shall talk 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 on roles and responsibilities of the Key Actors of the PLC/SBI (20 min).
• Lead a discussion on the presentation.

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4 DDE – District Director of Education; CS – Circuit Supervisor; HT – Head teacher; CL – Curriculum Leader.
Session 4.4: Coaching Sessions

Coaching

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 min)

Do:

- Ask 2–3 pairs to share their thoughts on the questions above (5 min).
- 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 min).
- 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 History of Ghana 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 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 min).

- Lead the discussion on the presentation (15 min).

- In groups of 5, ask participants to prepare a schedule for PLC meetings to be held in a term with an agenda.

  State:
  i. the evaluation tools (test, FOI, etc.) that will be used to assess progress;
  ii. how progress would be reported (30 min).

- Encourage participants to keep comments and observations to the end of the group presentations for discussion. (30 min).
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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