ORIENTATION OF PRIMARY SCHOOL TEACHERS TOWARDS THE IMPLEMENTATION OF THE REVISED RELIGIOUS AND MORAL EDUCATION CURRICULUM FOR B1–B6
Religious and Moral Education 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 to providing equitable quality inclusive education and lifelong learning opportunities for all. This action of Government is in line with national priorities and the United Nation’s Sustainable Development Goals, especially Goal 4.

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

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

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

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

Dr. Prince Hamid Armah
Executive Secretary (Ag.)

@ NaCCA, 2019
Introduction

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

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

In addition, 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 kindergarten and 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 embedded 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 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, and
4. what steps can be taken to continuously improve and build upon effective classroom instruction.

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

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<th>Page</th>
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<td>• PPT 1: Handout of the highlights</td>
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<tr>
<td>Session 1.3</td>
<td>Introduction to the new RME Curriculum</td>
<td>• PPT 2</td>
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<td></td>
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<td>• Copies of the curriculum document (enough for all trainers and teachers)</td>
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<td>Session 1.4</td>
<td>Understanding the Front Matter of the RME curriculum</td>
<td>• PPT 3</td>
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<td>• Copies of the curriculum document (enough for all trainers and teachers)</td>
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<td>Session 2.3</td>
<td>Demonstration of creative and learning-centred pedagogies used in RME lessons</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 total 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 RME curriculum is designed to address (Goal 1).
- explain the major differences between the standards-based curriculum and the existing RME curriculum (Goal 1).
- identify the primary features of the standards-based RME curriculum and explain what is new in teaching in primary schools (Goal 1).
- explain the nature of and why the subject is taught in school and the differences between the pedagogies used in lessons in the objective-based curriculum and the revised standards-based curriculum (Goal 2).
- demonstrate the use of a variety of pedagogical tools that can be used in RME to effectively implement the curriculum (Goal 2).
- explain what core competencies are and the differences between the assessment strategies used in the implementation of the objectives-based curriculum and the revised standards-based curriculum (Goal 2).
- identify barriers to learning, particularly those related to the cross-cutting issues (gender, inclusivity, and resources availability), and explain how they will be addressed in lessons in the revised standards-based curriculum (Goal 2).
- describe how to write lesson plans and schemes of learning for a standards-based curriculum.
• explain the basic features of a Professional Learning Community (PLC) and their potential for creating a new teaching culture where teachers will be willing to support each other (Goal 3).

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

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

• demonstrate the use of a variety of assessment strategies (including assessment – for, of and as learning) in RME to ensure learners are developing understanding and acquire skills and other 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 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 – Headteacher; CL – Curriculum Leader.
<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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<td>40 min</td>
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<td>1 hr 15 m</td>
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**ARRIVAL AND REGISTRATION OF PARTICIPANTS**

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<th>Lunch</th>
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<td>Highlights of the National Curriculum Framework</td>
<td>Introduction to the New RME curriculum</td>
<td>Introduction to the new RME curriculum</td>
<td>Understanding the Front Matter in the new RME curriculum</td>
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<tr>
<td>Day 2</td>
<td>Creative Pedagogies used in RME lessons</td>
<td>Demonstration of Creative Pedagogies used in RME lessons</td>
<td>Demonstration of Creative Pedagogies used in RME lessons</td>
<td>Assessment strategies used in RME classrooms</td>
<td>Designing Assessment tasks in RME</td>
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<tr>
<td>Day 3</td>
<td>Teaching and learning resources for teaching RME</td>
<td>Use of Instructional Time: Phases/Stages of a Lesson in RME</td>
<td>Writing Scheme of Learning in RME</td>
<td>Writing Scheme of Learning in RME</td>
<td>Barriers to learning</td>
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<tr>
<td>Day 4</td>
<td>Reflective Practice: PLC/SBI</td>
<td>Roles and responsibilities of the Key Actors in PLC</td>
<td>Coaching Sessions</td>
<td>Coaching Sessions</td>
<td>Lesson Planning and Demonstration</td>
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<tr>
<td>Day 5</td>
<td>DEPARTURE</td>
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@ NaCCA, 2019
## DAY 1

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

**AGENDA**

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

<table>
<thead>
<tr>
<th><strong>Opening/Welcome (15 mins)</strong></th>
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<tr>
<td><strong>Introductions (20 mins)</strong></td>
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**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.

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

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

**Highlights of the NPCF Presentation (40 mins) PPT_1**

**Do:**

- Use the KWL strategy (see resource packet for KWL procedure) to activate participants’ background knowledge about a curriculum framework.
- Ask participants to brainstorm and answer the questions below:
  - What do you know about a framework/Curriculum Framework?
  - What do you want to know about the National Pre-Tertiary Curriculum Framework?
- Draw the KWL chart on the flip chart and record participants’ answers in the appropriate columns.
- Present **PPT 1, Slides 4-30.** Invite one or two questions from participants.
### Session 1.3: Introduction to the New RME Curriculum

**Session Objectives**

**Say:**
In this session, we will be talking about the new RME curriculum for Primary Schools. By the end of Session 1.3, you will be able to do the following:

- describe the major learning gaps the new RME curriculum is designed to address,
- identify the primary features of the new RME curriculum and
- explain what is new in teaching RME in primary schools.

**Resources needed:** flip chart, markers, stickers, word walls, wall charts

**Discussion on current problems in learning, teaching and assessment of RME (20 mins)**

- Participants identify some problems with the current RME curriculum.
- Ask participants to pair up to share ideas on the following questions:
  i. What knowledge gaps do children have?
  ii. What gaps in skills do they have?
  iii. What gaps in attitudes and values do they have?
- Let participants share their thoughts with the whole group.
In summary, the current RME curriculum:
- is more theoretical than practical.
- does not emphasise the application of moral values to shape the life of the learner.
- tends to be more teacher-centred than learner-centred.

Presentation on the new RME Curriculum focusing on the key features, definitions, organisation, scope and sequence, etc. (30 mins)

Do:
- Present the new RME Curriculum PPT 2 to participants.
- Give participants enough time to comment on the presentation.

Group discussion (questions based on the key features) (25 mins)

Say:
In groups of five, develop ideas to answer the following questions:
- Why revise the RME curriculum? (Link to gaps identified in previous activity)
- What are the key features of the new RME curriculum?
- What are the similarities between the old RME curriculum and the new one?
- What are the differences between the two?
<table>
<thead>
<tr>
<th>Subject</th>
<th>Group presentations (30 mins)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do:</td>
<td>Select about 5 groups to present their work to the whole class for discussion. You may ask particular groups to present particular features.</td>
</tr>
<tr>
<td>Say:</td>
<td>Thank you for the great job you have done. Bravo!</td>
</tr>
</tbody>
</table>
Session 1.4: Understanding the Front Matter of the RME curriculum

<table>
<thead>
<tr>
<th>Pllenary</th>
<th>Discussion on elements of the Front Matter including the rationale, teaching philosophy, learning philosophy, general and specific aims, core competencies and instructional expectations (75 mins)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Say:</td>
<td>In this session, we will be talking about some elements of the Front Matter of the new RME Curriculum for Primary Schools.</td>
</tr>
<tr>
<td></td>
<td>By the end of the session, you will be able to explain the following about the new RME Curriculum:</td>
</tr>
<tr>
<td></td>
<td>• rationale</td>
</tr>
<tr>
<td></td>
<td>• teaching and learning philosophy</td>
</tr>
<tr>
<td></td>
<td>• general and specific aims</td>
</tr>
<tr>
<td></td>
<td>• instructional expectations</td>
</tr>
<tr>
<td></td>
<td><strong>Resources needed:</strong> flip chart, markers, stickers, word walls, wall charts</td>
</tr>
<tr>
<td>Say:</td>
<td>What is the meaning of Front Matter of a curriculum? What is the importance of the Front Matter of the RME curriculum? Share your views with a partner, and then the whole group.</td>
</tr>
</tbody>
</table>

@ NaCCA, 2019
Do: ⭐

- Ask participants to open to the Front Matter of the RME curriculum.
  Ask participants to work in small groups to identify and discuss the Front Matter:

  A.
  
  i. the rationale.
  ii. teaching philosophy.
  iii. learning philosophy.
  iv. general aims.
  v. core competencies.

  B.
  
  i. instructional expectations.
  ii. earning domains (expected learning behaviours).
  iii. attitudes and values.
  iv. suggested time allocation.

**Group presentation (40mins)**

- Invite groups to present their work.

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

Do: ⭐

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

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

**Say:**

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

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

**Do:**

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

### Module 2: Pedagogy and Assessment

#### AGENDA

<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 RME lessons**  
  - Discussion on creative pedagogies in teaching RME  
  - Discussion of learner-centred pedagogies in new RME curriculum | 9.20–10.20 am 1 hour |
| **Session 2.3: Demonstration of new Pedagogies used in lessons in RME**  
  - Demonstration of a lesson in the new RME curriculum  
  - Discussion of creative and learning-centred pedagogies in a lesson demonstration | 10.20–11.00 am 40 minutes |
| **Snack Break** | 11.00am–11.15am |
| **2.3 contd.: Demonstration of new Pedagogies used in lessons in RME**  
  - Role playing learner-centred pedagogies in new RME curriculum | 11.15am –12.00pm 45 minutes |
| **Session 2.4: Assessment strategies used in lessons in RME**  
  - Discussion on current assessment strategies in teaching RME  
  - Presentation on standards-based assessment highlighting assessment “for”, “as”, and “of”, learning. | 12.00am – 1.00pm 1.00 Hour |
| **Lunch Break** | 1.00pm – 2.00pm |
| **Session 2.4. Assessment strategies used in lessons in RME**  
  - Designing assessment tasks for a content standard in new RME curriculum (Group discussion and presentations) | 2.00pm – 3.30pm 1.5 hours |
| **Health Break** | 3.30pm–3.45pm |
| **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 1.15 hours |
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 (20 mins)—Welcome and warm up**

Say: 🌼

We are back for another session. Welcome everyone! To warm up, let us look at some things that we talked about during the previous session.

- Ask each group to write a summary of previous day’s major issues.
- Invite 2–3 participants to share their summaries with the whole group.

Say: 🌼

In this module, we will be talking about:

- pedagogies used in RME lessons.
- assessment strategies used in RME lessons.
- barriers to learning.
Session 2.2: Pedagogies used in RME lessons

<table>
<thead>
<tr>
<th>Plenary</th>
<th>Discussion on creative pedagogies in teaching RME (30 mins)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Say:</td>
<td>In this session, we will be talking about creative and learning-centred pedagogies used in RME lessons and how to integrate the core competencies in the RME lessons.</td>
</tr>
<tr>
<td></td>
<td>By the end of this session, you will be able to:</td>
</tr>
<tr>
<td></td>
<td>• mention and explain at least 3 pedagogies used in teaching RME lessons.</td>
</tr>
</tbody>
</table>

| Resources needed: | flip chart, markers, stickers, word walls, wall charts |
| Say:             | We are going to talk about creative and learning-centred pedagogies that we use in RME lessons. What are creative and learning-centred pedagogies? Can you share with us some of the creative and learning-centred pedagogies that you use in your RME lessons? |

<table>
<thead>
<tr>
<th>Pair whole group</th>
<th>Do:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Ask participants to brainstorm various creative pedagogies that they use in their RME Lessons.</td>
</tr>
<tr>
<td></td>
<td>• Ask participants to write down in their jotters their own definitions of creative pedagogies with examples.</td>
</tr>
<tr>
<td></td>
<td>• Ask participants to pair-share their works and agree on a common definition of creative pedagogies with examples.</td>
</tr>
</tbody>
</table>
- Ask four pairs of participants to share their works to agree on a common definition of creative pedagogies with examples, and ask the groups to share their work with the whole group.

- **Group Work:** Ask groups to open to pages xii – xvi of the new RME 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
  - What is inclusion? What creative pedagogies can be used to achieve inclusion in the RME classroom?
  - What is differentiation?
  - What is scaffolding?

**Group Presentation**

**Do:**

- Ask groups to present their findings. (The acceptable responses should be written on a flip chart/chalkboard.)

**Presentation of learning-centred pedagogies in the new RME curriculum (30 mins) PPT 4**

**Do:**

- Present PPT 4 on creative and learning-centred pedagogic approaches in the new RME curriculum.
- Answer questions from participants.
**Discussion of learning-centred pedagogies in new RME Curriculum including integration of core competencies in a lesson**

*(30 ins)*

**Do:**

- Ask participants to work in small groups to discuss the learning-centred pedagogies in the new RME curriculum.
- Invite groups to share their work with the whole group.
### Session 2.3: Demonstration of creative and learning-centred Pedagogies used in RME lessons

<table>
<thead>
<tr>
<th>Creative and learning-centred pedagogies</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 an RME Lesson.

**Resources needed:** flip chart, markers, stickers, word walls, wall charts

#### Demonstration of Creative and learning-centred pedagogies (40 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 RME 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 pedagogies observed.</td>
</tr>
<tr>
<td>Invite 2–3 participants to demonstrate the pedagogies they observed.</td>
</tr>
</tbody>
</table>
**Practice Time (45 mins)**

**Say:**

It is time for you to plan and demonstrate the learning-centred pedagogies that we have discussed.

**Group Work:**

**Do:**

- Put participants into small groups
- Assist groups select learning centred pedagogies and indicators and plan a mini lesson.
- Allow participants time to prepare and practise role playing the pedagogies in their small groups.
- Invite groups to demonstrate the learning-centred pedagogies.
- Have the whole group critique the demonstrations.
## Session 2.4: Assessment strategies used in RME lessons

<table>
<thead>
<tr>
<th>Group</th>
<th>Discussion on current assessment strategies in teaching RME (15 mins)</th>
</tr>
</thead>
</table>

**Say:**

In this session, we will discuss *assessment strategies* used in RME lessons. By the end of this session, you will be able to:

- explain the term *assessment*.
- mention the forms of assessment.
- describe the forms of assessment.
- distinguish between:
  - assessment for learning,
  - assessment as learning and
  - assessment of learning.
- design a task based on a given indicator.

**Resources needed:** flip chart, markers, stickers, word walls, wall charts

**Say:**

Reflect on the various assessment forms you use in your RME lessons. Why do you do assessment? What purpose do they serve?
**Do:**

- Ask participants to pair up to discuss:
  1. what assessment is.
  2. forms of assessments used in RME lessons.
  3. the importance of assessment to the learner, the teacher and the parent.
- Invite pairs to share their answers with other participants.

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

**Do:**

- Present PPT 5.
- Ask participants to work in groups to discuss the presentation on current assessment strategies in teaching RME and suggest other assessment strategies that could improve RME lessons.

*Use of variety of assessment strategies in the new RME curriculum*

**Say:**

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

- Ask groups to open to “Sample Assessment Tasks” in the Resource Packet.
- Discuss the sample assessment tasks with the participants.
- Ask participants to study and discuss assessment in their RME Curriculum and the resource packet.
- Let group leaders share their ideas with the whole class.
In summary, assessment is the process of gathering information about learners and using the information to make decisions about teaching/learning. It is a way of finding out whether teaching and learning targets are achieved and the extent to which learning has taken place.

**Designing assessment tasks for a content standard in new RME curriculum (50 mins)**

**Do:**
- Assign each group a particular class. Let each group select a content standard from a specific strand (e.g. group 1 for level 1, strand 1).
- Give each group 15 mins to select a specific indicator and design assessment tasks to demonstrate exemplify:
  - assessment as learning
  - assessment for learning
  - assessment of learning

**Group presentations and discussion.**
- Let groups present their exercise for general discussions.

**Say:**
- I thank you all for your participation.
Session 2.5: Barriers to learning

**Plenary**

**Brainstorming barriers to learning**

**Say:**

In this session, we will discuss 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 can be addressed in lessons in the new RME standards-based curriculum.

**Group work**

**Resources needed:** flip chart, markers, stickers, word walls, wall charts

**Do:**

- Put learners into groups to brainstorm the following:
  - i. barriers to learning
  - ii. gender sensitivity in teaching/learning
  - iii. inclusivity in teaching/learning
  - iv. how to address these barriers in teaching RME.
- Ask groups to present their findings for class discussion.
- Present PPT 6.

**Say:**

Another day is over. I thank you for your full participation.
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 2: 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 RME | 9.20 - 10.20 am
1 hour |
| Discussion on how to identify and select classroom resources needed in teaching RME |
| Discussion on how to access resources needed in teaching RME |
| **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 RME curriculum |
| Discussion on the proportion of instructional time each Phase/Stage takes in the new RME curriculum |
| Snack Break | 11.00 am - 11.15 am |
| **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
1.00 Hour |
| Group presentations and discussions on schemes of learning written in the new format |
| **Lunch Break** | 1.00 pm - 2.00 pm |
| **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** | 3.30 pm - 3.45 pm |
| **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

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

**Say:** Welcome back to another day. We are going to briefly review what we learnt the previous day.

**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**

Today, we are going to have a thorough look at:

- Teaching and learning resources.
- Use of instructional time.
- Writing scheme of learning
- Lesson planning
**Session 3.2: Teaching and learning resources for teaching RME**

<table>
<thead>
<tr>
<th>Plenary</th>
<th>Discussion on how to identify and select classroom resources needed in teaching RME 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).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Say:</td>
<td>By the end of this session you will be able to:</td>
</tr>
<tr>
<td></td>
<td>• identify and choose appropriate teaching and learning resources needed for teaching RME.</td>
</tr>
<tr>
<td></td>
<td>• distinguish between resources that the teacher can easily improvise and those that can be obtained at no cost, low or high cost.</td>
</tr>
<tr>
<td><strong>Resources needed:</strong></td>
<td>flip chart, markers, stickers, word walls, wall chart</td>
</tr>
<tr>
<td>Say:</td>
<td>You want to teach a lesson on inter dependency of God’s creatures on one another. What resources will you use and how will you obtain them? Who pays for the resources? In pairs:</td>
</tr>
<tr>
<td></td>
<td>• discuss what teaching/learning resources are.</td>
</tr>
<tr>
<td></td>
<td>• Identify sources of the resources and how to obtain them.</td>
</tr>
<tr>
<td></td>
<td>• Share your findings with the whole class.</td>
</tr>
<tr>
<td><strong>Do:</strong></td>
<td>• Ask participants to work in pairs to discuss how to identify and select classroom resources needed in teaching RME.</td>
</tr>
<tr>
<td></td>
<td>• Ask participants to complete the teaching and resource table in the Teacher Resource Pack.</td>
</tr>
<tr>
<td></td>
<td>• Assign strands to participants.</td>
</tr>
<tr>
<td></td>
<td>• Have each groups select a sub-strand.</td>
</tr>
</tbody>
</table>
- Ask groups to choose at least 2 indicators and list all the appropriate TLRs for teaching each indicator.
- 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).
- Invite them to present their work for a whole group discussion
Session 3.3: Use of Instructional Time: Phases/Stages of a Lesson

Teaching and learning resources

Say:
In this session, we will be discussing the use of instructional time: Phases/Stages of a lesson.

By the end of this session, the participant will be able to:
- describe the stages/phase of a lesson plan.
- demonstrate efficient use of instructional time.

Do:
- Ask participants to mention the structure of a lesson (beginning, middle, and end).
- 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:
  - the proportion of instructional time each Phase/Stage takes in the new RME curriculum:
    - time allocation and the activities for each stage. They should compare the new format with the old lesson format and identify similarities and differences.
  - how to use instructional time efficiently.
- Invite groups to present the outcome of their discussions.
Session 3.4: Writing Scheme of learning

Presentation and discussion on the new formats for writing Scheme of learning (20 mins)

Say:
In this session, we will be looking at the new format for writing Scheme of learning and how to write Scheme of learning from the new RME Curriculum.

By the end of this session you will be able to:
- explain the new format for Scheme of learning.
- write Scheme of learning for a standards-based curriculum.

Resources needed: flip chart, markers, stickers, word walls, wall chart

Say:
- What is Scheme of learning? Who writes Scheme of learning? And for what purpose? Turn to your partner and share thoughts on above questions.

Do:
- Invite pairs to share their thought with the whole group.
- Take participants thoughts the format for writing scheme of learning.
- Give participants time to study and discuss the scheme of learning in RME.
- Invite participants to ask questions for clarification.
### Hands-on practice on using the new format for writing Scheme of learning (25 mins)

**Do:**
- Assist groups of participants to choose a content standard and design a yearly overview/weekly Scheme of learning for a specific class.

### Group presentations and discussions on schemes of learning written in the new format (45 mins)

**Do:**
- Have groups to present their work to the whole group.
- Allow participants to comment on one another’s presentations.
Session 3.5: Lesson Planning and Demonstration

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

Say:
In this session, we will look at the new format for writing a lesson plan and also how to write a lesson plan based on the new RME 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 chart, markers, stickers, word walls, wall charts.

Say:

I believe you prepare lesson plans before teaching. What is a lesson plan? Why should a teacher write lesson plans? What are the components of a lesson plan?
In your groups, reflect on these questions for three minutes. Share your answers with the entire class.

Do:
- Take participants through the new format for writing a lesson plan in the resource packet.
- Give participants 5 minutes to study the format.
- Give participants 5 minutes to discuss the new lesson plan format.
- Invite questions for clarification.
<table>
<thead>
<tr>
<th><strong>Hands-on practice on using the new format for writing lesson plan (60 mins)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Say:</strong></td>
</tr>
<tr>
<td>You are now going to practise writing a lesson plan.</td>
</tr>
<tr>
<td><strong>Do:</strong></td>
</tr>
<tr>
<td>1. Put participants into groups.</td>
</tr>
<tr>
<td>2. Assist participants to design a lesson plan for a particular level.</td>
</tr>
<tr>
<td>3. Ask groups to discuss the lesson plans they have designed.</td>
</tr>
<tr>
<td>4. Supervise and provide support to participants.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Group presentations and discussions on lesson planning in the new format (75 mins)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Do:</strong></td>
</tr>
<tr>
<td>1. Invite groups to present their work for comments from the whole group.</td>
</tr>
<tr>
<td>2. Thank participants for active participation.</td>
</tr>
</tbody>
</table>

**Demonstration of RME lesson**

<table>
<thead>
<tr>
<th><strong>Say:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I am going to demonstrate a 30-minute RME lesson.</td>
</tr>
<tr>
<td>2. During the demonstration, you will participate as learners. At the same time, observe the lesson critically because you will practice it.</td>
</tr>
<tr>
<td>Do: Stars</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>• Demonstrate a 30-minute RME lesson.</td>
</tr>
<tr>
<td>• Ask participants to discuss the lesson observed: the starter, main activities and reflection.</td>
</tr>
</tbody>
</table>

### Lesson Practice Time

**Say:**

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

**Do: Stars**

- 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**

<table>
<thead>
<tr>
<th>AGENDA</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 4.1: Review of previous day’s work and Overview of Module 4</strong></td>
<td>9.00 – 9.20 am</td>
</tr>
<tr>
<td><strong>Session 4.2: Reflective Practice: Professional Learning Community (PLC)/School-Based In-service (SBI)</strong></td>
<td>9.20–10.20 am</td>
</tr>
<tr>
<td>- Presentation and discussion on basic features of the PLC/SBI and its advantages in promoting reflective practices and whole school development</td>
<td>1 hour</td>
</tr>
<tr>
<td><strong>Session 4.3: Roles and responsibilities of the Key Actors1 in the PLC (DDE, CS, HT, CL/Coach and teachers)</strong></td>
<td>10.20–11.00 am</td>
</tr>
<tr>
<td>- Presentation and discussion on roles and responsibilities of the Key Actors</td>
<td>40 minutes</td>
</tr>
<tr>
<td><strong>Snack Break</strong></td>
<td>11.00am–11.15am</td>
</tr>
<tr>
<td><strong>Session 4.4: Coaching Sessions</strong></td>
<td>11.15am –12.00pm</td>
</tr>
<tr>
<td>- Presentation on the activities of a coaching session with a focus on reflective practice cycle, i.e. teach, self-assess, consider, practice, teach, etc.</td>
<td>45 minutes</td>
</tr>
<tr>
<td>- Plan to role play a coaching session on how to prepare for teaching [insert subject] curriculum</td>
<td></td>
</tr>
<tr>
<td><strong>4.4 contd.: Coaching Sessions</strong></td>
<td>12.00am – 1.00pm</td>
</tr>
<tr>
<td>- Role playing a coaching session and discussions on the session (Group work)</td>
<td>1.00 Hour</td>
</tr>
<tr>
<td><strong>Lunch Break</strong></td>
<td>1.00pm–2.00pm</td>
</tr>
<tr>
<td>- <strong>Session 4.5: Monitoring and Evaluation, Reporting on Progress, Planning</strong></td>
<td>2.00pm – 3.30pm</td>
</tr>
<tr>
<td>- Presentation and discussion on</td>
<td>1 hour 30minutes</td>
</tr>
<tr>
<td>- i. the need for regular monitoring and evaluation of the curriculum implementation process,</td>
<td></td>
</tr>
<tr>
<td>ii. planning to report on progress and the evaluation tools (M and E, FOI, etc.)</td>
<td></td>
</tr>
<tr>
<td><strong>Health Break</strong></td>
<td>3.00pm–3.45pm</td>
</tr>
<tr>
<td>- <strong>Session 4.6: Next Steps and Closing</strong></td>
<td>3.45pm – 5.00pm</td>
</tr>
<tr>
<td></td>
<td>1 hour 15 minutes</td>
</tr>
</tbody>
</table>
Session 4.1: Review of previous day’s work and Overview of Module 4

Review and Overview

Say:

On behalf of NaCCA, I welcome all of you once again.

Let us recap what we learnt in the previous session. Ok, each group should tell us what they know about:

- Teaching and learning resources, how to obtain them and at whose cost.
- Scheme of learning.
- Lesson planning.

Overview of Module 3 (5 mins)

Say:

In this module, we will look at the following:

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

\(^2\) DDE – District Director of Education; CS – Circuit Supervisor; HT – Headteacher; CL – Curriculum Leader.
**Session 4.2: Reflective Practice: Professional Learning Community (PLC)/School-Based IN-SET (SBI)**

<table>
<thead>
<tr>
<th>PLC–SBI</th>
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</thead>
<tbody>
<tr>
<td><strong>Presentation</strong> on basic features of the PLC–SBI and its advantages in promoting reflective practices and whole school development (30 mins)</td>
</tr>
</tbody>
</table>

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

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

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

**Do:**
- Present the basic features of the PLC–SBI and its advantages in promoting total school development (30 mins)
- Lead a discussion on the presentation (30 mins)
Session 4.3: Roles and responsibilities of the Key Actors\(^3\) in the PLC (DDE, CS, HT, CL/Coach and teachers)

Say:
In this session, we shall be talking about the roles and responsibilities of the key actors (DDE, CS, HT, CL/Coach and teachers) in the PLC.

By the end of the session, you will be able to:
explain the roles and responsibilities of the key actors (DDE, CS, HT, CL/Coach and teachers) in the PLC.

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
Presentation and discussion on roles and responsibilities of the Key Actors (20 mins)

Do: ⭐
- Present PowerPoint\_12 on roles and responsibilities of the Key Actors of the PLC/SBI (20 mins) PPT\_12
- Lead the discussion on the presentation.

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\(^3\) DDE – District Director of Education; CS – Circuit Supervisor; HT – Headteacher; CL – Curriculum Leader.
### 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, practise, teach, etc. **(15 mins)**.
- Lead a discussion on the presentation **(15 mins)**.
- Select a pair of participant to act as a Coach and another to act as a class teacher.
- Assist participants to plan and prepare for coaching sessions with a focus on reflective practice in the RME 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 the question below:
  1. In your opinion, what are the most important characteristics of a coach?
- Let participants share their thoughts with the group.
Session 4.5: Monitoring and Evaluation, Reporting on Progress, Planning

PLC: Monitoring teachers and learners’ progress
- Present PPT_14 on the need for regular monitoring and evaluation of the curriculum implementation process at PLC/SBI meeting (15 mins).
- Lead a 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:
  1. the evaluation tools (test, FOI, etc.) that will be used to assess progress,
  2. how progress would be reported (30 mins).
- Encourage participants to keep comments and observations to the end of the group presentations for discussion. (30 mins).

Say:
We have come to the end of this session. You have all done well. Thank you for your active participation.
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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