BRIEFING ON THE NEW CURRICULUM

PRESENTED BY
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ISAAC MEPENEDO-SECOND CYCLE SCH. CORD.

Date: 1st July, 2019
Ghana is keen to accelerate the improvement in educational provisions, with a particular emphasis on quality education for all. This has been the basis for the review of the current curriculum.
Rationale for Reviewing the Curriculum

- **Poor national learning outcomes** (data is available from national assessments - EGRA, EGMA, NEA and the high stakes - BECE, WASSCE).

- The current **Objectives-based Curriculum** has not been comprehensively reviewed in recent times against the backdrop of the need to review every 5 years and is fraught with issues of **Content overload**.

- **Limitations of the Assessment system**: inability of the assessment system to provide sufficient data on which improvements in teaching and learning can be fashioned and an overly emphasis on preparing learners to pass exams, thus teaching to test.
Why Review of the Curriculum

- Fundamentally, the review of the curriculum is to respond to a national priority of shifting the structure and content of the education system from merely passing examinations to building character, nurturing values, and raising literate, confident, and engaged citizens who can think critically.

- Again, the review of the curriculum is to address the inherent challenges in the existing curriculum and ensure that the content of the national curriculum can be internationally benchmarked.
Conceptual Framework of the new Curriculum

Quality Education for all Ghana's Children

Curriculum Philosophy, Vision, Aim, Objectives, Principles and Rationale for a Standards-Based Curriculum - focus on learning and learning progression

- Learning Areas
  - 4Rs across the Curriculum
    - wRiting, Reading
    - aRithmetic, cReativity
  - Early Years Core Learning Areas
    - Numeracy & Literacy
  - Upper Primary Core Learning Areas
    - Numeracy, Literacy & Science
  - JHS Core Learning Areas
    - Maths, English Language, Science, History & Computing
  - SHS Core Learning Areas
    - Maths, English Language, Ghanaian Language [Optional], Science, History/Geography & Computing

- Core/Global Competences
  - Critical thinking & problem solving
  - Creativity & innovation
  - Communication & Collaboration
  - Cultural identity & global citizenship
  - Personal development & leadership
  - Digital Literacy

- Pedagogical Approaches
  - Social Constructivism
  - Learning-centred classrooms
  - Teacher-Centred Schools
  - ICT use as a tool for teaching and learning
  - Inclusion
  - Differentiation
  - Scaffolding

Implementation Factors
- Leadership & Quality of management
- Pedagogy
- ICT
- Language of Teaching & Learning
- Inclusion & Diversity
- Accountability & Quality Assurance
- Teaching & Learning Resources
- Guidance & Counselling
- Teacher Professional Development and Assessment

Improved learning outcomes for all learners as a foundation for life-long learning
Curriculum Implementation Principles

The curriculum principles guide the way the curriculum is constructed impact on teaching and learning, the way progress is assessed, the way teachers are trained, and on the way schools are led and managed. The following principles guide the new curriculum:

▪ Inclusion
▪ Development of key/core competencies
▪ Integrated and coherent teaching and learning
▪ School-level autonomy and flexibility
▪ Responsibility and accountability
VALUES OF THE CURRICULUM

At the core of the school curriculum is the belief in nurturing a new generation of honest, creative and responsible Ghanaian children. As such, every part of the curriculum, including the related pedagogy should be consistent with the following values:

▪ Respect
▪ Diversity
▪ Equity
▪ Commitment to achieving excellence
▪ Teamwork & Collaboration
▪ Truth & Integrity
21st Century skills and values for Ghanaian students and workers

Foundational Literacies
How learners apply Core Skills to everyday tasks
1. Literacy
2. Numeracy
3. Scientific Literacy
4. ICT Literacy
5. Financial Literacy
6. Cultural and Civic Literacy

Functional Competencies
How learners approach Challenges
1. Critical Thinking and Problem Solving Skills
2. Creativity and Team Work
3. Communication

Ethos for the Work Place
Applying academic skill and competencies in the world of work
1. Innovativeness
2. Excellence
3. Persistence/Grit
4. Leadership
5. Ethics and Integrity

Lifelong Learning
OUR DREAM GHANAIAN CHILD

- Creative
- Innovative
- Good Moral Values
- Independent
- Patriotism
- Good Communicator
- Team Leader
- Digitally Literate
- Global Citizen
- Critical Thinker
- Problem Solver
- Team Player
Key Features of the New Curriculum

• Provisions for the acquisition of 4Rs: Reading, Writing, Arithmetic and Creativity

• Making Ghana a Mathematics friendly nation

• Reintroduction of History of Ghana

• Strengthening the teaching of French and the introduction of Arabic as Modern Foreign Languages

• Emphasis on learning-centred pedagogy (differentiation, scaffolding and use of ICT as a pedagogical Tool)

• Emphasis on inclusion and diversity

• Provisions for the development of Core Competencies (Foundational and Lifelong Skills)
1. Critical thinking and Problem-solving
2. Communication and Collaboration
3. Creativity and Innovation
4. Cultural Identity and Global Citizenship
5. Digital Literacy
6. Leadership and Personal Development
Learning Progressions

• At the heart of the national curriculum is the learning progression and improvement of learning outcomes for Ghana’s young people with a focus on the 4Rs – Reading, Writing, Arithmetic and Creativity. It is expected that at each curriculum phase, learners would be offered the essential learning experiences to progress seamlessly to the next phase. Where there are indications that a learner is not sufficiently ready for the next phase a compensatory provision through differentiation should be provided to ensure that such a learner is ready to progress with his/her cohort. The progression phases are: pre-primary (KG1 – KG2), primary (B1 – B3 and B4 to B6), junior high (B7 – B9) and senior high (SHS1 – SHS3).
National Examinations

National Assessment shall be conducted at each phase of the curriculum. This will provide a means of evaluating the extent to which learners are meeting the expectations enshrined in the performance indicators, to help make decisions on the progression of learners to the next phase, and to ensure learners receive compensatory provision where applicable. The national assessment shall include examinations taken at the end of Senior High School, and phase specific national standards assessments.
The National Standards Assessment Test (NSAT)

- The National Standards Assessment Test (NSAT) shall be introduced in place of the existing National Education Assessment (NEA), the National Early Grade Reading Assessment (EGRA) and the National Early Grade Mathematics Assessment (EGMA). The aim of the NSAT is to collect data at the national level on how well learners in Ghana’s schools are meeting the expectations of the curriculum, and identify what the learning gaps are that need to be addressed. It will also provide information to aid resource allocation and provision of targeted intervention – which schools and districts need specific intervention and what the intended outcomes will be for such schools and districts. The NSAT shall be taken by learners at each curriculum phase.
WHAT ARE THE SUBJECTS OR LEARNING AREAS IN THE NEW CURRICULUM?
KG and Primary School Subjects/Pillars

- Numeracy
- Literacy
- Creative Arts
- Our World and Our People
KG and Primary School Subjects/Pillars

• Numeracy
• Literacy (English & Ghanaian Language)
• Science
• Creative Arts
• History
• RME,
• Our World and Our People (Citizenship Education, Agriculture, Computing, Geography)
• *Physical Education.
KG and Primary School Subjects/Pillars

• Numeracy
• Literacy (English, Ghanaian Language & French)
• Science
• Creative Arts
• History
• RME
• Our World and Our People (Citizenship Education, Agriculture, Geography)
• Computing
• *Physical Education
Junior High School Subjects/Pillars

• 1. Literacy [Gh. Lang, Eng. Lang Arts., French or Arabic]
• 2. Mathematics
• 3. Science
• 4. History
• 5. Geography
• 6. Our World & Our People (*Religion and Moral Education, Civics, Agriculture and Geography)
• 7. Creative Design and Technology (Visual Arts, Home Economics, Pre-Tech)
• 8. Computing (with emphasis on Application)
• 9. Physical Education
School Time Arrangements (Primary)

- Literacy (English and Gh. Lang.) 15 Periods
- Mathematics 10 Periods
- Science 4 Periods
- Creative Arts 4 Periods
- History 4 Periods
- RME 2 Periods
- PE 2 Periods
- OWOP 4 Periods
- French 2 Periods
- Computing 2 Periods
- Worship** 1 Period

Summary
- 10 Periods per Day
- 30 Minutes per Period
- 1 hour to be allocated to extra curricular activities at Primary Schools
# Sample Time Table based on the new School Time Arrangements

<table>
<thead>
<tr>
<th>DAY/TIME</th>
<th>30m</th>
<th>30m</th>
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<th>30m</th>
<th>30m</th>
<th>30m</th>
<th>30m</th>
<th>30m</th>
<th>EXTRA CURRICULUM</th>
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<tr>
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<td>W</td>
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</tr>
</tbody>
</table>

Sample Time Table based on the new School Time Arrangements

**Sample Time Table based on the new School Time Arrangements**

### Sample Time Table based on the new School Time Arrangements

- Day: Monday
- Time: 30m
- Extra Curriculum

### Sample Time Table based on the new School Time Arrangements

- Day: Tuesday
- Time: 30m
- Extra Curriculum

### Sample Time Table based on the new School Time Arrangements

- Day: Wednesday
- Time: 30m
- Extra Curriculum

### Sample Time Table based on the new School Time Arrangements

- Day: Thursday
- Time: 30m
- Extra Curriculum

### Sample Time Table based on the new School Time Arrangements

- Day: Friday
- Time: 30m
- Extra Curriculum

### Sample Time Table based on the new School Time Arrangements

- Day: Saturday
- Time: 30m
- Extra Curriculum
Core Subjects for Science and Technical Programmes

1. English Language
2. Mathematics
3. Ghanaian Language (Optional)
4. History
5. Geography
6. Computing (with emphasis on Application)

Core Subjects for Language Arts, Humanities, Business, Vocational Programmes

1. English Language
2. Mathematics
3. Ghanaian Languages (Optional)
4. History/Geography
5. Science including Agriculture
6. Computing (with emphasis on Application)

A student at SHS is to select at least four and at most five subjects from not less than two groups as Electives for the final years in SHS
THE STRUCTURE OF THE NEW CURRICULUM

- SYLLABUS
- LESSON PLANNING
- SCHEME OF LEARNING
ORGANISATION OF THE CURRICULUM (SYLLABUS)

- The curriculum has been structured into four columns which cover Strands, Sub-strands, Content standards, Indicators and Exemplars. A unique **annotation** is used for numbering the learning indicators in the curriculum for the purpose of easy referencing. Example: B3.2.4.1.2

- Example: B3.2.4.1.2

<table>
<thead>
<tr>
<th><strong>ANNOTATION</strong></th>
<th><strong>MEANING/REPRESENTATION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>B3</td>
<td>Year or Class</td>
</tr>
<tr>
<td>2</td>
<td>Strand Number</td>
</tr>
<tr>
<td>4</td>
<td>Sub-Strand Number</td>
</tr>
<tr>
<td>1</td>
<td>Content Standard Number</td>
</tr>
<tr>
<td>2</td>
<td>Indicator Number</td>
</tr>
</tbody>
</table>
THE STRUCTURE OF THE CURRICULUM (SYLLABUS)

- **Strands** are the broad areas/sections of the subject content to be studied.
- **Sub-strands** are the topics within each strand under which the content is organised.
- **Content standard** refers to the pre-determined level of knowledge, skill and/or attitude that a learner attains by a set stage of education.
- **Indicator** is a clear outcome or milestone that learners have to exhibit in each year to meet the content standard expectation. The indicators represent the minimum expected standard in a year.
- **Exemplar**: Support and guidance, which clearly explains the expected outcomes of an indicator and suggests what teaching and learning activities could take, to support the facilitators/teachers in the delivery of the curriculum.
## LESSON PLAN FORMAT

Date: | Period: | Subject:  
---: | ---: | ---:  
Duration: | Strand: | Sub-Strand:  
Class: | Class size: |  
Content Standard: | Indicator: | Lesson _ of _  
Performance Indicator: | Core Competencies: |  
Key words: |  
Phase / Time | Teacher/Pupil Activity | TLMS/Resources  
--- | --- | ---  
Phase 1: Starter (Preparing the brain) |  
___ minutes |  
Phase 2: Main (new learning including assessment) |  
___ minutes |  
Phase 3: Plenary/Reflections (Learner and teacher) |  
___ minutes |
# MODEL MATHEMATICS LESSON PLAN

**Date:**

**Time:** 60 Minutes

**Class:** B2  
**Class size:** 42

**Subject:** Mathematics

**Strand:** Number

**Sub Strand:** Counting, Representation, Cardinality & Ordinality

## Content Standard

**B2.1.1.1:** Count and estimate quantities from 0 to 1000

## Indicators:

- B2.1.1.1.1
- B2.1.1.1.4

## Performance Standard:

- *Estimate quantities of counters (up to 100) and verify by counting*
- *Model given 2-digit numbers using bundles of 10s and 1s straws and write the expanded form of the number*

## Core Competencies:

- PS, CT, CI, CC, PD, DL

**Key words:** place value, digit, expanded form, numeral
<table>
<thead>
<tr>
<th>Time</th>
<th>Learner activity</th>
<th>TLMs/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Starter (preparing the brain for learning)</strong></td>
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<td></td>
<td>10 minutes</td>
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<tr>
<td><strong>Main (new learning including assessment)</strong></td>
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<tr>
<td>45 minutes</td>
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<tr>
<td><strong>Activity 1: 10 minutes</strong></td>
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<tr>
<td></td>
<td>Sing “One man and his son”</td>
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<td></td>
<td>Play ‘10 more than”, or “10 less than”</td>
<td></td>
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<tr>
<td><strong>Activity 1: 5 minutes</strong></td>
<td></td>
<td>Number flash cards</td>
</tr>
<tr>
<td></td>
<td>Read 2-digit numbers shown by flash cards (e.g. 28, 42, 67, etc.)</td>
<td>Place value frame</td>
</tr>
<tr>
<td><strong>Activity 2: 10 minutes</strong></td>
<td></td>
<td>Bundles of 100s, 10s and 1s straws</td>
</tr>
<tr>
<td></td>
<td>Model given 2-digit numbers using bundles of 10s and 1s straws and place them in the appropriate columns of the place value frame/mat (working in pairs/groups)</td>
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<tr>
<td><strong>Activity 3: 5 minutes</strong></td>
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<tr>
<td></td>
<td>Identify the number of 10s and 1s in a given number and read the number and demonstrate Clapping 10s and Stamping 1s with given numbers, e.g. 25, 52, 60, 7, etc.</td>
<td></td>
</tr>
<tr>
<td><strong>Activity 4: 10 minutes</strong></td>
<td></td>
<td>bottle caps</td>
</tr>
<tr>
<td></td>
<td>Estimate the quantity of counters (i.e. given bottle caps or bundles of 10s and 1s straws), verify by counting and write the expanded form of the number counted (working in pairs/groups).</td>
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<tr>
<td><strong>Activity 5: 10 minutes</strong></td>
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<tr>
<td></td>
<td>Estimate distance in feet, verify by measuring using the feet the distance across the classroom and write the answer in expanded form (working in pairs).</td>
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</tbody>
</table>

**Differentiated learning**

- **Less-able (or Slow) Learners**: Limit to the expanded form of given 2-digit numbers (up to 20) modelled using bundles of 10s and 1s straws.

- **More-able Learners**: Extend the work to the expanded form of given 3-digit numbers modelled using bundles of 100s, 10s and 1s straws.

**Assessment of Learning**

- What number is in the 10s place in a given number, e.g. 25, 52, 60, 7, etc.?
45 minutes  

**Assessment of Learning**

i. What number is in the 10s place in a given number, e.g. 25, 52, 60, 7, etc.?

ii. What number is in the 1s place in a given number, e.g. 25, 52, 60, 7, etc.?

iii. What is the expanded form of 46?

iv. What number is (demonstrate) 3 claps and 4 stamps? with the ‘Clapping 10s and Stamping 1s’?

- Number flash cards
- Place value frame
- Bundles of 100s, 10s and 1s straws
- Bottle caps

Or use (or ask pupils to do) the exercises on page 28 of textbook

5 minutes

**Plenary/Reflections (Learner and teacher)**

What new things have you learned today?

Learning Progress voting:

- Ask learners show by their fingers of 5 or 3 or 1 as to those who “really got it”, “got some of it” or “didn’t get it” respectively.

Independent Activity/Homework:

- Measure, using your feet, the distance across your bedroom and write the answer in expanded form.

- Download from Google Play Store ‘Kids Math Place Value’ app on a computer, phone or iPad and play the place value game with your sibling, mom or dad.

Remarks
<table>
<thead>
<tr>
<th>Week</th>
<th>(List term 1 Sub-Strands)</th>
<th>term 2 Sub-Strands</th>
<th>term 3 Sub-Strands</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Songs Phonics Penmanship Using Capitalisation Using qualifying words: adjectives</td>
<td>Conversation - Talking About Oneself, etc. Vocabulary Writing as a process</td>
<td>Story telling Comprehension Descriptive Writing Using simple, compound and complex sentences</td>
</tr>
<tr>
<td></td>
<td>Build the love and culture of reading</td>
<td>Writing as a process Building the love and culture of reading</td>
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<td>2</td>
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<tr>
<td>12</td>
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</tbody>
</table>
## Suggested format for writing Weekly Scheme of Learning (SOL) for B3 Term 1

<table>
<thead>
<tr>
<th>Week</th>
<th>STRAND</th>
<th>SUB-STRAND</th>
<th>CONTENT STANDARDS</th>
<th>INDICATORS</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Oral Language Reading</td>
<td>Songs</td>
<td>B3.1.1.1</td>
<td>B3.1.1.1.1</td>
<td>Letter cards Word cards, sentence cards, handwriting on a manila card and class library</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>Phonics</td>
<td>B3.2.2.1</td>
<td>B3.2.2.1.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Penmanship</td>
<td>B3.4.2.1</td>
<td>B3.4.2.1.1</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Using Capital</td>
<td>B3.5.1.1</td>
<td>B3.5.1.1.1</td>
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<tr>
<td></td>
<td></td>
<td>Build the love and culture of reading</td>
<td>B3.6.1.1</td>
<td>B3.6.1.1.1</td>
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</table>
• Professional Learning Communities (PLC)

**PLC** is a group of educators and other stakeholders who meet regularly to share expertise knowledge, skills and experience for the improvement in lesson delivery, assessment and academic performance of learners. It is a collegial group of Administrators and School Staff who are united in their commitment to Learners’ learning.
Differentiation is a process by which differences (learning styles, interest and readiness to learn) between learners are accommodated so that all learners in a group have best possible chance of learning. Differentiation could be by content, tasks, questions, outcome, groupings and support. Differentiation as a way of ensuring each learner benefits adequately from the delivery of the curriculum can be achieved in the classroom through i) Task ii) Support from the Guidance and Counselling Unit and iii) Learning outcomes.
Scaffolding in education refers to the use of variety of instructional techniques aimed at moving learners progressively towards stronger understanding and ultimately greater independence in the learning process.

- It involves breaking up the learning task, experience or concepts into smaller parts and then providing learners with the support they need to learn each part.
Inclusion is ensuring access and learning for all learners especially those disadvantaged. All learners are entitled to a broad and balanced curriculum in every school in Ghana. The daily learning activities to which learners are exposed should ensure that the learners’ right to equal access and accessibility to quality education is met. The Curriculum suggests a variety of approaches that addresses learners’ diversity and their special needs in the learning process.
THE WAY FORWARD

- The programme is set to start come September, 2019
- All are to put hands on deck to ensure its success
- Orientation and workshops for all teachers, headteachers and officers will be carried out in due course
- There will be continuous professional development sessions at the circuit and school level through the use of Community of Professional Learning session/INSET
<table>
<thead>
<tr>
<th>S/N</th>
<th>NAME OF TEACHER/OFFICER</th>
<th>SCHOOL / OFFICE</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Kweku Ackon-Amoah</td>
<td>MEO</td>
</tr>
<tr>
<td>2</td>
<td>Ebenezer Buertey</td>
<td>MEO</td>
</tr>
<tr>
<td>3</td>
<td>Isaac Mepenedo</td>
<td>MEO</td>
</tr>
<tr>
<td>4</td>
<td>Mary M. Eshun</td>
<td>Ntranoa Pry.</td>
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<tr>
<td>5</td>
<td>Mary Bartels</td>
<td>Mental Pry.</td>
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<tr>
<td>6</td>
<td>Lucy Apau</td>
<td>Ayensudo AME Zion</td>
</tr>
<tr>
<td>7</td>
<td>Efua Mills Kwofie</td>
<td>Elmina M/A Primary</td>
</tr>
<tr>
<td>8</td>
<td>Stephen Eshun</td>
<td>Ampenyi M/A Basic</td>
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<tr>
<td>9</td>
<td>Lydia Efua D. Appiah</td>
<td>Essiam AME Zion Basic</td>
</tr>
<tr>
<td>10</td>
<td>Paul Essiam</td>
<td>Kyiase M/A Basic</td>
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<tr>
<td>11</td>
<td>Edith Stella Awortwe</td>
<td>Besease M/A Basic</td>
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<tr>
<td>12</td>
<td>Albert Amehoenou</td>
<td>DR. R.P. Baffor Anglican JHS</td>
</tr>
<tr>
<td>13</td>
<td>Hellen O. Ashitey</td>
<td>Ankwanda Cath. Basic</td>
</tr>
<tr>
<td>14</td>
<td>Juliana Zilevu</td>
<td>Dominase M/A Basic</td>
</tr>
<tr>
<td>15</td>
<td>Beatrice Baah</td>
<td>Aldersgate Methodist</td>
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</tbody>
</table>
Thank you!