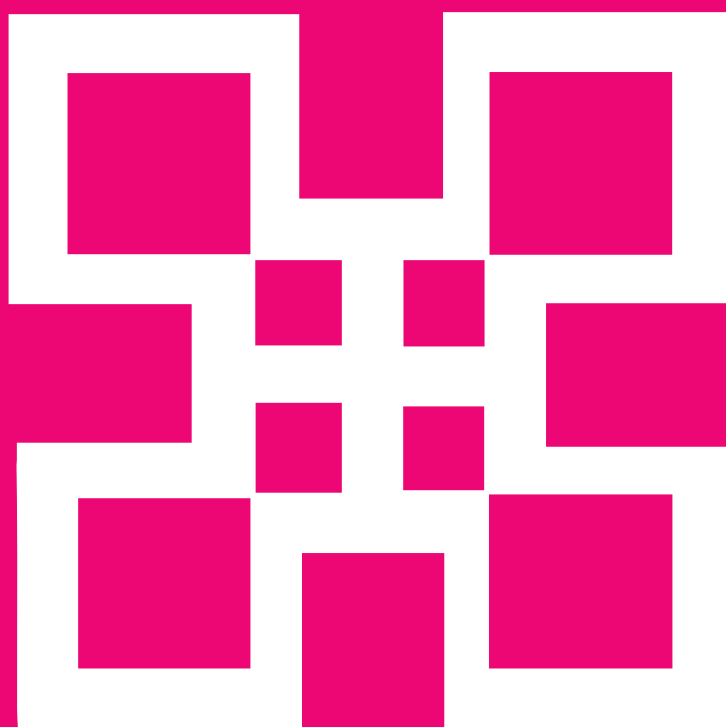


Departmental Professional Learning Community Handbook

BUSINESS STUDIES

HANDBOOK FOR COORDINATORS



Wisdom, Knowledge
and Prudence



Ghana Education
Service (GES)



NaCCA
NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT





GOVERNMENT OF GHANA



mastercard
foundation



Published by the Ministry of Education; Ghana, under Creative Commons Attribution-ShareAlike 4.0 International License.

**DEPARTMENTAL PROFESSIONAL LEARNING
COMMUNITY HANDBOOK**

BUSINESS STUDIES

Coordinator Version

DEPARTMENTAL PROFESSIONAL LEARNING COMMUNITY HANDBOOK

This Departmental Professional Learning Community Handbook will help teachers to familiarise themselves with the details of the new Senior High School (SHS), Senior High Technical (SHTS) and Science, Technology, Engineering and Mathematics (STEM) curriculum ahead of national roll-out in 2024/25.

Professional Learning Community (PLC) sessions were introduced across all SHS and SHTS in Ghana in June 2023 and the first two PLC Handbooks were designed to be used by teachers in mixed departmental groups.

This Departmental Professional Learning Community Handbook signals a shift in approach as we focus on providing more detailed information and guidance to teachers ahead of the roll-out of the new SHS, SHTS and STEM curriculum. This Handbook is therefore intended to be used by teachers working in departmental groupings and should be used in conjunction with subject-specific Year One Teacher Manuals.

The Handbook will guide teachers and help to familiarise them with the Weekly Learning Planner and Teacher Manuals as they develop their own Learning Plans for each subject.

The Handbook contains a total of 13 Sessions covering all 24 weeks in Year One of the new SHS, SHTS and STEM curriculum. In each Session of the Handbook teachers will be expected to collectively prepare 2 weeks of Learning Plans using the information provided in their subject-specific Teacher Manuals. The structure of this Handbook is:

Session 1: Reviewing Knowledge on previous PLC sessions

Session 2: Learning Plans for weeks 1 & 2

Session 3: Learning Plans for weeks 3 & 4

Session 4: Learning Plans for weeks 5 & 6

Session 5: Learning Plans for weeks 7 & 8

Session 6: Learning Plans for weeks 9 & 10

Session 7: Learning Plans for weeks 11 & 12

Session 8: Learning Plans for weeks 13 & 14

Session 9: Learning Plans for weeks 15 & 16

Session 10: Learning Plans for weeks 17 & 18

Session 11: Learning Plans for weeks 19 & 20

Session 12: Learning Plans for weeks 21 & 22

Session 13: Learning Plans for weeks 23 & 24

Schools must ensure that they complete all 13 Sessions within a maximum of 16 weeks so that the Handbook has been completed by the end of the 2023/24 academic year.

The Handbook will ensure that teachers continue to enhance their professional practice skills and competencies, familiarising themselves with the details of the new curriculum, enabling them to help learners develop the 21st Century skills and competencies that will prepare them for further studies, the world of work and adult life.

This Handbook also provides opportunities for peer-to-peer transfer of knowledge and encourages teachers to use their subject specialisms and unique experiences to make connections between the subjects within their departments, enhancing learning experiences.

Prof Edward Appiah

Director-General

National Council for Curriculum and Assessment (NaCCA)

ACKNOWLEDGEMENTS

Special thanks to Professor Edward Appiah, Director-General of the National Council for Curriculum and Assessment (NaCCA) and all who contributed to the successful writing of the Departmental Professional Learning Community Handbooks for the new Senior High School (SHS), Senior High Technical School (SHTS) and Science Technology, Engineering and Mathematics (STEM) curriculum.

The writing team was made up of the following members:

NaCCA Team	
Matthew Owusu	Nii Boye Tagoe
Reginald Quartey	Sharon Antwi-Baah
Thomas Kumah Osei	Ayuuba Sullivan Akudago
Godwin Mawunyo Kofi Senanu	Samuel Amankwa Ogyampo
Rebecca Abu Gariba	Samuel Owusu Ansah
Seth Nii Nartey	Julliet Owusu-Ansah
Francis Teye	Alice Kuromah
Kenneth Wontumi	Francis Agbalengyo
Uriah Kofi Otoo	Joachim Seyram
Dennis Adjasi	Abigail Birago Owusu

Subject	Writer	Institution
Mathematics	Dr. Nana Akosua Owusu-Ansah	University of Education Winneba
	Innocent Nunana Duncan	KNUST SHS
	Jemima Saah	Winneba SHS
	Benedicta Ama Yekua Etuafu	Ogyeedom SHS
	Edward Mills Dadson	University of Education Winneba
	Eric Abban	Mt Mary College of Education
Agriculture	Benedicta Foli	
	Williams Kofi Henner	Ogyeedom SHS
	Prof Fredrick Adzitey	University for Development Studies
	Alex Adu Frimpong	Benso SHTS
Applied Technology	Joseph Asomani	AAMUSTED
	Dr. Prosper Mensah	CSIR FORIG, Kumasi
	Philip Turkson	
	Esther Pokuah	Mampong Technical CoE
	Wisdom Dzidzienyo Adzraku	AAMUSTED, Kumasi
	Kunkyuuri Philip	KSHTS, Kumasi
	Isaac Buckman	Arm Forces SHS, Kumasi
	Henry Agmor Mensah	KASS
	Gabriel Boafo	Kwabeng Anglican Senior High Technical School
	Maxwell Eco Adixey	Akatsi College of Education

Languages	Dr. Mohammed Almu Mahaman	University for Development Studies, Tamale
	Ibrahim Osmanu	Mt. Mary College of Education
	Christiana Ampretwum	Ghana Institute of Languages
	Issahaku Al-Hassan	University of Education Winneba, Ajumako
	Blessington Dzah	Ziavi SHTS
	Catherine Ekua Mensah	University of Cape Coast
	Franklina Kabio -Danlebo	University of Ghana
	Mawufemor Kwame Agorgli	Akim Asafo SHS
Art	Dr. Jectey Nyarko Mantey	KNUST
	Seyram Kojo Adipah	GES
	Dr. Emmanuel Obed Acquah	University of Education Winneba
	Stephen Armoo	West Africa SHS
	Dr. Seibu Munkaila	University of Education Winneba
	Dr. Mary Ogum	University of Cape Coast
	Anthonia Afosah Kwaaso	Jukwa Senior High Technical School
	Desmond Ali Gasanga	Regional Education Directorate, GES, Greater Accra
	Kwame Opoku Bonsu	KNUST
	Maud Banini	Tema SHS
Science	Damoah Paul	Prempeh College
	Jo Ann Naa Dei Neequaye	Nyakrom SHTS, Swedru
	Bismark Tunu	Opoku Ware School
	Awumbire Patrick Nsobila	Bolga SHS
	Linus Libak	KNUST
	Sylvester Affram	Kwabeng Anglican SHS
	Frank Appoh	Regional Education Directorate, GES, Greater Accra
	Osei Amankwa Gyampo	Kumasi Wesley SHS
	Comfort Korkor Sam	UDS, Tamale
	Robert Arhin	SDA SHS, Akyem Sekyere
	Paul Michael Cudjoe	Prempeh College
	Victor King Ayanful	Ola College of Education
	Maxwell Bunu	Ada College of Education
English	Angela Aninakwa	West Africa SHS
	Esther Okaitsoe Armah	Mangoase SHS
	Benjamin Orrison Akrono	Islamic Girls' SHS, Suhum
	Kukuua Andoh Robertson	Achimota School
	Prof Charles Owu-Ewie	University of Education Winneba
	Sampson Dedey Baidoo	Benso SHTS

Business Studies	Dr. Emmanuel Caesar Ayamba	Bolgatanga Technical University
	Victoria Nimako	SDA SHS, Akyem Sekyere
	Ansbert Baba Avole	Bolga SHS
General Arts	Anslem Komla Abotsi	University of Education Winneba
	Peter Anti Partey	University of Cape Coast
	Charlotte Kpogli	Ho Technical University
	Benjamin Agyekum	Mangoase SHS
	Raymond Nsiah Asare	Methodist Girls' SHS
	Prince Essiaw	Enchi College of Education
	Dr. John Kusimi	University of Ghana
	Suzy Adwoa Appiah	Tamale SHS
	Dorcas Wab-Lumor	Labone SHS
	Nicholas Quarcoo	Kaneshie SHTS
	Abdul Razak Bawa Aransa	Uthmaniya SHS, Kumasi
	Dr. Richardson Addai-Mununkum	University for Education Winneba
	Clement Nsorwineh Atigah	Tamale SHS
	Prof Awaisu Braimah	University for Education Winneba
	Samuel Kofi Adu	Abeadze State College
	Getrude A. T. Omane	Krobo Girls' SHS
	Dr. Kwaku Addo-Kissiedu	University for Development Studies
Home Economics	Grace Annagmeng Mwini	Tumu College of Education
	Love Boateng	Juaso SHS
	Jusinta Kwakyewaa (Rev. Sr.)	St Francis SHTS
STEM	Dr. Griffth Selorm Klogo	KNUST
	Daniel Agbogbo	Kwabeng Anglican SHS
	Dr. Dorothy Yakoba Agyapong	KNUST
	Dr. Eric Worlawoe Gaba	Br. Tarcisius Prothetics & Orthotics Training College
	Sam Ferdinand	Afia Kobi SHS
	Dr. David Oppong	KNUST
	Benjamin A. Asaaga	KNUST
	Kofi Owura Amoabeng	KNUST
	Dr. Eliel Keelson	KNUST
	Isaac Nzoley	Wesley Girls' SHS
	Valentina Osei Himah	Atebubu College of Education
	Opoku Joel Mintah	Altair Unmanned Technologies
	Jennifer Fafa Adzraku	Université Libre des Bruxelles (ULB)

Assessment	Dr. Ruth Annan-Brew	University of Cape Coast
	Sundeme Benjamin	St. Ambrose College of Education
GES HQ	Faustina Graham	
	Naomi Agbeko	

T-TEL TEAM	
Professor Jonathan Fletcher	Key Advisor, Teaching & Learning Partnerships
Akwasi Addae-Boahene	Chief Technical Advisor
Professor Eric Anane	Key Advisor, Assessment
Patty E. Assan	GES Liaison Advisor
Alberta Djaaba Tackie	Curriculum Implementation, Teaching and Learning Coordinator
Beryl Opong-Agyei	National Secondary Education Coordinator
Wilhemina Appiah Gyamfi	Secondary Education Quality Assurance & Assessment Coordinator
Mabel Vivey	Communications & ICT Coordinator
Tinyep Mobya	Communications, Youth Engagement & Inclusivity Coordinator
Peter Jayom Chammik	Regional Education Team Lead
Issahaku Abudulai	Regional Education Team Lead
James Adefrah	Regional Education Team Lead
Juliana Dinko	Regional Education Advisor
Nhyiraba Quartson	Curriculum Support Assistant
Joshua Amanor	Regional Support Assistant
Roger Kwamina Aikins	General Manager- Commercial & Human Resource

CONTENTS

[illegible]

DPLC Session 1: Reviewing knowledge and skills acquired from previous PLC Sessions

<i>The sections below provide the frame for what is to be done in the session</i>	Guidance notes on leading the session. <i>What the PLC Coordinator will have to say during each stage of the session</i>	Guidance Notes on Teacher Activity during the PLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last PLC session	1.1. Introduce the session with an icebreaker. 1.2 Ask teachers to share their expectations regarding what they hope to gain from the Departmental Professional Learning Community (DPLC) activities (NTS 1a, 1b). 1.3 Ask a teacher to read the purpose of the DPLC Handbook. Purpose: The Departmental Professional Learning Community (DPLC) Handbook is intended to serve as the 'bridge' between the handbook introducing the Senior High School (SHS), Senior High Technical (SHTS) and Science, Technology, Engineering and Mathematics (STEM) curriculum and the one supporting all teachers to plan and teach the year one subjects in the SHS, SHTS and STEM curriculum. The main purpose of DPLC is to: 1. Build on Session 12 on <i>the learning planner</i> of the PLC Handbook on the introduction of the SHS, SHTS and STEM	1.1. Participate in the icebreaker. 1.2 Share your expectations regarding what you hope to gain from the Departmental Professional Learning Community (DPLC) activities (NTS 1a, 1b). 1.3 Read the purpose of the DPLC Handbook. Purpose: The Departmental Professional Learning Community (DPLC) Handbook is intended to serve as the 'bridge' between the handbook introducing the Senior High School (SHS), Senior High Technical (SHTS) and Science, Technology, Engineering and Mathematics (STEM) curriculum and the one supporting all teachers to plan and teach the year one subjects in the SHS, SHTS and STEM curriculum. The main purpose of DPLC is to: 1. Build on Session 12 on <i>the learning planner</i> of the PLC Handbook on the introduction of the SHS, SHTS and STEM	20 mins

	curriculum to enable teachers to consolidate their understanding and application of the learning planner - Support teachers to use the year one teacher manuals to develop learning plans for all year one lessons in the SHS, SHTS and STEM curriculum using the learning planner - Provide opportunities for teachers to discuss the year one learning plans and align them with the year one teacher manuals - To give teachers enough time to study the year one subjects in the SHS, SHTS and STEM curriculum and how these will be taught effectively and efficiently. The Handbook is thus principally aimed at helping the business studies teacher to continue to enhance their professional practice skills and competencies whilst guiding them to help learners to develop 21st century skills and competencies that will prepare them for further studies, the world of work and adult life. The Handbook will provide opportunities for peer-to-peer transfer of knowledge and business studies teachers will be encouraged to use their subject specialist and context specific teaching	curriculum to enable teachers to consolidate their understanding and application of the learning planner - Support teachers to use the year one teacher manuals to develop learning plans for all year one lessons in the SHS, SHTS and STEM curriculum using the learning planner - Provide opportunities for teachers to discuss the year one learning plans and align them with the year one teacher manuals - To give teachers enough time to study the year one subjects in the SHS, SHTS and STEM curriculum and how these will be taught effectively and efficiently. The Handbook is thus principally aimed at helping the business studies teacher to continue to enhance their professional practice skills and competencies whilst guiding them to help learners to develop 21st century skills and competencies that will prepare them for further studies, the world of work and adult life. The Handbook will provide opportunities for peer-to-peer transfer of knowledge and business studies teachers will be encouraged to use their subject specialist and context specific teaching	
--	---	---	--

	experience to make connections between the teaching and learning of the related subjects in their department. The Handbook contains 13 topics which cover all the 24 weekly learning plans in year one as follows: 1. Reviewing knowledge and skills acquired from previous PLC Sessions 2. Developing learning plans for Weeks 1 and 2 3. Developing learning plans for Weeks 3 and 4 4. Developing learning plans for Weeks 5 and 6 5. Developing learning plans for Weeks 7 and 8 6. Developing learning plans for Weeks 9 and 10 7. Developing learning plans for Weeks 11 and 12 8. Developing learning plans for Weeks 13 and 14 9. Developing learning plans for Weeks 15 and 16 10. Developing learning plans for Weeks 17 and 18 11. Developing learning plans for Weeks 19 and 20 12. Developing learning plans for Weeks 21 and 22 13. Developing learning plans for Weeks 23 and 24.	experience to make connections between the teaching and learning of the related subjects in their department. The Handbook contains 13 topics which cover all the 24 weekly learning plans in year one as follows: 1. Reviewing knowledge and skills acquired from previous PLC Sessions 2. Developing learning plans for Weeks 1 and 2 3. Developing learning plans for Weeks 3 and 4 4. Developing learning plans for Weeks 5 and 6 5. Developing learning plans for Weeks 7 and 8 6. Developing learning plans for Weeks 9 and 10 7. Developing learning plans for Weeks 11 and 12 8. Developing learning plans for Weeks 13 and 14 9. Developing learning plans for Weeks 15 and 16 10. Developing learning plans for Weeks 17 and 18 11. Developing learning plans for Weeks 19 and 20 12. Developing learning plans for Weeks 21 and 22 13. Developing learning plans for Weeks 23 and 24.	
2. Planning for teaching, learning and assessment activities, promoting character values, GESI, SEL, ICT and 21st-century skills	2.1 Ask a teacher to read the Purpose, Learning Outcome (LO) and Learning Indicators (LIs) for the session. Purpose: The Purpose of the session is to guide the business studies	2.1 Read the Purpose, Learning Outcome (LO) and Learning Indicators (LIs) for the session. Purpose: The Purpose of the session is to guide the business studies	30 mins

	teacher to review new concepts and skills they have learnt through participating in previous PLC sessions to enable them to consolidate their knowledge and understanding of the strategies they have applied in their lesson, owing to their participation in PLC sessions. LO1: Review the concepts, skills and competencies acquired from the previous PLC sessions and its application to effectively plan and teach lessons using the learning planner, taking into consideration GESI, SEL, ICT, 21st century skills, differentiation and national values (NTS 1a-1c, 2a-2c, 2e, 3a-3o). LI 1.1 Evaluate at least 4 pedagogies acquired from the previous PLC sessions and applied in the delivery of lessons. LI 1.2 Evaluate at least 4 teaching and learning resources used in lesson delivery as a result of participation in previous PLC sessions. LI 1.3 Explain the assessment strategies used in lesson delivery as a result of participation in previous PLC sessions. LI 1.4 State at least 4 ways the knowledge and skills acquired in GESI, SEL, ICT, 21st century skills, differentiation	teacher to review new concepts and skills they have learnt through participating in previous PLC sessions to enable them to consolidate their knowledge and understanding of the strategies they have applied in their lesson, owing to their participation in PLC sessions. LO1: Review the concepts, skills and competencies acquired from the previous PLC sessions and its application to effectively plan and teach lessons using the learning planner, taking into consideration GESI, SEL, ICT, 21st century skills, differentiation and national values (NTS 1a-1c, 2a-2c, 2e, 3a-3o). LI 1.1 Evaluate at least 4 pedagogies acquired from the previous PLC sessions and applied in the delivery of lessons. LI 1.2 Evaluate at least 4 teaching and learning resources used in lesson delivery as a result of participation in previous PLC sessions. LI 1.3 Explain the assessment strategies used in lesson delivery as a result of participation in previous PLC sessions. LI 1.4 State at least 4 ways the knowledge and skills acquired in GESI, SEL, ICT, 21st century skills,	
--	---	---	--

	and national values from previous PLC sessions were applied in teaching and learning. 2.2 Ask teachers to evaluate at least 4 pedagogies acquired from the previous PLC sessions and applied in the delivery of their lessons (NTS 1a, 1b, 3a, 3e, 3g, 3i and 3j). E.g. a) <i>Collaborative learning: Tasking learners to work in mixed-ability and mixed-gender groups, to discuss concepts for the lesson and present in class. This encourages the learners to share ideas</i> b) <i>Experiential learning: Organising learners to embark on field trips to organisations or institutions and other relevant places to have hands-on experience with respect to the concepts being discussed during the lesson. Experiential learning helps learners to have practical experiences as they learn or study</i> c) <i>Project-based learning: Assigning learners to research (online, field work, textbooks, etc.) on certain concepts or learning areas and write reports and make presentations of their findings. Project-based learning allows learners to</i>	differentiation and national values from previous PLC sessions were applied in teaching and learning. 2.2 Evaluate at least 4 pedagogies acquired from the previous PLC sessions and applied in the delivery of your lessons (NTS 1a, 1b, 3a, 3e, 3g, 3i and 3j). E.g. <i>Collaborative learning: Tasking learners to work in mixed-ability and mixed-gender groups, to discuss concepts for the lesson and present in class. This encourages the learners to share ideas, etc.</i>	
--	---	---	--

	<i>develop critical thinking, problem solving, collaboration and communication skills</i> d) <i>Peer-editing:</i> <i>Putting learners in mixed-ability and mixed-gender groups and tasking them to discuss within their respective groups the concepts to be learnt the lesson and exchange their ideas with colleagues in other groups to review, critique and provide feedback. This approach helps learners to constructively critique and accept the views of colleagues</i> e) <i>Structuring-talk for learning:</i> <i>Playing a video, display charts, etc. of concepts for the learners to observe and discuss in mixed-ability and mixed-gender groups and present their ideas. This approach promotes high order thinking, analysis of concepts and develops learners' confidence, communication and collaboration skills, etc.</i>		
	2.3 Ask teachers in mixed groupings (gender, experience, background, etc.) to evaluate at least 4 teaching and learning resources they have used in their lesson delivery as a result of their participation in previous PLC sessions (NTS 1a, 1b, 3a, 3e, 3g and 3j).	2.3 In mixed groupings (gender, experience, background, etc.), evaluate at least 4 teaching and learning resources you have used in your lesson delivery as a result of your participation in previous PLC sessions (NTS 1a, 1b, 3a, 3e, 3g and 3j).	

	<i>E.g.</i> a) <i>Computer and projector: Projecting in class videos, diagrams, charts for learners to view and presenting concepts using PowerPoint in class with the help of a computer,</i> b) <i>Internet sources: Surfing the internet to research on concepts or learning areas and present findings to the class</i> c) <i>Financial statements: Using sample financial statements to enhance learners understanding of accounting concepts</i> d) <i>Invoices and receipts: Using invoices and receipts as source documents for the preparation of daybooks, ledges and financial statements</i> e) <i>Textbooks: Using recommended textbooks as reference materials for teaching and learning, etc.</i> 2.4 Ask teachers in their groups to explain the assessment strategies they have used in their lesson delivery as a result of their participation in previous PLC sessions (NTS 3k-3o). <i>E.g.</i> a) <i>Objective test: The use of fill-in-the blanks and short essay type questions to assess</i>	<i>E.g.</i> <i>Computer and projector: With the help of a computer, Projecting videos, diagrams, charts for learners to view and present concepts using PowerPoint in class with the help of a computer, etc.</i> 2.4 In groups, explain the assessment strategies you have used in your lesson delivery as a result of your participation in previous PLC sessions (NTS 3k-3o). <i>E.g.</i> <i>Objective test: The use of fill-in-the blanks and short essay type questions to assess learners'</i>	
--	---	---	--

	<i>learners' ability to recall concepts learnt</i> <i>b) Written essays: The use of piece of writing to explain and express views on concepts learnt. In the use of essays, learners evaluate, analyse, explain, outline, etc., concepts and ideas in writing</i> <i>c) Reports: The use of reports as assessment by tasking learners to research on learning areas or concepts and present their findings</i> <i>d) Presentations: Task learners to work in mixed-ability and mixed-gender groups and present their ideas on concepts in class, etc.</i>	<i>ability to recall concepts learnt, etc.</i>	
	2.5 Ask teachers in their groups to state at least 4 ways the knowledge and skills acquired in GESI, SEL, ICT, 21st century skills, differentiation and national values from previous PLC sessions was applied in their teaching and learning (NTS 1a-1c, 2a-2c, 2e, 3a-3o). <i>E.g.</i> <i>a) Organising learners in mixed-ability and mixed-gender groups to work collaboratively and make presentations</i> <i>b) Identifying learners with special needs and giving them with extra support</i> <i>c) Using a computer to project videos and</i>	2.5 In groups, state at least 4 ways the knowledge and skills acquired in GESI, SEL, ICT, 21st century skills, differentiation and national values from previous PLC sessions was applied in your teaching and learning (NTS 1a-1c, 2a-2c, 2e, 3a-3o). <i>E.g.</i> <i>Organising learners in mixed-ability and mixed-gender groups to work collaboratively and make presentations, etc.</i>	

	<i>display diagrams for learners to observe and discuss and also for presentations in class</i> <i>d) Encouraging learners to respect each other's background and diverse views in order to create an enabling learning environment</i> <i>e) Using different pedagogical approaches in teaching and learning in order to meet the varied learning needs of learners, etc.</i>		
3. Modelling a teaching activity, promoting character values, GESI, SEL, ICT and 21st-century skills	3.1 Ask a teacher to model a teaching activity in the lesson taking into account character values, GESI, SEL, ICT, 21st century skills and differentiation (NTS 1a, 2b, 2c, 2e, 2f, 3a and 3c- 3o). 3.2 Ask teachers to give feedback on the modelled lesson (NTS 1a, 2c and 3h).	3.1 Model a teaching activity in the lesson taking into account character values, GESI, SEL, ICT, 21st century skills and differentiation (NTS 1a, 2b, 2c, 2e, 2f, 3a and 3c- 3o). 3.2 Give feedback on the modelled lesson (NTS 1a, 2c and 3h).	30 mins
4. Evaluation and review of the session: ▪ Noting that teachers need to identify critical friends to observe lessons and report at the next session	4.1 Ask teachers in groups to reflect, write and share what they have learnt and how they feel, with the larger group with regard to the review of the knowledge and skills and competencies acquired from the previous PLC sessions and its application to teaching and learning (NTS 1a, 1b). 4.2 Remind teachers to, where possible, identify a critical friend to observe their lesson in relation to PLC Session 1 and provide	4.1 In groups, reflect, write and share what you have learnt and how you feel, with the larger group with regard to the review of the knowledge and skills and competencies acquired from the previous PLC sessions and its application to teaching and learning (NTS 1a, 1b). 4.2, critical friend to observe their lesson in relation to PLC Session 1 and provide feedback to them (NTS 1a, 1e and 3l).	10 mins

	feedback to them (NTS 1a, 1e and 3l). 4.3 Remind teachers to read PLC Session 2, <i>developing learning plans for Weeks 1 and 2 lessons</i>, in preparation for the next session (NTS 3l).	4.3 Remember to read PLC Session 2, <i>developing learning plans for Weeks 1 and 2 lessons</i>, in preparation for the next session (NTS 3l).	
--	--	--	--

DPLC Session 2: Developing learning plans for Weeks 1 and 2

<i>The sections below provide the frame for what is to be done in the session</i>	Guidance notes on Leading the session. <i>What the PLC Coordinator will have to say during each stage of the session</i>	Guidance Notes on Teacher Activity during the PLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last DPLC session	1.1 Start the session by asking teachers to share two things they implemented based on PLC Session 1, <i>reviewing knowledge and skills acquired from previous PLC sessions</i>, which they think impacted learning positively (NTS 1a, 1b). 1.2 Ask teachers, as critical friends, to discuss why they think what a colleague did through the application of lessons learnt in PLC Session 1, <i>reviewing knowledge and skills acquired from previous PLC sessions</i>, supported learning (NTS 1a – 1c).	1.1 Share two things you implemented based on PLC Session 1, <i>Reviewing knowledge and skills acquired from previous PLC sessions</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As critical friends, discuss why you think what a colleague did through the application of lessons learnt in PLC Session 1, <i>reviewing knowledge and skills acquired from previous PLC sessions</i>, supported learning (NTS 1a – 1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be completed per session)	2.1 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session. Purpose: This session is to equip the business studies teacher with the requisite knowledge, skills and competencies to effectively plan Weeks 1 and 2 lessons on the forms of <i>business entities (sole proprietorship, partnership, companies and state-owned enterprises (SOEs))</i> using the teacher manual and the	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session. Purpose: This session is to equip the business studies teacher with the requisite knowledge, skills and competencies to effectively plan Weeks 1 and 2 lessons on the forms of <i>business entities (sole proprietorship, partnership, companies and state-owned enterprises (SOEs))</i> using the teacher	60 mins

	learning planner, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation. LO 1: Review the week I learning plans on <i>the concept of business and its role in society and sole proprietorship</i> (see Appendix 1) by aligning the key concepts, pedagogies and assessment using the teacher manual and taking into consideration GESI, SEL, ICT, 21st century skills, national values and differentiation (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k). LI 1.1 Examine the pedagogies, resources and assessment strategies used in the Week I learning plan in Appendix 1. LI 1.2 Identify the cross-cutting issues and possible gaps in the learning plan in Appendix 1. LO 2: Develop week 2 learning plans on <i>companies and SOEs</i> by aligning the key concepts, pedagogies and assessment using the teacher manual, taking into consideration GESI, SEL, ICT, 21st century skills, national values and differentiation (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	manual and the learning planner, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation. LO 1: Review the week I learning plans on <i>the concept of business and its role in society and sole proprietorship</i> attached as (see Appendix 1) by aligning the key concepts, pedagogies and assessment using the teacher manual and taking into consideration GESI, SEL, ICT, 21st century skills, national values and differentiation (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k). LI 1.1 Examine the pedagogies, resources and assessment strategies used in the Week I learning plan in Appendix 1. LI 1.2 Identify the cross-cutting issues and possible gaps in the learning plan in Appendix 1. LO 2: Develop week 2 learning plans on <i>companies and SOEs</i> by aligning the key concepts, pedagogies and assessment using the teacher manual, taking into consideration GESI, SEL, ICT, 21st century skills, national values and differentiation (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	
--	---	--	--

	LI 2.1 Create at least 3 essential questions and discuss key notes on differentiation that could serve as a guide for planning and developing week 2 learning plans. LI 2.2 Identify the pedagogies, resources and assessment strategies that could be used for the planning and teaching of Week 2 lessons using the learning planner. LI 2.3 Complete the learning planner for week 2 lessons using the teacher manual, taking into consideration GESI, SEL, ICT, 21st century skills, national values essential questions and key notes on differentiation. 2.2 Ask teachers in mixed-gender groups (where applicable) to examine the pedagogies, resources and assessment strategies used in the Week 1 learning plan(s) (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d and 3i). <i>E.g.</i> a) <i>Pedagogies used in the learning plan:</i> i. <i>Collaborative learning/group work: In the learning plan, learners were organised in mixed-ability and mixed-gender groups to think-pair share the concepts of business and its role in the society.</i>	LI 2.1 Create at least 4 essential questions and discuss key notes on differentiation that could serve as a guide for planning and developing week 2 learning plans. LI 2.2 Identify the pedagogies, resources and assessment strategies that could be used for the planning and teaching of Week 2 lessons using the learning planner. LI 2.3 Complete the learning planner for week 2 lessons using the teacher manual, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation. 2.2 In mixed-gender groups (where applicable), examine the pedagogies, resources and assessment strategies used in the Week 1 learning plan(s) (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d and 3i). <i>E.g.</i> a) <i>Pedagogies used in the learning plan:</i> <i>Collaborative learning/group work: In the learning plan, learners were organised in mixed-ability and mixed-gender groups to think-pair share the concepts of business and its role in the society.</i>	
--	--	---	--

	<i>Learners were asked to show respect for individual diverse views during their discussions and presentations</i> <i>ii. Peer-editing strategy:</i> <i>In the learning plan, learners were put in different groups and tasked to discuss sole proprietorship business with examples and examine its features, benefits and challenges and exchange their work with other groups to be peer-edited and reviewed, etc.</i> <i>b) Resources used in the learning planner:</i> <i>i. Flash cards:</i> <i>Flash cards containing various activities on the concept of sole proprietorship were presented to learners to randomly pick and work in their respective groups</i> <i>ii. Computer and projector:</i> <i>Learners presented their group work on the concept of sole proprietorship, its features, benefits and challenges using ICT tools</i> <i>iii. Soft-ball:</i> <i>The use of a soft-ball as a game in a starter activity to solicit from learners their views on choosing business studies as a subject of interest of study, etc.</i>	<i>Learners were asked to show respect for individual diverse views during their discussions and presentations, etc.</i> <i>b) Resources used in the learning planner:</i> <i>Flash cards:</i> <i>Flash cards containing various activities on the concept of sole proprietorship were presented to learners to randomly pick and work in their respective groups, etc.</i>	
--	---	---	--

	c) <i>Assessment used in the learning plan:</i> i. <i>The use of fill in the blanks to assess the concept of sole proprietorship</i> ii. <i>The use of essays to examine the features of sole proprietorship</i> iii. <i>The use of case studies to analyse the benefits and challenges of sole proprietorship</i> iv. <i>The use of project report where learners are tasked to embark on field trips to explore sole proprietorship businesses in their community and analyse their challenges and present a report</i> v. <i>The use of group presentations in class to develop learner's communication skills, etc.</i> 2.3 Ask teachers to create at least 3 essential questions that could guide for planning and developing week 2 learning plan on the teaching and learning of <i>companies and SOEs</i> (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d and 3i). E.g. a) <i>In what ways can companies and state-owned enterprises contribute to the development of society and how?</i> b) <i>How can learners apply the knowledge gained from the characteristics of the types of businesses to identify and classify businesses that operate</i>	c) <i>Assessment used in the learning plan:</i> <i>The use of fill in the blanks to assess the concept of sole proprietorship, etc.</i> 2.3 Create at least 3 essential questions that could guide for planning and developing week 2 learning plan on the teaching and learning of <i>companies and SOEs</i> (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d and 3i). E.g. <i>In what ways can companies and state-owned enterprises contribute to the development of society and how?, etc.</i>	
--	---	--	--

	<i>in society into companies and state-owned enterprises?</i> c) <i>What are the unique challenges and opportunities faced by SOEs in balancing public interest objectives with commercial viability and competitiveness? etc.</i> 2.4 Ask teachers to discuss key notes on differentiation in preparation towards Week 2 lesson, the teaching and learning of <i>companies and SOEs</i> (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>E.g.</i> Week 2 (Lesson 1): Key notes on differentiation: a) <i>Learning Tasks:</i> i. <i>Explain company as a form of business entity and identity its features</i> ii. <i>Explain the types of company under the Company's Act 2019 (Act 992)</i> iii. <i>Present to the class on the benefits and challenges of a company, etc.</i> b) <i>Pedagogical exemplars: Problem-Based and Collaborative Learning:</i> i. <i>Review learner's previous knowledge on partnership, features, benefits and challenges of partnership business</i> ii. <i>In mixed-ability and mixed-gender groups, teacher guide learners</i>	2.4 Discuss key notes on differentiation in preparation towards Week 2 lesson, the teaching and learning of <i>companies and SOEs</i> (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). 3i). <i>E.g.</i> Week 2 (Lesson 1): Key notes on differentiation: a) <i>Learning Tasks:</i> <i>Explain company as a form of business entity and identity its features, etc.</i> b) <i>Pedagogical exemplars: Problem-Based and Collaborative Learning:</i> <i>Review learner's previous knowledge on partnership, features, benefits and challenges of partnership business, etc.</i>	
--	---	--	--

	<i>to discuss the meaning, types, features, benefits and challenges of a company. Those who exhibit clear or a high level of understanding may be provided with prompt sheets to support the discussion process</i> iii. <i>Learners with low learning ability (AP), should be provided with a simplified explanation of the types and features of company</i> iv. <i>Learners with clear understanding (P), should be given the opportunity to explain types, features, benefits and challenges of company</i> v. <i>Learners with a higher level (HP) of understanding of concepts should be given the opportunity to discuss the types, features, benefits and challenges of company from a case study</i> vi. <i>Teachers should ensure participation of all learners in each group and that learners respect the views of other learners, etc.</i> c) <i>Formative Assessment DoK Level 1 Reproduction/Recall</i> i. <i>What is a company?</i> ii. <i>Identify at least three features of a company</i>		
		c) <i>Formative Assessment DoK Level 1 Reproduction/Recall What is a company?, etc.</i>	

	iii. <i>State at least three types of companies</i> <i>DoK Level 2 Skills Building</i> i. <i>Explain at least three types of companies</i> ii. <i>Analyse at least three benefits and challenges of a company</i> <i>DoK Level 3 Strategic reasoning questions</i> i. <i>Analyse at least three differences between a partnership and a company</i> ii. <i>A group of investors in Ghana wants to launch a tech start-up aimed at developing mobile applications. They are debating whether to register their business as a partnership or company.</i> iii. <i>Compare and contrast three advantages and three disadvantages of choosing between partnership and company.</i> <i>DoK Level 4 Extended Critical Thinking and Reasoning</i> <i>Analyse the impact of a company business on society, etc.</i> <i>Week 2 (Lesson 2):</i> <i>Refer to the teacher manual for examples of key notes on differentiation.</i> 2.5 Ask teachers to complete the learning planner for Week 2 lessons on <i>companies and</i>	<i>DoK Level 2 Skills Building</i> <i>Explain at least three types of companies, etc.</i> <i>DoK Level 3 Strategic reasoning questions</i> <i>Analyse at least three differences between a partnership and a company, etc.</i> <i>Week 2 (Lesson 2):</i> <i>Refer to the teacher manual for examples of key notes on differentiation.</i> 2.5 Complete the learning planner for Week 2 lessons	
--	---	--	--

	SOEs with teaching, learning and assessment activities using the teacher manual, taking into consideration GESI, SEL, ICT, essential questions, key notes on differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	on <i>companies and</i> SOEs with teaching, learning and assessment activities using the teacher manual, taking into consideration GESI, SEL, ICT, key notes on differentiation, essential questions and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	
3. Peer-review of learning planners. ▪ Reviewing planner to ensure alignment between course manual and learning planner based on the templates provided.	3.1 Ask teachers to exchange their learning plans for Week 2 lessons with their colleagues within the department for review taking into consideration the alignment among the content standard, learning outcomes, learning indicators in the teacher manual and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> <i>Conformity with the learning planner structure</i> <i>Appropriateness of essential questions</i> <i>Differentiated pedagogies and assessment</i> <i>Alignment between the teacher manual and the learning planner</i> <i>Innovativeness of pedagogical choices</i> <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> <i>Appropriateness of the use of teaching and learning resources, etc.</i>	3.1 Exchange your learning plans for Week 2 lessons with your colleagues within the department for review taking into consideration the alignment among the content standards, learning outcomes, learning indicators in the teacher manual and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> <i>Conformity with the learning planner structure</i> <i>Appropriateness of essential questions</i> <i>Differentiated pedagogies and assessment</i> <i>Alignment between the teacher manual and the learning planner</i> <i>Innovativeness of pedagogical choices</i> <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> <i>Appropriateness of the use of teaching and learning resources, etc.</i>	10 mins

	3.2 Ask teachers to implement the recommendations made by a peer reviewer as appropriate (NTS 2b).	3.2 Implement the recommendations made by a peer reviewer as appropriate (NTS 2b).	
4. Reflection on the session: ▪ Reflecting on what has been learnt in the session. ▪ Advance preparation towards next DPLC session	4.1 Ask teachers in groups to reflect, write and share what they have learnt and how they feel, with the larger group with regards to DPLC Session 2, <i>developing learning plans for Weeks 1 and 2</i>, using the teacher manual and learning planner (NTS 1a, 1b). 4.2 Remind teachers to read DPLC Session 3, <i>developing learning plans for Weeks 3 and 4 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Ask teachers to bring along their DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, 1b).	4.1 In groups, reflect, write and share what you have learnt and how you feel, with the larger group with regards to DPLC Session 2, <i>developing learning plans for Weeks 1 and 2</i>, using the teacher manual and learning planner (NTS 1a, 1b). 4.2 Read DPLC Session 3, <i>developing learning plans for Weeks 3 and 4 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Bring along your DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, 1b).	10 mins

DPLC Session 3: Developing learning plans for Weeks 3 and 4

<i>The sections below provide the frame for what is to be done in the session</i>	Guidance notes on Leading the session. <i>What the DPLC Coordinator will have to say during each stage of the session</i>	Guidance Notes on Teacher Activity during the DPLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last DPLC session	1.1 Start the session by asking teachers to share two things they implemented based on DPLC Session 2, <i>developing learning plans for Weeks 1 and 2</i>, which they think impacted learning positively (NTS 1a, 1b). 1.2 Ask teachers, as critical friends, to discuss why they think what a colleague did through the application of lessons learnt in DPLC Session 2, <i>developing learning plans for Weeks 1 and 2</i>, supported learning (NTS 1a – 1c).	1.1 Share two things you implemented based on DPLC Session 2, <i>developing learning plans for Weeks 1 and 2</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As critical friends, discuss why you think what a colleague did through the application of lessons learnt in DPLC Session 2, <i>developing learning plans for Weeks 1 and 2</i>, supported learning (NTS 1a – 1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning	2.1 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session. Purpose: This session is to support the business studies teacher with the requisite knowledge, skills and competencies to effectively plan the Weeks 3 and 4 lessons on <i>functions of management (planning and organising)</i> using the teacher manual and the learning planner template, taking into	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session. Purpose: This session is to support the business studies teacher with the requisite knowledge, skills and competencies to effectively plan the Weeks 3 and 4 lessons on <i>functions of management (planning and organising)</i> using the teacher manual and the learning planner template, taking into	60 mins

planners to be completed per session)	consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation. LO 1: Develop Weeks 3 and 4 learning plans on the teaching and learning of <i>the functions of management (planning and organising)</i> by aligning the key concepts, pedagogies and assessment using the teacher manual, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 1.1 Study the teacher manual and identify the aspects in Weeks 3 and 4 lessons that have been captured in the learning planner template. LI 1.2 Complete the learning planner for Weeks 3 and 4 lessons taking into consideration cross-cutting issues, GESI responsive pedagogical and assessment strategies, essential questions, key notes on differentiation and resources. LO 2: Review the learning plans for Weeks 3 and 4 on <i>the functions of management (planning and organising)</i> (NTS 1a, 1b, 2b,	consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation. LO 1: Develop Weeks 3 and 4 learning plans on the teaching and learning of <i>the functions of management (planning and organising)</i> by aligning the key concepts, pedagogies and assessment using the teacher manual, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k a LI 1.1 Study the teacher manual and identify the aspects in Weeks 3 and 4 lessons that have been captured in the learning planner template. LI 1.2 Complete the learning planner for Weeks 3 and 4 lessons taking into consideration cross-cutting issues, GESI responsive pedagogical and assessment strategies, essential questions, key notes on differentiation and resources. LO 2: Review the learning plans for Weeks 3 and 4 on <i>the functions of management (planning and organising)</i> (NTS 1a, 1b, 2b,	
---	---	--	--

	2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content of the learning plans for Weeks 3 and 4 by aligning it with the content standard, learning outcomes, learning indicator and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, teaching and learning activities, assessment and closure. LI 2.2 Implement recommendations made by a peer reviewer as appropriate to the learning plans for Weeks 3 and 4. 2.2 Ask teachers in mixed-gender groups (where applicable), to study the teacher manual and identify the aspects in Weeks 3 and 4 lessons that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> a) <i>Content standards</i> b) <i>Learning outcomes</i> c) <i>Learning Indicators, etc.</i> 2.3 Ask teachers to discuss at least two essential questions in preparation towards the lessons in Weeks 3 and 4 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g).	2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content of the learning plans for Weeks 3 and 4 by aligning it with the content standard, learning outcomes, learning indicator and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, teaching and learning activities, assessment and closure. LI 2.2 Implement recommendations made by a peer reviewer as appropriate to the learning plans for Weeks 3 and 4. 2.2 In mixed-gender groups (where applicable), study the teacher manual and identify the aspects in Weeks 3 and 4 lessons that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> <i>Content standards, etc.</i> 2.3 Discuss at least two essential questions in preparation towards the lessons in Weeks 3 and 4 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g).	
--	--	---	--

	<i>E.g.</i> <i>a) Essential questions (Week 3):</i> <i>i. How relevant is management in the day-to-day running of business activities?</i> <i>ii. How can the knowledge and understanding of planning as a function of management equip learners with planning skills?</i> <i>iii. In what ways can learners apply the tools and processes of planning in decision making? etc.</i> <i>b) Essential questions (Week 4):</i> <i>i. How can learners apply the principles of organising to analyse various organisational structures?</i> <i>ii. How can the knowledge and understanding of organising as a function of management equip learners with organisational skills?</i> <i>iii. What are the factors that influence an organisation's choice to adopt centralisation or decentralisation or both?</i> 2.4 Ask teachers to discuss key notes on differentiation in preparation towards the lessons in Weeks 3 and 4 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g).	<i>E.g.</i> <i>a) Essential questions (Week 3):</i> <i>How relevant is management in the day-to-day running of business activities? etc.</i> <i>b) Essential questions (Week 4):</i> <i>How can the knowledge and understanding of organising as a function of management equip learners with organisational skills?, etc.</i> 2.4 Discuss key notes on differentiation in preparation towards the lessons in Weeks 3 and 4 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g).	
--	---	--	--

	<i>E.g.</i> <i>Week 3 (Lesson 1):</i> <i>Key notes on differentiation</i> <i>a) Learning Tasks:</i> <i>i. Discuss and make presentations, on the meaning of planning and its tools</i> <i>ii. Explain the processes involved in planning</i> <i>iii. Elaborate on the benefits and limitations of planning, etc.</i> <i>b) Pedagogical Exemplars:</i> <i>Initiating Talk for Learning and Collaborative Learning:</i> <i>i. Encourage learners to share personal strategies for managing and achieving their learning goals, such as study schedules and group work</i> <i>ii. Utilise learners' personal management styles as examples to illustrate concepts of management in business, possibly using concept maps for organisation</i> <i>iii. Facilitate discussions in mixed-ability and mixed-gender groups to explore the meaning of planning as a fundamental aspect of management, with high-performing learners (HP) sharing their group's insights</i>	<i>E.g.</i> <i>Week 3 (Lesson 1):</i> <i>Key notes on differentiation</i> <i>a) Learning Tasks:</i> <i>Discuss and make presentations, on the meaning of planning and its tools, etc.</i> <i>b) Pedagogical Exemplars:</i> <i>Initiating Talk for Learning and Collaborative Learning:</i> <i>Encourage learners to share personal strategies for managing and achieving their learning goals, such as study schedules and group work, etc..</i>	
--	--	--	--

	iv. <i>Guide learners in mixed-ability and mixed-gender groups to identify and relate tools used for personal planning to those used in organisational planning</i> v. <i>Provide targeted support to learners (AP) during group activities, adjusting instruction based on individual needs and offering prompt sheets for those demonstrating advanced understanding</i> vi. <i>Simplify explanations on management and planning for learners with low learning ability (AP)</i> vii. <i>Require learners with a clear understanding (P) to explain management, planning and planning tools</i> viii. <i>Encourage learners with a high level of understanding (HP) to engage in discussions about management, planning and planning tools</i> ix. <i>Ensure active participation and mutual respect among all learners within each group, etc..</i> c) <i>Formative Assessment</i> DoK Level 1: <i>Reproduction/Recall</i>		
		c) <i>Formative Assessment</i> DoK Level 1: <i>Reproduction/Recall</i>	

	i. Define the term “management” in business ii. Outline at least two tools for planning in organisations <i>DoK Level 2: Skills Building</i> i. Explain at least three tools for planning in an organisation ii. Differentiate between management and planning in business, etc. <i>DoK Level 3: Strategic Thinking</i> Analyse at least three tools used for planning in an organisation, etc. <i>DoK Level 4: Extended Critical Thinking and Reasoning</i> Select any planning tool of your choice and explain how it can be used to plan in an organisation <i>Week 3 (Lesson 2):</i> Refer to the teacher manual for examples of key notes on differentiation. <i>Week 4 (Lesson 1):</i> Key notes on differentiation: a) Learning Tasks: i. Explain organising as a basic function of management ii. Outline the principles of organising	Define the term “management” in business, etc. <i>DoK Level 2: Skills Building</i> Explain at least three tools for planning in an organisation, etc. <i>DoK Level 3: Strategic Thinking</i> Analyse at least three tools used for planning in an organisation, etc. <i>Week 3 (Lesson 2):</i> Refer to the teacher manual for examples of key notes on differentiation. <i>Week 4 (Lesson 1):</i> Key notes on differentiation: a) Learning Tasks: Explain organising as a basic function of management, etc.	
--	---	---	--

	<i>iii. Explain the types of organisational structures using charts, etc.</i> <i>b) Pedagogical Exemplars: Initiating Talk for Learning:</i> <i>i. Review learners previous knowledge on planning its processes, benefits and limitations</i> <i>ii. Facilitate mixed-ability and mixed-gender group discussions on learners' experiences with organising daily activities, linking these experiences to organising in organisational settings</i> <i>iii. Provide scaffolding to support learners in making conceptual links to the meaning and principles of organising as a basic function of management, etc.</i> <i>Experiential Learning: Exemplar 1:</i> <i>i. Use visual aids like diagrams, organograms, or infographics to discuss organisational structures, ensuring they are accessible to all learners</i> <i>ii. Guide learners in explaining the reporting lines depicted in organograms to enhance understanding of organisational structure.</i> <i>iii. Provide support for learners struggling with</i>	<i>b) Pedagogical Exemplars: Initiating Talk for Learning: Review learner's previous knowledge on planning its processes, benefits and limitations, etc.</i> <i>Experiential Learning: Exemplar 1: Use visual aids like diagrams, organograms, or infographics to discuss organisational structures, ensuring they are accessible to all learners, etc..</i>	
--	--	--	--

	<i>understanding charts (AP), while challenging those who grasp concepts quickly (P/HP) with analytical tasks on organograms, etc..</i> <i>Exemplar 2:</i> <i>i. Present a short case study on organising principles to the class, prompting mixed-ability and mixed-gender groups to analyse and design organisational structures. Learners with clear or high understanding (P/HP) can facilitate discussions, with each group sharing findings with the whole class.</i> <i>ii. Provide simplified explanations on the principles of organising for learners with low learning ability (AP).</i> <i>iii. Ensure active participation and mutual respect among all learners within each group, etc..</i> <i>c) Key Assessment: Formative Assessment: DoK Level 1: Reproduction/Recall</i> <i>i. What is organising in relation to management?</i> <i>ii. State at least two principles and two types of organisational structures</i> <i>DoK Level 2: Skills Building</i>		
		<i>c) Key Assessment: Formative Assessment DoK Level 1: Reproduction/Recall What is organising in relation to management?</i> <i>DoK Level 2: Skills Building</i>	

	i. Use a concept map to illustrate at least three principles of organising ii. Differentiate between a matrix organisational structure and a flat organisational structure, etc. <i>DoK Level 3: Strategic Thinking</i> <i>Explain why an organisation will be classified as having a network structure. Support your explanation with specific examples, etc.</i> <i>Week 4 (Lesson 2): Refer to the teacher manual for examples of key notes on differentiation.</i> 2.5 Ask teachers to complete the learning planners for Weeks 3 and 4 lessons on <i>the functions of management (planning and organising)</i> with teaching, learning and assessment activities using the teacher manual, taking into consideration GESI, SEL, ICT, essential questions, key notes on differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	<i>Use a concept map to illustrate at least three principles of organising, etc.</i> <i>Week 4 (Lesson 2): Refer to the teacher manual for examples of key notes on differentiation.</i> 2.5 Complete the learning planners for Weeks 3 and 4 lessons on <i>the functions of management (planning and organising)</i> with teaching, learning and assessment activities using the teacher manual, taking into consideration GESI, SEL, ICT, essential questions, key notes on differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	
3. Peer-review of learning planners. ▪ Reviewing planner to ensure alignment between	3.1 Ask teachers to exchange their learning plans for Weeks 3 and 4 lessons with their colleagues within the department for reviewing taking into consideration the alignment among the content standard, learning	3.1 Exchange your learning plans for Weeks 3 and 4 lessons with your colleagues within the department for reviewing taking into consideration the alignment among the content standard, learning outcomes, learning	10 mins

course manual and learning planner based on the templates provided.	outcomes, learning indicators in the teacher manual and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> <i>Conformity to the learning planner structure</i> <i>Appropriateness of essential questions</i> <i>Differentiated pedagogies and assessment</i> <i>Alignment between the teacher manual and the learning planner</i> <i>Innovativeness of pedagogical choices</i> <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> <i>Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Ask teachers to implement the recommendations made by a peer reviewer as appropriate to their learning plans (NTS 2b).	indicators in the teacher manual and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> <i>Conformity to the learning planner structure</i> <i>Appropriateness of essential questions</i> <i>Differentiated pedagogies and assessment</i> <i>Alignment between the teacher manual and the learning planner</i> <i>Innovativeness of pedagogical choices</i> <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> <i>Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Implement the recommendations made by a peer reviewer as appropriate to your learning plans (NTS 2b).	
4. Reflection on the session: Reflecting on what has been learnt in the session. Advance preparation	4.1 Ask teachers in groups to reflect, write and share what they have learnt and how they feel, with the larger group with regards to DPLC Session 3, <i>developing learning plans for Weeks 3 and 4</i>, using the teacher manual and learning planner (NTS 1a, 1b).	4.1 In groups, reflect, write and share what you have learnt and how you feel, with the larger group with regards to DPLC Session 3, <i>developing learning plans for Weeks 3 and 4</i>, using the teacher manual and learning planner (NTS 1a, 1b).	10 mins

towards next DPLC session	4.2 Remind teachers to read DPLC Session 4, <i>developing learning plans for week 5 and 6 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Ask teachers to bring along their DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, 1b).	4.2 Remember to read the DPLC Session 4, <i>developing learning plans for week 5 and 6 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Bring along your DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, 1b).	
---	---	---	--

DPLC Session 4: Developing learning plans for Weeks 5 and 6

<i>The sections below provide the frame for what is to be done in the session.</i>	Guidance notes on Leading the session. <i>What the PLC Coordinator will have to say during each stage of the session</i>	Guidance Notes on Teacher Activity during the PLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last DPLC session	1.1 Start the session by asking teachers to share two things they implemented based on DPLC Session 3, <i>developing learning plans for Weeks 3 and 4</i>, which they think impacted learning positively (NTS 1a, 1b). 1.2 Ask teachers, as critical friends, to discuss why they think what a colleague did through the application of lessons learnt in DPLC Session 3, <i>developing learning plans for Weeks 3 and 4</i>, supported learning (NTS 1a – 1c).	1.1 Share two things you implemented based on DPLC Session 3, <i>developing learning plans for Weeks 3 and 4</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As critical friends, discuss why you think what a colleague did through the application of lessons learnt in DPLC Session 3, <i>developing learning plans for Weeks 3 and 4</i>, supported learning (NTS 1a – 1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be	2.1 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session. Purpose: This session is to support the business studies teacher with the requisite knowledge, skills and competencies to effectively plan the Weeks 5 and 6 lessons on <i>the functions of management (leadership and controlling)</i> using the teacher manual and the learning planner, taking into consideration	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session. Purpose: This session is to support the business studies teacher with the requisite knowledge, skills and competencies to effectively plan the Weeks 5 and 6 lessons on <i>the functions of management (leadership and controlling)</i> using the teacher manual and the learning planner, taking into consideration	60 mins

completed per session)	GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation. LO 1: Develop Weeks 5 and 6 learning plans on the teaching and learning of <i>the functions of management (leadership and controlling)</i> by aligning the key concepts, pedagogies and assessment using the teacher manual, taking into consideration GESI, ICT, SEL, national values and other cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 1.1 Study the teacher manual and identify the aspects in Weeks 5 and 6 lessons that have been captured in the learning planner template. LI 1.2 Complete the learning planner for Weeks 5 and 6 lessons taking into consideration cross-cutting issues, GESI responsive pedagogical and assessment strategies, essential questions, key notes on differentiation and resources. LO 2: Review the learning plans for Weeks 5 and 6 on <i>the functions of management (leadership and controlling)</i> (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o).	GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation. LO 1: Develop Weeks 5 and 6 learning plans on the teaching and learning of <i>the functions of management (leadership and controlling)</i> by aligning the key concepts, pedagogies and assessment using the teacher manual, taking into consideration GESI, ICT, SEL, national values and other cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 1.1 Study the teacher manual and identify the aspects in Weeks 5 and 6 lessons that have been captured in the learning planner template. LI 1.2 Complete the learning planner for Weeks 5 and 6 lessons taking into consideration cross-cutting issues, GESI responsive pedagogical and assessment strategies, essential questions, key notes and differentiation and resources. LO 2: Review the learning plans for Weeks 5 and 6 on <i>the functions of management (leadership and controlling)</i> (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o).	
--------------------------------------	---	--	--

	LI 2.1 Critique the content of the learning plans for Weeks 5 and 6 by aligning with content standard, learning outcomes, learning indicator and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, teaching and learning activities, assessment and closure. LI 2.2 Implement the recommendations made by a peer reviewer as appropriate to the learning plans for Weeks 5 and 6. 2.2 Ask teachers in mixed-gender groups (where applicable), to study the teacher manual and identify the aspects in Weeks 5 and 6 lessons that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> a) <i>Content standards</i> b) <i>Learning outcomes</i> c) <i>Learning Indicators, etc.</i> 2.3 Ask teachers to discuss at least two essential questions in preparation towards the teaching and learning of Weeks 5 and 6 lessons on <i>the functions of management (leadership and controlling)</i> (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g).	LI 2.1 Critique the content of the learning plans for Weeks 5 and 6 by aligning with content standard, learning outcomes, learning indicator and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, teaching and learning activities, assessment and closure. LI 2.2 Implement the recommendations made by a peer reviewer as appropriate to the learning plans for Weeks 5 and 6. 2.2 In mixed-gender groups (where applicable), study the teacher manual and identify the aspects in Weeks 5 and 6 lessons that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> <i>Content standards, etc.</i> 2.3 Discuss at least two essential questions in preparation towards the teaching and learning of Weeks 5 and 6 lessons on <i>the functions of management (leadership and controlling)</i> (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g).	
--	--	---	--

	<i>E.g.</i> a) <i>Essential questions (Week 5):</i> i. <i>How can learners be equipped with leadership skills and competencies in solving economic challenges?</i> ii. <i>How can the knowledge gained from leadership help learners identify which type of leadership style to employ for a specific situation?</i> iii. <i>How is effective leadership relevant to the successes and growth of businesses?</i> b) <i>Essential questions (Week 6):</i> i. <i>In what ways can organisations apply the processes of controlling to manage its activities?</i> ii. <i>How is controlling necessary in the daily management of businesses?</i> iii. <i>How can learners apply tools of controlling in to manage their daily lives?, etc.</i> 2.4 Ask teachers to discuss key notes on differentiation in preparation towards the teaching and learning of Weeks 5 and 6 lessons on <i>the functions of management (leadership and controlling) and Business Environment</i> (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g).	<i>E.g.</i> a) <i>Essential questions (Week 5):</i> <i>How can learners be equipped with leadership skills and competencies in solving economic challenges?, etc.</i> b) <i>Essential questions (Week6):</i> <i>In what ways can organisations apply the processes of controlling to manage its activities?, etc.</i> 2.4 Discuss key notes on differentiation in preparation towards the teaching and learning of Weeks 5 and 6 lessons on <i>the functions of management (leadership and controlling) and Business Environment</i> (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g).	
--	---	---	--

	<i>Week 5 (Lesson 1):</i> <i>Key notes on differentiation:</i> <i>a) Learning Tasks</i> <i>i. Explain leading as a function of management</i> <i>ii. Describe the various forms/styles of leadership, etc.</i> <i>b) Pedagogical Exemplars</i> <i>Experiential Learning (The use of role-play):</i> <i>i. Create a short story on leadership for learners to role-play in class, fostering discussion</i> <i>ii. Guide learners in using role play to understand the meaning of leadership and various leadership styles, providing a model example</i> <i>iii. Assign leadership styles to mixed-ability and mixed-gender groups for role-play, considering learners' proficiency levels (AP, P, HP)</i> <i>iv. Have groups perform their role plays to prompt discussion and assess understanding of the assigned leadership style</i> <i>v. Guide learners in reflecting on key points from the lesson, etc.</i> <i>c) Formative Assessment</i> <i>DoK Level 1:</i> <i>Reproduction/Recall</i> <i>i. Define the term 'leading' as a function of management</i> <i>ii. State at least three forms of leadership</i>	<i>Week 5 (Lesson 1):</i> <i>Key notes on differentiation:</i> <i>a) Learning Tasks</i> <i>Explain leading as a function of management, etc.</i> <i>b) Pedagogical Exemplars</i> <i>Experiential Learning (The use of role-play):</i> <i>Create a short story on leadership for learners to role-play in class, fostering discussion, etc.</i> <i>c) Formative Assessment</i> <i>DoK Level 1:</i> <i>Reproduction/Recall</i> <i>Define the term 'leading' as a function of management, etc.</i>	
--	---	--	--

	<i>DoK Level 2: Skills Building</i> <i>Explain leadership and at least three of its types</i> <i>DoK Level 3: Strategic Thinking</i> <i>In your view, which two types of leadership styles are more effective for achieving organisational goals? Justify your answers.</i> <i>Week 5 (Lesson 2):</i> <i>Refer to the teacher manual for examples of key notes on differentiation.</i> <i>Week 6 (Lesson 1):</i> <i>Key notes on differentiation:</i> <i>a) Learning Tasks:</i> <i>i. Explain the term 'controlling' as a function of management</i> <i>ii. Describe the sequential steps involved in the controlling process, etc.</i> <i>b) Pedagogical Exemplars:</i> <i>The use of Case Studies:</i> <i>i. Teacher provide learners with case studies or real-life examples of organisations implementing control processes. Learners should be organised in mixed-ability and mixed-gender groups for this activity</i> <i>ii. Guide learners in analysing control measures through an example to ensure goal achievement and performance maintenance</i>	<i>Week 5 (Lesson 2):</i> <i>Refer to the teacher manual for examples of key notes on differentiation.</i> <i>Week 6 (Lesson 1):</i> <i>Key notes on differentiation:</i> <i>a) Learning Tasks:</i> <i>Explain the term 'controlling' as a function of management, etc.</i> <i>b) Pedagogical Exemplars:</i> <i>The use of Case Studies:</i> <i>Teacher provide learners with case studies or real-life examples of organisations implementing control processes. Learners should be organised in mixed-ability and mixed-gender groups for this activity, etc.</i>	
--	---	--	--

	iii. <i>Use an example to help learners identify key components of the control process, with high-level understanding learners (HP) receiving prompt sheets for discussion</i> iv. <i>Provide scaffolded content for learners with low ability (AP) by simplifying explanations on controlling</i> v. <i>Encourage learners with clear understanding (P) to explain controlling and its processes to peers</i> vi. <i>Have learners present their work to the class</i> vii. <i>Ensure active participation and respect among all learners within each group, etc.</i> c) <i>Key Assessment:</i> <i>Formative Assessment:</i> <i>DoK Level 1:</i> <i>Reproduction/Recall:</i> i. <i>Define the term 'controlling' as a function of management</i> ii. <i>Outline the processes involved in controlling in an organisation, etc.</i> <i>DoK Level 2: Skills Building</i> <i>Discuss the processes involved in controlling</i> <i>DoK Level 3: Strategic Thinking</i> i. <i>Analyse the steps involved in the control process and their significance in organisational management</i>	c) <i>Key Assessment:</i> <i>Formative Assessment:</i> <i>DoK Level 1:</i> <i>Reproduction/Recall:</i> <i>Define the term 'controlling' as a function of management, etc.</i> <i>DoK Level 3: Strategic Thinking</i> <i>Analyse the steps involved in the control process and their</i>	
--	--	--	--

	ii. Explore how each step contributes to achieving organisational objectives and ensuring operational effectiveness, etc. <i>DoK Level 4: Extended Critical Thinking and Reasoning:</i> Evaluate three potential impacts of implementing an effective control process in a manufacturing company, etc. <i>Week 6 (Lesson 2):</i> Refer to the teacher manual for examples of key notes on differentiation. 2.5 Ask teachers to complete the learning planner for Weeks 5 and 6 lessons on <i>the functions of management (leadership and controlling)</i> with teaching, learning and assessment activities using the teacher manual, taking into consideration GESI, SEL, ICT, essential questions, key notes on differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	significance in organisational management, etc. <i>Week 6 (Lesson 2):</i> Refer to the teacher manual for examples of key notes on differentiation. 2.5 Complete the learning planner for Weeks 5 and 6 lessons on <i>the functions of management (leadership and controlling)</i> with teaching, learning and assessment activities using the teacher manual, taking into consideration GESI, SEL, ICT, essential questions, key notes on differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	
3. Peer-review of learning planners. ▪ Reviewing planner to ensure alignment between course	3.1 Ask teachers to exchange their learning plans for Weeks 5 and 6 lessons on <i>the functions of management (leadership and controlling)</i> with their colleagues within the department for reviewing taking into consideration the alignment	3.1 Exchange your learning plans for Weeks 5 and 6 lessons on <i>the functions of management (leadership and controlling)</i> with your colleagues within the department for reviewing taking into consideration the alignment among the	10 mins

manual and learning planner based on the templates provided.	among the content standard, learning outcomes, learning indicators in the teacher manual and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> a) <i>Conformity to the learning planner structure</i> b) <i>Appropriateness of essential questions</i> c) <i>Differentiated pedagogies and assessment</i> d) <i>Alignment between the teacher manual and the learning planner</i> e) <i>Innovativeness of pedagogical choices</i> f) <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> g) <i>Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Ask teachers to implement the recommendations made by a peer reviewer as appropriate to their learning plans (NTS 2b).	content standard, learning outcomes, learning indicators in the teacher manual and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> a) <i>Conformity to the learning planner structure</i> b) <i>Appropriateness of essential questions</i> c) <i>Differentiated pedagogies and assessment</i> d) <i>Alignment between the teacher manual and the learning planner</i> e) <i>Innovativeness of pedagogical choices</i> f) <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> g) <i>Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Implement the recommendations made by a peer reviewer as appropriate to your learning plans (NTS 2b).	
4. Reflection on the session: ▪ Reflecting on what has been learnt in the session.	4.1 Ask teachers in groups to reflect, write and share what they have learnt and how they feel, with the larger group with regards to DPLC Session 4, <i>developing learning plans for Weeks 5 and 6</i>, using the teacher	4.1 In groups, reflect, write and share what you have learnt and how you feel, with the larger group with regards to DPLC Session 4, <i>developing learning plans for x Weeks 5 and 6</i> using the teacher manual and learning planner (NTS 1a, 1b).	10 mins

▪ Advance preparation towards next DPLC session	manual and learning planner (NTS 1a, 1b). 4.2 Remind teachers to read DPLC Session 5, <i>developing learning plans for Weeks 7 and 8 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Ask teachers to bring along their DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, 1b).	4.2 Read DPLC Session 5, <i>developing learning plans for Weeks 7 and 8 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Bring along your DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, 1b).	
---	---	--	--

DPLC Session 5: Developing learning plans for Weeks 7 and 8

<i>The sections below provide the frame for what is to be done in the session</i>	Guidance notes on Leading the session. <i>What the DPLC Coordinator will have to say during each stage of the session</i>	Guidance Notes on Teacher Activity during the DPLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last DPLC session	1.1 Start the session by asking teachers to share two things they implemented based on DPLC Session 4, <i>developing learning plans for Weeks 5 and 6</i>, which they think impacted learning positively (NTS 1a, 1b). 1.2 Ask teachers, as critical friends, to discuss why they think what a colleague did through the application of lessons learnt in DPLC Session 4, <i>developing learning plans for Weeks 5 and 6</i>, supported learning (NTS 1a – 1c).	1.1 Share two things you implemented based on DPLC Session 4, <i>developing learning plans for Weeks 5 and 6</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As critical friends, discuss why you think what a colleague did through the application of lessons learnt in DPLC Session 4, <i>developing learning plans for Weeks 5 and 6</i>, supported learning (NTS 1a – 1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be	2.1 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session. Purpose: This session is to support the business studies teacher with the requisite knowledge, skills and competencies to effectively plan the Weeks 7 and 8 lessons on <i>Business Environment and Corporate Social Responsibility (CSR)</i> using the teacher manual and the learning planner, taking into consideration	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session. Purpose: This session is to support the business studies teacher with the requisite knowledge, skills and competencies to effectively plan the Weeks 7 and 8 lessons on <i>Business Environment and Corporate Social Responsibility (CSR)</i> using the teacher manual and the learning planner, taking into consideration	60 mins

completed per session)	GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation. LO 1: Develop Weeks 7 and 8 learning plans on the teaching and learning of <i>Business Environment and Corporate Social Responsibility (CSR)</i> by aligning the key concepts, pedagogies and assessment using the teacher manual, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 1.1 Study the teacher manual and identify the aspects in Weeks 7 and 8 lessons that have been captured in the learning planner template. LI 1.2 Complete the learning planner for Weeks 7 and 8 lessons taking into considerations cross-cutting issues, GESI responsive pedagogical and assessment strategies, essential questions, key notes on differentiation and resources. LO 2: Review the learning plans for Weeks 7 and 8 on <i>Business Environment and Corporate Social Responsibility (CSR)</i> (NTS 1a,	GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation. LO 1: Develop Weeks 7 and 8 learning plans on the teaching and learning of <i>Business Environment and Corporate Social Responsibility (CSR)</i> by aligning the key concepts, pedagogies and assessment using the teacher manual, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 1.1 Study the teacher manual and identify the aspects in Weeks 7 and 8 lessons that have been captured in the learning planner template. LI 1.2 Complete the learning planner for Weeks 7 and 8 lessons taking into considerations cross-cutting issues, GESI responsive pedagogical and assessment strategies, essential questions, key notes on differentiation and resources. LO 2: Review the learning plans for Weeks 7 and 8 on <i>Business Environment and Corporate Social Responsibility (CSR)</i> (NTS 1a,	
--------------------------------------	--	--	--

	1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content of the learning plans for Weeks 7 and 8 by aligning with content standard, learning outcomes, learning indicator and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, teaching and learning activities, assessment and closure. LI 2.2 Implement the recommendations made by a peer reviewer as appropriate to the learning plans for Weeks 7 and 8. 2.2 Ask teachers in mixed-gender groups (where applicable), to study the teacher manual and identify the aspects in Weeks 7 and 8 lessons that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> a) <i>Content standards</i> b) <i>Learning outcomes</i> c) <i>Learning indicators, etc.</i> 2.3 Ask teachers to discuss at least two essential questions in preparation towards the teaching and learning of Weeks 7 and 8 lessons on <i>Business Environment and Corporate Social Responsibility (CSR)</i> (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g).	1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content of the learning plans for Weeks 7 and 8 by aligning with content standard, learning outcomes, learning indicator and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, teaching and learning activities, assessment and closure. LI 2.2 Implement the recommendations made by a peer reviewer as appropriate to the learning plans for Weeks 7 and 8. 2.2 In mixed-gender groups (where applicable), study the teacher manual and identify the aspects in Weeks 7 and 8 lessons that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> <i>Content standards, etc.</i> 2.3 Discuss at least two essential questions in preparation towards the teaching and learning of Weeks 7 and 8 lessons on <i>Business Environment and Corporate Social Responsibility (CSR)</i> (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g).	
--	---	---	--

	<i>E.g.</i> a) <i>Essential questions (Week 7):</i> i. <i>How can SWOT tool be used to analyse the business environment in order to make informed decisions?</i> ii. <i>How can organisations determine their strengths and weaknesses and how can they be optimised or mitigated?</i> iii. <i>How can organisations respond to changes in the internal and external environment of business such as shifts in market trends, new regulations or technological development?, etc.</i> b) <i>Essential questions (Week 8):</i> i. <i>How does corporate social responsibility contribute to sustainable development and environmental preservation?</i> ii. <i>What values can learners gain from the study of CSR that will activate their sense of protecting and giving back to the society?</i> iii. <i>How can organisations balance their profit motive and corporate social responsibility initiatives in order not to run into losses?, etc.</i> 2.4 Ask teachers to discuss key notes on differentiation in preparation towards the	<i>E.g.</i> a) <i>Essential questions (Week 7):</i> <i>How can SWOT tool be used to analyse the business environment in order to make informed decisions?, etc.</i> b) <i>Essential questions (Week 8):</i> <i>How does corporate social responsibility contribute to sustainable development and environmental preservation?, etc.</i> 2.4 Discuss key notes on differentiation in preparation towards the teaching and	
--	---	--	--

	teaching and learning of Weeks 7 and 8 lessons on <i>Business Environment and Corporate Social Responsibility (CSR)</i> (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>E.g.</i> <i>Week 7 (Lesson 1):</i> <i>Key notes on differentiation:</i> <i>a) Learning Tasks:</i> <i>i. Explain the internal environment of business</i> <i>ii. Analyse the internal environment of business using SWOT, etc.</i> <i>b) Pedagogical Exemplars Initiating Talk for Learning (whole class discussion):</i> <i>i. Begin the lesson by asking learners to identify internal factors affecting school performance, such as teachers, facilities and resources</i> <i>ii. Use these examples to prompt learners to identify internal factors that influences or affects the performance of businesses</i> <i>iii. Assist learners in explaining the internal business environment using the identified examples, etc.</i> <i>The use of Case Study:</i> <i>i. Put learners in mixed-ability and mixed-gender groups to analyse a case study on a business's internal environment</i> <i>ii. Model the use of the SWOT tool for learners to</i>	learning of Weeks 7 and 8 lessons on <i>Business Environment and Corporate Social Responsibility (CSR)</i> (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>E.g.</i> <i>Week 7 (Lesson 1):</i> <i>Key notes on differentiation:</i> <i>a) Learning Tasks:</i> <i>Explain the internal environment of business, etc.</i> <i>b) Pedagogical Exemplars Initiating Talk for Learning (whole class discussion):</i> <i>Begin the lesson by asking learners to identify internal factors affecting school performance, such as teachers, facilities and resources, etc.</i> <i>The use of Case Study:</i> <i>Put learners in mixed-ability and mixed-gender groups to analyse a case study on a business's internal environment, etc.</i>	
--	--	--	--

	<i>analyse the business's internal environment</i> iii. <i>Facilitate a whole-class discussion where groups present their SWOT analysis findings, ensuring dedicated time for collaboration and preparation, especially for AP learners</i> iv. <i>Encourage critical analysis among high-level learners (H) and highly proficient learners (HP) to enhance critical thinking and problem-solving skills</i> v. <i>Provide flexibility for learners to present their SWOT analysis findings in their preferred format</i> vi. <i>Offer additional support and resources for learners with special educational needs to ensure comprehension of the SWOT analysis process, etc.</i> c) <i>Key Assessment:</i> <i>Formative Assessment:</i> <i>DoK Level 1:</i> <i>Reproduction/Recall</i> i. <i>State the components of SWOT as a tool for analysing the business environment</i> ii. <i>Identify the components of SWOT that is used to analyse the internal environment of business, etc.</i> <i>DoK Level 2: Skills Building</i> <i>Explain the internal environment of business and give examples, etc.</i>	c) <i>Key Assessment:</i> <i>Formative Assessment:</i> <i>DoK Level 1:</i> <i>Reproduction/Recall</i> <i>State the components of SWOT as a tool for analysing the business environment, etc.</i>	
--	---	---	--

	<i>DoK Level 3: Strategic Thinking</i> <i>Explain how SWOT can be applied to analyse the internal business environment of a company, etc.</i> <i>DoK Level 4: Extended Critical Thinking and Reasoning:</i> <i>Evaluate the strengths and weaknesses of an organisation in order to assess its internal business environment, etc.</i> <i>Week 7 (Lesson 2):</i> <i>Refer to the teacher manual for examples of key notes on differentiation.</i> <i>Week 8 Lesson:</i> <i>Key notes on differentiation:</i> <i>a) Learning Tasks:</i> <i>i. Explain the concept of CSR</i> <i>ii. Analyse the benefits of CSR to businesses</i> <i>iii. Analyse the challenges of CSR to businesses, etc.</i> <i>b) Pedagogical Exemplars:</i> <i>The use of Case Study:</i> <i>i. Present a detailed case study on businesses implementing CSR initiatives across various sectors</i> <i>ii. Organise learners into mixed-ability and mixed-gender groups to critically analyse the case study, fostering critical</i>	<i>Week 7 (Lesson 2):</i> <i>Refer to the teacher manual for examples of key notes on differentiation.</i> <i>Week 8 Lesson:</i> <i>Key notes on differentiation:</i> <i>a) Learning Tasks:</i> <i>Explain the concept of CSR, etc.</i> <i>b) Pedagogical Exemplars:</i> <i>The use of Case Study:</i> <i>Present a detailed case study on businesses implementing CSR initiatives across various sectors, etc.</i>	
--	--	--	--

	<i>thinking and problem-solving skills</i> <i>iii. Facilitate open discussions to explore the essence of CSR, its principles and motivations for businesses' participation</i> <i>iv. Prompt learners to assess challenges in implementing CSR initiatives and their implications</i> <i>v. Allocate time for each group to prepare a presentation of their analysis</i> <i>vi. Allow flexibility in presentation formats, encouraging advanced digital means for learners with high understanding (HP)</i> <i>vii. Facilitate peer feedback sessions after each presentation, led by learners with clear (P) or high levels of understanding (HP)</i> <i>viii. Conclude with a collective reflection on the case study analysis and presentations, etc.</i> <i>c) Key Assessment:</i> <i>Formative Assessment:</i> <i>DoK Level 1:</i> <i>Reproduction/Recall</i> <i>i. Define 'corporate social responsibility' (CSR)</i> <i>ii. List at least four examples of CSR</i> <i>DoK Level 2: Skills Building:</i>	<i>c) Key Assessment:</i> <i>Formative Assessment:</i> <i>DoK Level 1:</i> <i>Reproduction/Recall:</i> <i>Define 'corporate social responsibility' (CSR), etc.</i>	
--	--	---	--

	<i>Explain corporate social responsibility and give at least three examples</i> <i>DoK Level 3: Strategic Thinking:</i> <i>Define corporate social responsibility and explain its significance for businesses and society</i> <i>DoK Level 4: Extended Critical Thinking and Reasoning</i> <i>i. Evaluate two ways in which corporate social responsibility initiatives have contributed to environmental sustainability and employees' welfare in Ghana</i> <i>ii. Research online or other means and investigate the relationship between corporate social responsibility and financial performances of organisations, etc.</i> 2.5 Ask teachers to complete the learning planner for Weeks 7 and 8 lessons on <i>Business Environment and Corporate Social Responsibility (CSR)</i> with teaching, learning and assessment activities using the teacher manual, taking into consideration GESI, SEL, ICT, essential questions, key notes on differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	<i>DoK Level 4: Extended Critical Thinking and Reasoning</i> <i>Evaluate two ways in which corporate social responsibility initiatives have contributed to environmental sustainability and employees' welfare in Ghana, etc.</i> 2.5 Complete the learning planner for Weeks 7 and 8 lessons on <i>Business Environment and Corporate Social Responsibility (CSR)</i> with teaching, learning and assessment activities using the teacher manual, taking into consideration GESI, SEL, ICT, essential questions, key notes on differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	
3. Peer-review of learning planners.	3.1 Ask teachers to exchange their learning plans for Weeks 7 and 8 lessons on <i>Business Environment and</i>	3.1 Exchange your learning plans for Weeks 7 and 8 lessons on <i>Business Environment and Corporate</i>	10 mins

▪ Reviewing planner to ensure alignment between course manual and learning planner based on the templates provided.	<i>Corporate Social Responsibility (CSR)</i> with their colleagues within the department for reviewing taking into consideration the alignment among the content standard, learning outcomes, learning indicators in the teacher manual and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> <i>a) Conformity to the learning planner structure</i> <i>b) Appropriateness of essential questions</i> <i>c) Differentiated pedagogies and assessment</i> <i>d) Alignment between the teacher manual and the learning planner</i> <i>e) Innovativeness of pedagogical choices</i> <i>f) Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> <i>g) Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Ask teachers to implement the recommendations made by a peer reviewer as appropriate to their learning plans (NTS 2b).	<i>Social Responsibility (CSR)</i> with a colleague within the department for reviewing taking into consideration the alignment among the content standard, learning outcomes, learning indicators in the teacher manual and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> <i>a) Conformity to the learning planner structure</i> <i>b) Appropriateness of essential questions</i> <i>c) Differentiated pedagogies and assessment</i> <i>d) Alignment between the teacher manual and the learning planner</i> <i>e) Innovativeness of pedagogical choices</i> <i>f) Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> <i>g) Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Implement the recommendations made by a peer reviewer as appropriate to your learning plans (NTS 2b).	
4. Reflection on the session:	4.1 Ask teachers in groups to reflect, write and share what they have learnt and how they feel, with the larger	4.1 In groups, reflect, write and share what you have learnt and how you feel, with the larger group with regards	10 mins

▪ Reflecting on what has been learnt in the session. ▪ Advance preparation towards next DPLC session	group with regards to DPLC Session 5, <i>developing learning plans for Weeks 7 and 8</i>, using the teacher manual and learning planner (NTS 1a, 1b). 4.2 Remind teachers to read DPLC Session 6, <i>developing learning plans for Weeks 9 and 10 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Ask teachers to bring along their DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, 1b).	to DPLC Session 5, <i>developing learning plans for Weeks 7 and 8</i>, using the teacher manual and learning planner (NTS 1a, 1b). 4.2 Read DPLC Session 6, <i>developing learning plans for Weeks 9 and 10 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Bring along your DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, 1b).	
---	--	---	--

DPLC Session 6: Developing learning plans for Weeks 9 and 10

<i>The sections below provide the frame for what is to be done in the session</i>	Guidance notes on Leading the session. <i>What the PLC Coordinator will have to say during each stage of the session</i>	Guidance Notes on Teacher Activity during the PLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last DPLC session	1.1 Start the session by asking teachers to share two things they implemented based on DPLC Session 5, <i>developing learning plans for Weeks 7 and 8</i>, which they think impacted learning positively (NTS 1a, 1b). 1.2 Ask teachers, as critical friends, to discuss why they think what a colleague did through the application of lessons learnt in DPLC Session 5, <i>developing learning plans for Weeks 7 and 8</i>, supported learning (NTS 1a – 1c).	1.1 Share two things you implemented based on DPLC Session 5, <i>developing learning plans for Weeks 7 and 8</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As critical friends, discuss why you think what a colleague did through the application of lessons learnt in DPLC Session 5, <i>developing learning plans for Weeks 7 and 8</i>, supported learning (NTS 1a – 1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be	2.1 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session. Purpose: This session is to support the business studies teacher with the requisite knowledge, skills and competencies to effectively plan the Weeks 9 and 10 lessons on <i>International Business and Introduction to Financial Accounting</i> using the teacher manual and the learning planner, taking into	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session. Purpose: This session is to support the business studies teacher with the requisite knowledge, skills and competencies to effectively plan the Weeks 9 and 10 lessons on <i>International Business and Introduction to Financial Accounting</i> using the teacher manual and the learning planner, taking into	60 mins

completed per session)	consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation. LO 1: Develop Weeks 9 and 10 learning plans on the teaching and learning of <i>International Business and Introduction to Financial Accounting</i> by aligning the key concepts, pedagogies and assessment using the teacher manual, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k a LI 1.1 Study the teacher manual and identify the aspects in Weeks 9 and 10 lessons that have been captured in the learning planner template. LI 1.2 Complete the learning planner for Weeks 9 and 10 lessons taking into consideration cross-cutting issues, GESI responsive pedagogical and assessment strategies, essential questions, key notes on differentiation and resources. LO 2: Review the learning plans for Weeks 9 and 10 learning plans on the teaching and learning of <i>International Business and Introduction to Financial</i>	consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation. LO 1: Develop Weeks 9 and 10 learning plans on the teaching and learning of <i>International Business and Introduction to Financial Accounting</i> by aligning the key concepts, pedagogies and assessment using the teacher manual, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k a LI 1.1 Study the teacher manual and identify the aspects in Weeks 9 and 10 lessons that have been captured in the learning planner template. LI 1.2 Complete the learning planner for Weeks 9 and 10 lessons taking into consideration cross-cutting issues, GESI responsive pedagogical and assessment strategies, essential questions, key notes on differentiation and resources. LO 2: Review the learning plans for Weeks 9 and 10 learning plans on the teaching and learning of <i>International Business and Introduction to Financial</i>	
--------------------------------------	--	--	--

	<i>Accounting</i> (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content of the learning plans for Weeks 9 and 10 by aligning it with content standard, learning outcomes, learning indicator and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, teaching and learning activities, assessment and closure. LI 2.2 Implement the recommendations made by a peer reviewer as appropriate to the learning plans for Weeks 9 and 10. 2.2 Ask teachers in mixed-gender groups (where applicable), to study the teacher manual and identify the aspects in Weeks 9 and 10 lessons that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> <i>a) Content standard(s)</i> <i>b) Learning outcomes</i> <i>c) Learning indicators, etc.</i> 2.3 Ask teachers to discuss at least two essential questions in preparation towards the teaching and learning of Weeks 9 and 10 learning plans on the teaching and learning of <i>International Business and Introduction to</i>	<i>Accounting</i> (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content of the learning plans for Weeks 9 and 10 by aligning it with content standard, learning outcomes, learning indicator and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, teaching and learning activities, assessment and closure. LI 2.2 Implement the recommendations made by a peer reviewer as appropriate to the learning plans for Weeks 9 and 10. 2.2 In mixed-gender groups (where applicable), study the teacher manual and identify the aspects in Weeks 9 and 10 lessons that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> <i>Content standard(s), etc.</i> 2.3 Discuss at least two essential questions in preparation towards the teaching and learning of Weeks 9 and 10 learning plans on the teaching and learning of <i>International Business and Introduction to</i>	
--	--	--	--

	<i>Financial Accounting (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g).</i> <i>E.g.</i> <i>a) Essential questions (Week 9):</i> <i>i. What are the key drivers and motivations behind companies expanding their operations internationally?</i> <i>ii. What are the emerging trends and future challenges facing international businesses, such as climate change, digital disruptions and geopolitical tensions?</i> <i>iii. How does international business contribute to economic development and global prosperity?, etc.</i> <i>b) Essential questions:(Week 10):</i> <i>i. What role does financial accounting play in decision making for internal and external stakeholders?</i> <i>ii. To what extent can processed accounting information be relevant to a potential investor?</i> <i>iii. How will the steps in processing accounting information be useful to an entrepreneur?, etc.</i> 2.4 Ask teachers to discuss key notes on differentiation in preparation towards the teaching and learning of Weeks 9 and 10 learning plans on the teaching and	<i>Financial Accounting (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g).</i> <i>E.g.</i> <i>a) Essential questions (Week 9):</i> <i>What are the key drivers and motivations behind companies expanding their operations internationally?, etc.</i> <i>b) Essential questions (Week 10):</i> <i>What role does financial accounting play in decision making for internal and external stakeholders?, etc.</i> 2.4 Discuss key notes on differentiation in preparation towards the teaching and learning of Weeks 9 and 10 learning plans on the teaching and learning of	
--	---	---	--

	learning of <i>International Business and Introduction to Financial Accounting</i> (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>E.g.</i> <i>Week 9 (Lesson 1):</i> <i>Key notes on differentiation:</i> a) <i>Learning Tasks:</i> <i>i. Explain international business</i> <i>ii. Evaluate the key features of international business</i> <i>iii. Analyse the importance of international business, etc.</i> b) <i>Pedagogical Exemplars Collaborative and Digital Learning:</i> <i>i. Guide learners with the aid of digital tools to surf the internet to come out with the explanation of international business, its features and importance</i> <i>ii. Provide guidance and support to all groups, especially SEN and AP learners, addressing technical challenges in surfing the internet</i> <i>iii. Allow learners with clear understanding (A) to write the meaning of international business meaning with local examples and share with colleagues</i> <i>iv. Encourage high-level proficiency learners (HP) to create visually engaging presentations using digital tools</i>	<i>International Business and Introduction to Financial Accounting</i> (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>E.g.</i> <i>Week 9 (Lesson 1):</i> <i>Key notes on differentiation:</i> a) <i>Learning Tasks:</i> <i>Explain international business, etc.</i> b) <i>Pedagogical Exemplars Collaborative and Digital Learning:</i> <i>Guide learners with the aid of digital tools to surf the internet to come out with the explanation of international business, its features and importance, etc.</i>	
--	--	---	--

	v. <i>Promote an inclusive environment with respect, tolerance, active listening and constructive feedback, etc.</i> c) <i>Key Assessment:</i> <i>Formative Assessment:</i> <i>DoK Level 1:</i> <i>Reproduction/Recall</i> i. <i>What is international business?</i> ii. <i>Outline three key features of international business</i> iii. <i>State at least three reasons why international business is important, etc.</i> <i>DoK Level 2: Skills Building:</i> i. <i>Explain three reasons why international business is important</i> ii. <i>Explain three key features of international business, etc.</i> <i>DoK Level 3: Strategic Thinking:</i> <i>Explain international business and evaluate four reasons for its importance</i> <i>DoK Level 4: Extended Critical Thinking and Reasoning:</i> <i>A well-established electronics manufacturing company based in Kumasi, Ghana specialises in producing a wide range of electronic products, including smartphones, tablets, televisions and home appliances. With a strong reputation in the domestic market and a</i>	c) <i>Key Assessment:</i> <i>Formative Assessment:</i> <i>DoK Level 1:</i> <i>Reproduction/Recall</i> <i>What is international business?, etc.</i> <i>DoK Level 2: Skills Building:</i> <i>Explain three reasons why international business is important, etc.</i>	
--	--	---	--

	<i>desire to continue their growth, they are considering venturing into international markets to expand their reach and increase profitability.</i> <i>Present two potential challenges or risks that might be associated with this company's expansion into international markets, etc.</i> <i>Week 9 (Lesson 2): Refer to the teacher manual for examples of key notes on differentiation.</i> <i>Week 10 (Lesson 1): Key notes on differentiation:</i> <i>a) Learning Tasks for practice:</i> <i>i. Discuss the meaning of accounting</i> <i>ii. Explain accounting as a system</i> <i>iii. Discuss and present the purpose of the study and careers in accounting to the individual, etc.</i> <i>b) Pedagogical Exemplars: Initiating Talk for Learning and Using think - pair – share:</i> <i>i. Teacher facilitate a whole class discussion where learners list items they buy and their prices on sticky pads or paper, exchanging lists for observation and presentation</i> <i>ii. Teacher probe further, asking learners if they</i>	<i>Week 9 (Lesson 2): Refer to the teacher manual for examples of key notes on differentiation.</i> <i>Week 10 (Lesson 1): Key notes on differentiation:</i> <i>a) Learning Tasks for practice: Discuss the meaning of accounting, etc.</i> <i>b) Pedagogical Exemplars: Initiating Talk for Learning and Using think - pair – share:</i> <i>Teacher facilitate a whole class discussion where learners list items they buy and their prices on sticky pads or paper, exchanging lists for observation and presentation, etc.</i>	
--	---	--	--

	<i>maintain records of their purchases</i> <i>iii. This activity leads to a discussion on the necessity of keeping financial records, eventually introducing the concept of accounting. Scaffolding is suggested to support learners, especially those with additional needs (AP) in understanding accounting terms</i> <i>iv. Learners work in pairs to reflect on their personal financial transactions and discuss accounting as a system</i> <i>v. Teacher guide learners in discussing the purpose and significance of accounting in daily life, encouraging sharing with the entire class</i> <i>vi. An inclusive learning environment is fostered by promoting respect, tolerance, active listening and constructive feedback among learners</i> <i>vii. Teacher are encouraged to find ways to engage shy learners and introverts, ensuring their participation and soliciting views from all learners regardless of ability, gender, or background, etc.</i> <i>c) Key Assessment: Formative Assessment: DoK Level 1: Recall Questions:</i>	<i>c) Key Assessment: Formative Assessment: DoK Level 1: Recall Questions: What is accounting?, etc.</i>	
--	---	---	--

	i. What is accounting? ii. List two reasons why accounting is important iii. State two careers in accounting, etc. <i>DoK Level 2 -Skills Building Questions:</i> i. Explain the concept of financial accounting as a system ii. Explain the purpose of financial accounting in organisations and in personal life, etc. <i>Week 10 (Lesson 2):</i> Refer to the teacher manual for examples of key notes on differentiation. 2.5 Ask teachers to complete the learning planner for Weeks 9 and 10 learning plans on the teaching and learning of <i>International Business and Introduction to Financial Accounting</i> with teaching, learning and assessment activities using the teacher manual, taking into consideration GESI, SEL, ICT, essential questions, key notes on differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	<i>DoK Level 2 -Skills Building Questions:</i> Explain the concept of financial accounting as a system, etc. <i>Week 10 (Lesson 2):</i> Refer to the teacher manual for examples of key notes on differentiation. 2.5 Complete the learning planner for Weeks 9 and 10 learning plans on the teaching and learning of <i>International Business and Introduction to Financial Accounting</i> with teaching, learning and assessment activities using the teacher manual, taking into consideration GESI, SEL, ICT, essential questions, key notes on differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	
3. Peer-review of learning planners. ▪ Reviewing planner to ensure alignment between	3.1 Ask teachers to exchange their learning plans for Weeks 9 and 10 lessons on the teaching and learning of <i>International Business and Introduction to Financial Accounting</i> with their colleagues within the	3.1 Exchange your learning plans for Weeks 9 and 10 lessons on the teaching and learning of <i>International Business and Introduction to Financial Accounting</i> with your colleagues within the department for reviewing	10 mins

course manual and learning planner based on the templates provided.	department for reviewing taking into consideration the alignment among the content standard, learning outcomes, learning indicators in the teacher manual and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> a) <i>Conformity to the learning planner structure</i> b) <i>Appropriateness of essential questions</i> c) <i>Differentiated pedagogies and assessment</i> d) <i>Alignment between the teacher manual and the learning planner</i> e) <i>Innovativeness of pedagogical choices</i> f) <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> g) <i>Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Ask teachers to implement the recommendations made by a peer reviewer as appropriate to their learning plans (NTS 2b).	taking into consideration the alignment among the content standard, learning outcomes, learning indicators in the teacher manual and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> a) <i>Conformity to the learning planner structure</i> b) <i>Appropriateness of essential questions</i> c) <i>Differentiated pedagogies and assessment</i> d) <i>Alignment between the teacher manual and the learning planner</i> e) <i>Innovativeness of pedagogical choices</i> f) <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> g) <i>Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Implement the recommendations made by a peer reviewer as appropriate to your learning plans (NTS 2b).	
4. Reflection on the session: ▪ Reflecting on what has been learnt	4.1 Ask teachers in groups to reflect, write and share what they have learnt and how they feel, with the larger group with regards to DPLC Session 6, <i>developing learning plans for Weeks 9</i>	4.1 In groups, reflect, write and share what you have learnt and how you feel, with the larger group with regards to DPLC Session 6, <i>developing learning plans for Weeks 9 and 10</i>, using the	10 mins

in the session. ▪ Advance preparation towards next DPLC session	<i>and 10, using the teacher manual and learning planner (NTS 1a, 1b).</i> 4.2 Remind teachers to read DPLC Session 7, <i>developing learning plans for Weeks 11 and 12 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Ask teachers to bring along their DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, 1b).	teacher manual and learning planner (NTS 1a, 1b). 4.2 Read DPLC Session 7, <i>developing learning plans for Weeks 11 and 12 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Bring along your DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, 1b).	
--	--	---	--

DPLC Session 7: Developing learning plans for Weeks 11 and 12

<i>The sections below provide the frame for what is to be done in the session</i>	Guidance notes on Leading the session. <i>What the DPLC Coordinator will have to say during each stage of the session</i>	Guidance Notes on Teacher Activity during the DPLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last PLC session	1.1 Start the session by asking teachers to share two things they implemented based on DPLC Session 6, <i>developing learning plans for Weeks 9 and 10</i>, which they think impacted learning positively (NTS 1a, 1b). 1.2 Ask teachers, as critical friends, to discuss why they think what a colleague did through the application of lessons learnt in DPLC Session 6, <i>developing learning plans for Weeks 9 and 10</i>, supported learning (NTS 1a – 1c).	1.1 Share two things you implemented based on DPLC Session 6, <i>developing learning plans for Weeks 9 and 10</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As critical friends, discuss why you think what a colleague did through the application of lessons learnt in DPLC Session 6, <i>developing learning plans for Weeks 9 and 10</i>, supported learning (NTS 1a – 1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be	2.1 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session. Purpose: This session is to support the business studies teacher with the requisite knowledge, skills and competencies to effectively plan the Weeks 11 and 12 lessons on <i>users of accounting information, accounting standards and the accounting equation</i> using the teacher manual and the learning planner	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session. Purpose: This session is to support the business studies teacher with the requisite knowledge, skills and competencies to effectively plan the Weeks 11 and 12 lessons on <i>users of accounting information, accounting standards and the accounting equation</i> using the teacher manual and the learning planner template,	60 mins

completed per session)	template, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation. LO 1: Develop Weeks 11 and 12 learning plans on the teaching and learning of <i>users of accounting information, accounting standards and the accounting equation</i> by aligning the key concepts, pedagogies and assessment using the teacher manual, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k a LI 1.1 Study the teacher manual and identify the aspects in Weeks 11 and 12 lessons that have been captured in the learning planner template. LI 1.2 Complete the learning planner for Weeks 11 and 12 lessons taking into consideration cross-cutting issues, responsive pedagogical and assessment strategies, essential questions and resources. LO 2: Review the learning plans for Weeks 11 and 12 lessons on <i>users of accounting information,</i>	taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation. LO 1: Develop Weeks 11 and 12 learning plans on the teaching and learning of <i>users of accounting information, accounting standards and the accounting equation</i> by aligning the key concepts, pedagogies and assessment using the teacher manual, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k a LI 1.1 Study the teacher manual and identify the aspects in Weeks 11 and 12 lessons that have been captured in the learning planner template. LI 1.2 Complete the learning planner for Weeks 11 and 12 lessons taking into consideration cross-cutting issues, GESI responsive pedagogical and assessment strategies, essential questions, key notes on differentiation and resources. LO 2: Review the learning plans for Weeks 11 and 12 lessons on <i>users of accounting information, accounting</i>	
--------------------------------------	---	---	--

	<i>accounting standards and the accounting equation</i> (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content of the learning plans for Weeks 11 and 12 by aligning it with the content standard, learning outcomes, learning indicator and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, teaching and learning activities and assessment. LI 2.2 Implement recommendations made by a peer reviewer as appropriate to the learning plans for Weeks 11 and 12. 2.2 Ask teachers in mixed-gender groups (where applicable), to study the teacher manual and identify the aspects in Weeks 11 and 12 lessons that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> a) <i>Content standards</i> b) <i>Learning outcomes</i> c) <i>Learning Indicators, etc.</i> 2.3 Ask teachers to discuss at least two essential questions in preparation towards the lessons in Weeks 11 and 12 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g).	<i>standards and the accounting equation</i> (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content of the learning plans for Weeks 11 and 12 by aligning it with the content standard, learning outcomes, learning indicator and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, teaching and learning activities and assessment. LI 2.2 Implement recommendations made by a peer reviewer as appropriate to the learning plans for Weeks 11 and 12. 2.2 In mixed-gender groups (where applicable), study the teacher manual and identify the aspects in Weeks 11 and 12 lessons that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> <i>Content standards, etc.</i> 2.3 Discuss at least two essential questions in preparation towards the lessons in Weeks 11 and 12 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g).	
--	--	--	--

	<i>E.g.</i> <i>a) Essential questions (Week 11):</i> <i>i. What information do regulatory agencies and other accounting information users require from accounting reports and how is it being used?</i> <i>ii. What is the relevance of accounting standards in preparing financial reports?</i> <i>iii. How do accounting standards ensure consistency and comparability in financial reporting?, etc.</i> <i>b) Essential questions (Week12):</i> <i>i. How does the accounting equation maintain balance and why is the balance important in accounting?</i> <i>ii. What is the dual effect of every transaction on the accounting equation</i> <i>iii. How does the accounting equation help in analysing the financial position of a business?, etc.</i> 2.4 Ask teachers to discuss keys notes on differentiation in preparation towards the lessons in Weeks 11 and 12 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>E.g.</i> <i>Week 11 (Lesson 1):</i> <i>Key notes on differentiation:</i>	<i>E.g.</i> <i>a) Essential questions (Week 11):</i> <i>What information do regulatory agencies and other accounting information users require from accounting reports and how is it being used?, etc.</i> <i>b) Essential questions (Week12):</i> <i>How does the accounting equation maintain balance and why is the balance important in accounting?, etc.</i> 2.4 Discuss key notes on differentiation in preparation towards the lessons in Weeks 11 and 12 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>E.g.</i> <i>Week 11 (Lesson 1):</i> <i>Key notes on differentiation:</i>	
--	---	--	--

	a) <i>Learning Tasks for practice:</i> i. <i>Discuss the users of accounting information</i> ii. <i>Analyse the importance of accounting information to its users, etc.</i> b) <i>Pedagogical exemplars:</i> <i>Collaborative learning:</i> i. <i>Teacher should initiate discussion by presenting an example of a user of accounting information, while providing explanations for new terminologies introduced</i> ii. <i>In mixed-ability and mixed-gender groups, guide learners to collaboratively identify and discuss different users of accounting information</i> iii. <i>Teacher should move round the classroom to provide targeted support (AP) through direct questioning or instructions as needed</i> iv. <i>Organise groups to create flashcards describing three users of accounting information and exchange them with another group. Learners demonstrating clear (P) or high-level (HP) understanding may receive prompt sheets for further discussion support. Encourage peer feedback on the definitions provided. This activity can also be</i>	a) <i>Learning Tasks for practice:</i> <i>Discuss the users of accounting information, etc.</i> b) <i>Pedagogical exemplars:</i> <i>Collaborative learning:</i> <i>Teacher should initiate discussion by presenting an example of a user of accounting information, while providing explanations for new terminologies introduced, etc.</i>	
--	--	---	--

	<i>conducted in pairs to promote engagement, etc.</i> <i>c) Key Assessment: Formative Assessment:</i> <i>DoK Level 1: Recall questions:</i> <i>i. Identify the types of users of accounting information</i> <i>ii. State at least one informational need of three users of accounting information, etc.</i> <i>DoK Level 2: Skills of conceptual understanding questions:</i> <i>i. Analyse at least two informational needs of four users of accounting information</i> <i>ii. Explain the importance of accounting information to both internal and external users, etc.</i> <i>DoK Level 3: Strategic reasoning questions:</i> <i>Make a PowerPoint presentation on the informational needs of both internal and external users of accounting information, etc.</i> <i>DoK Level 4: Extended Critical Thinking and Reasoning questions:</i> <i>Create a memo explaining the effect of poor accounting information on a business's decision making, etc.</i> <i>Week 11 (Lesson 2):</i>	<i>c) Key Assessment: Formative Assessment:</i> <i>DoK Level 1: Recall questions:</i> <i>Identify the types of users of accounting information, etc.</i> <i>DoK Level 2: Skills of conceptual understanding questions:</i> <i>Analyse at least two informational needs of four users of accounting information, etc.</i> <i>Week 11 (Lesson 2):</i> <i>Refer to the teacher manual for examples of key notes on differentiation.</i>	
--	--	---	--

	<i>Refer to the teacher manual for examples of key notes on differentiation.</i> <i>Week 12 (Lesson 1):</i> <i>Key notes on differentiation:</i> a) <i>Learning Tasks for Practice:</i> i. <i>Discuss the items in the accounting equation with examples</i> ii. <i>Analyse the importance of the accounting equation</i> iii. <i>Complete the table below using the accounting equation</i> <table border="1"> <thead> <tr> <th></th><th>Asset</th><th>Capital</th><th>Liabilities</th></tr> </thead> <tbody> <tr> <td>a</td><td>?</td><td>GH¢2,300</td><td>GH¢2,200</td></tr> <tr> <td>b</td><td>GH¢5,500</td><td>?</td><td>GH¢ 3,000</td></tr> <tr> <td>c</td><td>GH¢4,600</td><td>GH¢ 3,100</td><td>?</td></tr> <tr> <td>d</td><td>?</td><td>GH¢9,200</td><td>GH¢8,800</td></tr> <tr> <td>e</td><td>GH¢7,100</td><td>?</td><td>GH¢1,600</td></tr> <tr> <td>f</td><td>GH¢6,400</td><td>GH¢5,900</td><td>?</td></tr> </tbody> </table> b) <i>Pedagogical exemplars:</i> <i>Structuring Talk for Learning:</i> i. <i>Initiate a whole class discussion to introduce the accounting equation and its practical applications</i> ii. <i>Organise learners in mixed-ability and gender groups to engage in discussions regarding the significance of the accounting equation</i>		Asset	Capital	Liabilities	a	?	GH¢2,300	GH¢2,200	b	GH¢5,500	?	GH¢ 3,000	c	GH¢4,600	GH¢ 3,100	?	d	?	GH¢9,200	GH¢8,800	e	GH¢7,100	?	GH¢1,600	f	GH¢6,400	GH¢5,900	?	<i>Week 12 (Lesson 1):</i> <i>Key notes on differentiation:</i> a) <i>Learning Tasks for Practice:</i> <i>Discuss the items in the accounting equation with examples, etc.</i> b) <i>Pedagogical exemplars:</i> <i>Structuring Talk for Learning:</i> <i>Initiate a whole class discussion to introduce the accounting equation and its practical applications, etc.</i>	
	Asset	Capital	Liabilities																												
a	?	GH¢2,300	GH¢2,200																												
b	GH¢5,500	?	GH¢ 3,000																												
c	GH¢4,600	GH¢ 3,100	?																												
d	?	GH¢9,200	GH¢8,800																												
e	GH¢7,100	?	GH¢1,600																												
f	GH¢6,400	GH¢5,900	?																												

	iii. Pair up learners to collaboratively identify and write down at least two reasons highlighting the importance of the accounting equation. Encourage them to share their insights with another group iv. Move round the classroom to provide targeted support (AP) to learners who may require additional assistance This support may include direct questioning, instructions or scaffolding discussions with simplified definitions or terminology, etc. c) Key Assessment: Formative Assessment: DoK Level 1: Recall questions: i. Write at least one way of presenting the accounting equation ii. State at least two reasons why the accounting equation is important, etc. DoK Level 2: Skills of conceptual understanding questions: i. Discuss the following as used in the accounting equation; assets, liabilities and capital. ii. Explain at least three reasons why the accounting equation is important, etc. DoK Level 3: Strategic reasoning questions: Calculate the values of assets, liabilities and	c) Key Assessment: Formative Assessment: DoK Level 1: Recall questions: Write at least one way of presenting the accounting equation, etc. DoK Level 2: Skills of conceptual understanding questions: Discuss the following as used in the accounting equation; assets, liabilities and capital, etc.	
--	---	---	--

	<i>capital from a given set of data using the accounting equation, etc.</i> <i>Week 12 (Lesson 2): Refer to the teacher manual for examples of key notes on differentiation.</i> 2.5 Ask teachers to complete the learning planner for Weeks 11 and 12 lessons on <i>users of accounting information, accounting standards and the accounting equation</i> with teaching, learning and assessment activities using the teacher manual, taking into consideration GESI, SEL, ICT, essential questions, key notes on differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	<i>Week 12 (Lesson 2): Refer to the teacher manual for examples of key notes on differentiation.</i> 2.5 Complete the learning planner for Weeks 11 and 12 lessons on <i>users of accounting information, accounting standards and the accounting equation</i> with teaching, learning and assessment activities using the teacher manual, taking into consideration GESI, SEL, ICT, essential questions, key notes on differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	
3. Peer-review of learning planners. ▪ Reviewing planner to ensure alignment between course manual and learning planner based on the templates provided.	3.1 Ask teachers to exchange their learning plans for Weeks 11 and 12 lessons with their colleagues within the department for reviewing taking into consideration the alignment among the content standard, learning outcomes, learning indicator in the teacher manual and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> a) <i>Conformity to the learning planner structure</i> b) <i>Appropriateness of essential questions</i>	3.1 Exchange your learning plans for Weeks 11 and 12 lessons with your colleagues within the department for reviewing taking into consideration the alignment among the content standard, learning outcomes, learning indicator in the teacher manual and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> a) <i>Conformity to the learning planner structure</i> b) <i>Appropriateness of essential questions</i>	10 mins

	c) <i>Differentiated pedagogies and assessment</i> d) <i>Alignment between teacher manual and learning planner</i> e) <i>Innovativeness of pedagogical choices</i> f) <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> g) <i>Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Ask teachers to implement the recommendations made by a peer reviewer as appropriate to their learning plans (NTS 2b).	c) <i>Differentiated pedagogies and assessment</i> d) <i>Alignment between teacher manual and learning planner</i> e) <i>Innovativeness of pedagogical choices</i> f) <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> g) <i>Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Implement the recommendations made by a peer reviewer as appropriate to your learning plans (NTS 2b).	
4. Reflection on the session: ▪ Reflecting on what has been learnt in the session. ▪ Advance preparation towards next DPLC session	4.1 Ask teachers in groups to reflect, write and share what they have learnt and how they feel, with the larger group with regards to DPLC Session 7, <i>developing learning plans for Weeks 11 and 12</i>, using the teacher manual and learning planner (NTS 1a, 1b). 4.2 Remind teachers to read DPLC Session 8, <i>developing learning plans for Weeks 13 and 14 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Ask teachers to bring along their DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, 1b).	4.1 In groups, reflect, write and share what you have learnt and how you feel, with the larger group with regards to DPLC Session 7, <i>developing learning plans for Weeks 11 and 12</i>, using the teacher manual and learning planner (NTS 1a, 1b). 4.2 Remember to read the DPLC Session 8, <i>developing learning plans for Weeks 13 and 14 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Bring along your DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, 1b).	10 mins

DPLC Session 8: Developing learning plans for Weeks 13 and 14

<i>The sections below provide the frame for what is to be done in the session</i>	Guidance notes on Leading the session. <i>What the DPLC Coordinator will have to say during each stage of the session</i>	Guidance Notes on Teacher Activity during the DPLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last PLC session	1.1 Start the session by asking teachers to share two things they implemented based on DPLC Session 7, <i>developing learning plans for Weeks 11 and 12</i>, which they think impacted learning positively (NTS 1a, 1b). 1.2 Ask teachers, as critical friends, to discuss why they think what a colleague did through the application of lessons learnt in DPLC Session 7, <i>developing learning plans for Weeks 11 and 12</i>, supported learning (NTS 1a – 1c).	1.1 Share two things you implemented based on DPLC Session 7, <i>developing learning plans for Weeks 11 and 12</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As critical friends, discuss why you think what a colleague did through the application of lessons learnt in DPLC Session 7, <i>developing learning plans for Weeks 11 and 12</i>, supported learning (NTS 1a – 1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be	2.1 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session. Purpose: This session is to equip the business studies teacher with the requisite knowledge, skills and competencies to effectively plan the Weeks 13 and 14 lessons on <i>the ledger, the double entry principles and day books (sales, purchases, return inwards, return outwards and general journal)</i> using the teacher	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session. Purpose: This session is to equip the business studies teacher with the requisite knowledge, skills and competencies to effectively plan the Weeks 13 and 14 lessons on <i>the ledger, the double entry principles and day books (sales, purchases, return inwards, return outwards and general journal)</i> using the teacher	60 mins

completed per session)	manual and the learning planner template, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation. LO 1: Develop Weeks 13 and 14 learning plans on the teaching and learning of <i>the ledger, the double entry principles and day books (sales, purchases, return inwards, return outwards and general journal)</i> by aligning the key concepts, pedagogies and assessment using the teacher manual, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k a LI 1.1 Study the teacher manual and identify the aspects in Weeks 13 and 14 lessons that have been captured in the learning planner template. LI 1.2 Complete the learning planner for Weeks 13 and 14 lessons taking into consideration cross-cutting issues, GESI responsive pedagogical and assessment strategies, essential questions, key notes on differentiation and resources.	manual and the learning planner template, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation. LO 1: Develop Weeks 13 and 14 learning plans on the teaching and learning of <i>the ledger, the double entry principles and day books (sales, purchases, return inwards, return outwards and general journal)</i> by aligning the key concepts, pedagogies and assessment using the teacher manual, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k a LI 1.1 Study the teacher manual and identify the aspects in Weeks 13 and 14 lessons that have been captured in the learning planner template. LI 1.2 Complete the learning planner for Weeks 13 and 14 lessons taking into consideration cross-cutting issues, GESI responsive pedagogical and assessment strategies, essential questions, key notes on differentiation and resources.	
--------------------------------------	--	--	--

	LO 2: Review the learning plans for Weeks 13 and 14 lessons on <i>the ledger, the double entry principles and day books (sales, purchases, return inwards, return outwards and general journal)</i> (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content of the learning plans for Weeks 13 and 14 by aligning it with the content standard, learning outcomes, learning indicator and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, teaching and learning activities and assessment. LI 2.2 Implement recommendations made by a peer reviewer as appropriate to the learning plans for Weeks 13 and 14. 2.2 Ask teachers in mixed-gender groups (where applicable) to study the teacher manual and identify the aspects in Weeks 13 and 14 lessons that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> a) <i>Content standards</i> b) <i>Learning outcomes</i> c) <i>Learning Indicators, etc.</i>	LO 2: Review the learning plans for Weeks 13 and 14 lessons on <i>the ledger, the double entry principles and day books (sales, purchases, return inwards, return outwards and general journal)</i> (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content of the learning plans for Weeks 13 and 14 by aligning it with the content standard, learning outcomes, learning indicator and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, teaching and learning activities and assessment. LI 2.2 Implement recommendations made by a peer reviewer as appropriate to the learning plans for Weeks 13 and 14. 2.2 In mixed-gender groups (where applicable) to study the teacher manual and identify the aspects in Weeks 13 and 14 lessons that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> <i>Content standards, etc.</i>	
--	--	--	--

	2.3 Ask teachers to discuss at least two essential questions in preparation towards the lessons in Weeks 13 and 14 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>E.g.</i> a) <i>Essential questions (Week 13):</i> i. <i>How does the ledger and the double entry principle contribute to the preparation of financial statements?</i> ii. <i>How can the double entry principle be applied to record financial transactions in the ledgers?</i> iii. <i>What are the implications if the debits and credits in a trial balance are not equal?, etc.</i> b) <i>Essential questions (Week 14):</i> i. <i>How do you determine which day book to use for specific business transactions?</i> ii. <i>What is the significance of maintaining day books in accounting?</i> iii. <i>How are returns treated in day books and how do they affect the overall recording of transactions?, etc.</i> 2.4 Ask teachers to discuss key notes on differentiation in preparation towards the	2.3 Discuss at least two essential questions in preparation towards the lessons in Weeks 13 and 14 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>E.g.</i> a) <i>Essential questions (Week 13):</i> <i>How does the ledger and the double entry principle contribute to the preparation of financial statements?, etc.</i> b) <i>Essential questions (Week 14):</i> <i>How do you determine which day book to use for specific business transactions?, etc.</i> 2.4 Discuss key notes on differentiation in preparation towards the lessons in Weeks	
--	--	--	--

	lessons in Weeks 13 and 14 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>E.g.</i> <i>Week 13 (Lesson 1):</i> <i>Key notes on differentiation:</i> <i>a) Learning Tasks for Practice:</i> <i>i. Discuss the meaning of ledger and the types of ledger with examples</i> <i>ii. State the nature of account and which account should be debited or credited from the following transactions;</i> ▪ <i>Rent paid by cash</i> ▪ <i>Salaries paid by cash</i> ▪ <i>Interest received by cheque</i> ▪ <i>Dividend received by cheque</i> ▪ <i>Furniture purchased by cash</i> ▪ <i>Machinery sold for cash</i> ▪ <i>Telephone bill paid by cheque</i> ▪ <i>Cash paid to Sammy</i> ▪ <i>Received cash from the proprietor</i> ▪ <i>Light bill paid by cheque, etc.</i> <i>iii. Record the following transactions in the appropriate ledger accounts.</i> ▪ <i>Started business with GH¢1,000 cash.</i> ▪ <i>Bought a motor van with cash GH¢200.</i> ▪ <i>Purchase of raw materials GH¢100 by cash.</i> ▪ <i>Bought inventory by cheque GH¢3,500</i>	13 and 14 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>E.g.</i> <i>Week 13 (Lesson 1):</i> <i>Key notes on differentiation:</i> <i>a) Learning Tasks for Practice:</i> <i>i. Discuss the meaning of ledger and the types of ledger with examples, etc.</i> <i>ii. State the nature of account and which account should be debited or credited from the following transactions;</i> ▪ <i>Rent paid by cash</i> ▪ <i>Salaries paid by cash</i> ▪ <i>Interest received by cheque</i> ▪ <i>Dividend received by cheque, etc.</i>	
--	---	---	--

	▪ Sold goods worth GH¢780 by cash, etc. b) Pedagogical exemplars: Collaborative Learning: i. Guide learners to come out with the definition of a ledger and its types, providing examples ii. Guide learners to explain accounts with specific examples to enhance comprehension iii. Discuss the rules of the double entry principle with learners iv. Provide examples illustrating how the double entry principle operates v. In pairs, have learners manually and electronically (E-Book-keeping) record transactions in ledger accounts from a given task, considering abilities, gender and SEL vi. Provide additional assistance to learners with low learning ability (AP) and clear understanding (P) while adding more task with minimal guidance to high level learners (HP), etc. c) Key Assessment: Formative Assessment: DoK Level 1: Recall questions: i. What is a ledger? ii. What is an account? iii. Mention at least one type of ledger and give an example.	b) Pedagogical exemplars: Collaborative Learning: Guide learners to come out with the definition of a ledger and its types, providing examples, etc. c) Key Assessment: Formative Assessment: DoK Level 1: Recall questions: What is a ledger?, etc.	
--	---	--	--

	<i>DoK Level 2: Skills of conceptual understanding: Explain at least two rules of entry for the ledgers</i> <i>DoK Level 3: Strategic reasoning: Record and analyse financial transactions in the ledger accounts manually, etc.</i> <i>DoK Level 4: Extended critical thinking and reasoning questions: (formative and summative) Record and analyse financial transactions in the ledger accounts electronically and manually, etc.</i> <i>Week 13 (Lesson 2): Refer to the teacher manual for examples of key notes on differentiation.</i> <i>Week 14 (Lesson 1): Key notes on differentiation:</i> <i>a) Learning Tasks for Practice:</i> <i>i. Explain at least two types of day books</i> <i>ii. Differentiate between sales return day book and purchases return day book.</i> <i>b) Pedagogical exemplars Collaborative Learning:</i> <i>i. Guide a whole class discussion on the definition and uses of daybooks</i> <i>ii. Pair up learners to identify and discuss the types of daybooks</i>	<i>Week 13 (Lesson 2): Refer to the teacher manual for examples of key notes on differentiation.</i> <i>Week 14 (Lesson 1): Key notes on differentiation:</i> <i>a) Learning Tasks for Practice: Explain at least two types of day books, etc.</i> <i>b) Pedagogical exemplars Collaborative Learning: Guide a whole class discussion on the definition and uses of daybooks, etc.</i>	
--	---	--	--

	iii. <i>Guide learners to explain the types of daybooks and their purpose</i> iv. <i>Instruct learners to take note of the format of various daybooks</i> v. <i>Organise learners into groups, considering abilities, gender and social-emotional learning (SEL), to record financial transactions in the various daybooks, etc.</i> c) <i>Key Assessment: Formative Assessment</i> <i>DoK Level 1: Recall questions:</i> i. <i>What is a daybook?</i> ii. <i>State at least two types of daybooks</i> iii. <i>State the purpose of at least two daybooks, etc.</i> <i>DoK Level 2: Skills of conceptual understanding questions:</i> <i>Explain at least three types of daybooks</i> <i>DoK Level 3: Strategic reasoning questions:</i> <i>Record financial transactions in the various daybooks and post to the various ledgers, etc.</i> 2.5 Ask teachers to complete the learning planner for Weeks 13 and 14 lessons on <i>the ledger, the double entry principles and day books (sales, purchases, return inwards, return outwards and general journal)</i> with teaching, learning and assessment activities using	c) <i>Key Assessment: Formative Assessment</i> <i>DoK Level 1: Recall questions:</i> <i>What is a daybook?, etc.</i> 2.5 Complete the learning planner for Weeks 13 and 14 lessons on <i>the ledger, the double entry principles and day books (sales, purchases, return inwards, return outwards and general journal)</i> with teaching, learning and assessment activities using the teacher manual, taking into consideration GESI, SEL,	
--	--	---	--

	the teacher manual, taking into consideration GESI, SEL, ICT, essential questions, key notes on differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	ICT, essential questions, key notes on differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	
3. Peer-review of learning planners. ▪ Reviewing planner to ensure alignment between course manual and learning planner based on the templates provided.	3.1 Ask teachers to exchange their learning plans for Weeks 13 and 14 lessons with their colleagues within the department for reviewing taking into consideration the alignment among the content standard, learning outcomes, learning indicators in the teacher manual and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> a) <i>Conformity with the learning planner structure</i> b) <i>Appropriateness of essential questions</i> c) <i>Differentiated pedagogies and assessment</i> d) <i>Alignment between the teacher manual and the learning planner</i> e) <i>Innovativeness of pedagogical choices</i> f) <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> g) <i>Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Ask teachers to implement the recommendations made by a	3.1 Exchange your learning plans for Weeks 13 and 14 lessons with your colleagues within the department for reviewing taking into consideration the alignment among the content standard, learning outcomes, learning indicators in the teacher manual and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> a) <i>Conformity with the learning planner structure</i> b) <i>Appropriateness of essential questions</i> c) <i>Differentiated pedagogies and assessment</i> d) <i>Alignment between the teacher manual and the learning planner</i> e) <i>Innovativeness of pedagogical choices</i> f) <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> g) <i>Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Implement the recommendations made by a	10 mins

	peer reviewer as appropriate (NTS 2b).	peer reviewer as appropriate (NTS 2b).	
4. Reflection on the session: ▪ Reflecting on what has been learnt in the session. ▪ Advance preparation towards next DPLC session	4.1 Ask teachers in groups to reflect, write and share what they have learnt and how they feel, with the larger group with regards to DPLC Session 8, <i>developing learning plans for Weeks 13 and 14</i>, using the teacher manual and learning planner (NTS 1a, 1b). 4.2 Remind teachers to read DPLC Session 9, <i>developing learning plans for Weeks 15 and 16 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Ask teachers to bring along their DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, 1b).	4.1 In groups, reflect, write and share what you have learnt and how you feel, with the larger group with regards to DPLC Session 8, <i>developing learning plans for Weeks 13 and 14</i> using the teacher manual and learning planner (NTS 1a, 1b). 4.2 Remember to read the DPLC Session 9, <i>developing learning plans for Weeks 15 and 16 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Bring along your DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, ab).	10 mins

DPLC Session 9: Developing learning plans for Weeks 15 and 16

<i>The sections below provide the frame for what is to be done in the session</i>	Guidance notes on Leading the session. <i>What the DPLC Coordinator will have to say during each stage of the session</i>	Guidance Notes on Teacher Activity during the DPLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last PLC session	1.1 Start the session by asking teachers to share two things they implemented based on DPLC Session 8, <i>developing learning plans for Weeks 13 and 14</i>, which they think impacted learning positively (NTS 1a, 1b). 1.2 Ask teachers, as critical friends, to discuss why they think what a colleague did through the application of lessons learnt in DPLC Session 8, <i>developing learning plans for Weeks 13 and 14</i>, supported learning (NTS 1a – 1c).	1.1 Share two things you implemented based on DPLC Session 8, <i>developing learning plans for Weeks 13 and 14</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As critical friends, discuss why you think what a colleague did through the application of lessons learnt in DPLC Session 8, <i>developing learning plans for Weeks 13 and 14</i>, supported learning (NTS 1a – 1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be	2.1 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session. Purpose: This session is to support the business studies teacher with the requisite knowledge, skills and competencies to effectively plan the Weeks 15 and 16 lessons on <i>day books (single column cash book, double column cash book, three column cash book and petty cash book)</i> using the teacher manual	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session. Purpose: This session is to support the business studies teacher with the requisite knowledge, skills and competencies to effectively plan the Weeks 15 and 16 lessons on <i>day books (single column cash book, double column cash book, three column cash book and petty cash book)</i> using the teacher	60 mins

completed per session)	and the learning planner template, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation. LO 1: Develop Weeks 15 and 16 learning plans on the teaching and learning of <i>day books (single column cash book, double column cash book, three column cash book and petty cash book)</i> by aligning the key concepts, pedagogies and assessment using the teacher manual, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k a LI 1.1 Study the teacher manual and identify the aspects in Weeks 15 and 16 lessons that have been captured in the learning planner template. LI 1.2 Complete the learning planner for Weeks 15 and 16 lessons taking into consideration cross-cutting issues, GESI responsive pedagogical and assessment strategies, essential questions, key notes on differentiation and resources. LO 2: Review the learning plans for Weeks 15 and 16	manual and the learning planner template, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation. LO 1: Develop Weeks 15 and 16 learning plans on the teaching and learning of <i>day books (single column cash book, double column cash book, three column cash book and petty cash book)</i> by aligning the key concepts, pedagogies and assessment using the teacher manual, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k a LI 1.1 Study the teacher manual and identify the aspects in Weeks 15 and 16 lessons that have been captured in the learning planner template. LI 1.2 Complete the learning planner for Weeks 15 and 16 lessons taking into consideration cross-cutting issues, GESI responsive pedagogical and assessment strategies, essential questions, key notes on differentiation and resources. LO 2: Review the learning plans for Weeks 15 and 16	
--------------------------------------	---	--	--

	lessons on <i>day books (single column cash book, double column cash book, three column cash book and petty cash book)</i> (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content of the learning plans for Weeks 15 and 16 by aligning it with the content standard, learning outcomes, learning indicator and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, teaching and learning activities and assessment. LI 2.2 Implement recommendations made by a peer reviewer as appropriate to the learning plans for Weeks 15 and 16. 2.2 Ask teachers in mixed-gender groups (where applicable), to study the teacher manual and identify the aspects in Weeks 15 and 16 lessons that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> a) <i>Content standards</i> b) <i>Learning outcomes</i> c) <i>Learning Indicators, etc.</i> 2.3 Ask teachers to discuss at least two essential questions in preparation towards the lesson in Weeks 15 and 16	lessons on <i>day books (single column cash book, double column cash book, three column cash book and petty cash book)</i> (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content of the learning plans for Weeks 15 and 16 by aligning it with the content standard, learning outcomes, learning indicator and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, teaching and learning activities and assessment. LI 2.2 Implement recommendations made by a peer reviewer as appropriate to the learning plans for Weeks 15 and 16. 2.2 In mixed-gender groups (where applicable), study the teacher manual and identify the aspects in Weeks 15 and 16 lessons that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> <i>Content standards, etc.</i> 2.3 Discuss at least two essential questions in preparation towards the lesson in Weeks 15 and 16	
--	---	--	--

	(NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>E.g.</i> a) <i>Essential questions (Week 15):</i> i. <i>How is the balance of cash determined in the single column cash book?</i> ii. <i>How does the single column cash book and the double column cash book help businesses track their cash receipts and payments accurately?</i> iii. <i>How does the double column cash book aid in reconciliation of bank statement?, etc.</i> b) <i>Essential questions (Weeks 16):</i> i. <i>How does the three-column cash book facilitate the reconciliation of bank statement?</i> ii. <i>How often should petty cash be reimbursed and what is the process for reimbursement?</i> iii. <i>What is the significance of establishing a petty cash fund in a business?, etc.</i> 2.4 Ask teachers to discuss key notes on differentiation in preparation towards the lessons in Weeks 15 and 16 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g).	(NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>E.g.</i> a) <i>Essential questions (Week 15):</i> <i>How is the balance of cash determined in the single column cash book?, etc.</i> b) <i>Essential questions (Weeks 16):</i> <i>How does the three-column cash book facilitate the reconciliation of bank statement?, etc.</i> 2.4 Discuss key notes on differentiation in preparation towards the lessons in Weeks 15 and 16 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g).	
--	--	---	--

	<i>E.g.</i> Week 15 Lesson: Key notes on differentiation: a) Learning Tasks for practice: i. Explain cash book ii. Differentiate between the single column cash book and the double column cash book iii. Mama Lucy started business with GH¢50,000 cash on January 2, 20X3. The following transactions took place during the month: GH¢ Jan 3. Paid rent of 2,000 Jan 5. Made purchases of 20,000 Jan 6. Sold goods for cash 25,000 Jan 8. Obtained a loan from Abena Manu 40,000 Jan 9. Paid transport expenses 1,000 Jan 10. Bought a motor vehicle on credit from Nimako Motors 150,000 Jan 12. Paid motor expenses 3,000 Jan 12. Made cash sales 33,000 Jan 20. Purchases 25,000 Jan 22. Paid Electricity Bill 1,000 Jan 23. Wages and Salaries 2,500 Jan 24. Took cash for personal use 1,500 Jan 25. Cash Sales made 15,000 You are required to prepare single column cash book for Mama Lucy.	<i>E.g.</i> Week 15 Lesson: Key notes on differentiation: a) Learning Tasks for practice: Explain cash book, etc.	
--	---	--	--

	<i>b) Pedagogical exemplars Collaborative Learning:</i> <i>i. Guide a whole class discussion to define the cashbook, its purposes and the source documents associated with it</i> <i>ii. Provide templates for single-column and double-column cashbooks for learners to compare and contrast</i> <i>iii. Pair learners to collaborate on defining the single-column and double-column cashbooks using the templates</i> <i>iv. Offer additional support to learners with low learning ability (AP) to ensure they can accurately record transactions in the appropriate cashbook</i> <i>v. Assign additional tasks related to recording transactions in single and double cashbooks to learners with a clear understanding (P)</i> <i>vi. Encourage highly proficient learners (HP) to analyse the transactions recorded in the cashbooks, etc.</i> <i>c) Key Assessment:</i> <i>Formative Assessment:</i> <i>DoK Level 1: Recall questions:</i> <i>i. What is a cashbook?</i> <i>ii. List two source documents for recording transactions in the cashbook</i>	<i>b) Pedagogical exemplars Collaborative Learning:</i> <i>Guide a whole class discussion to define the cashbook, its purposes and the source documents associated with it, etc.</i> <i>c) Key Assessment:</i> <i>Formative Assessment:</i> <i>DoK Level 1: Recall questions:</i> <i>What is a cashbook?, etc.</i>	
--	---	--	--

	iii. State two types of cashbooks. iv. State the uses of a double column cashbook, etc. <i>DoK Level 2: Skills of conceptual understanding questions:</i> <i>Record financial transactions in the single and double column cash books, etc.</i> <i>DoK Level 3: Strategic reasoning questions:</i> <i>Record financial transactions in the double column cash book, post them to the ledgers and extract a trial balance, etc.</i> <i>Week 16 Lesson:</i> <i>Key notes on differentiation:</i> a) <i>Learning Tasks for Practice:</i> i. <i>State the uses of the three column cash book and the petty cash book</i> ii. <i>Osika started business on 1st April, 20X3 with GH¢800,000 cash of which half was paid into the bank the next day. During the month, she made the following transaction:</i> <i>April 2: Bought goods by cheque ¢360,000.</i> <i>April 3: Withdrew cash of ¢200,000 for office use.</i> <i>April 6: Received cash loan of ¢40,000 from S. Fowe.</i> <i>April 10: Bought goods on credit for ¢80,000 from L. Maw, etc.</i>	<i>Week 16 Lesson:</i> <i>Key notes on differentiation:</i> a) <i>Learning Tasks for Practice:</i> <i>State the uses of the three column cash book and the petty cash book, etc.</i>	
--	--	--	--

	b) <i>Pedagogical exemplars: Collaborative Learning:</i> <i>Facilitate a whole class discussion to outline the uses of the three-column cash book and the petty cash book</i> <i>Let learners take note of the formats of both the three-column cash book and the petty cash book</i> <i>Organise learners into groups, considering abilities, gender and social-emotional learning (SEL), to record financial transactions in both types of cash books, etc.</i> c) <i>Key Assessment:</i> <i>Formative Assessment:</i> <i>Level 1 Recall questions:</i> <i>State the use of the petty cashbook</i> <i>State the use of the three-column cashbook, etc.</i> <i>Level 2: Skills of conceptual understanding questions:</i> <i>Discuss the difference between the two-column cash book, three-column cash book and petty cash book, etc.</i> <i>Level 3: Strategic reasoning questions:</i> <i>Record financial transactions in the various cash book manually and electronically, etc.</i> 2.5 Ask teachers to complete the learning planner for Weeks 15 and 16 lessons on <i>day books (single column cash book, double column</i>	b) <i>Pedagogical exemplars: Collaborative Learning:</i> <i>Facilitate a whole class discussion to outline the uses of the three-column cash book and the petty cash book, etc.</i> c) <i>Key Assessment:</i> <i>Formative Assessment:</i> <i>Level 1 Recall questions:</i> <i>State the use of the petty cashbook, etc.</i> 2.5 Complete the learning planner for Weeks 15 and 16 lessons on <i>day books (single column cash book, double column cash book, three column cash book and petty</i>	
--	--	---	--

	<i>cash book, three column cash book and petty cash book</i>) with teaching, learning and assessment activities using the teacher manual, taking into consideration GESI, SEL, ICT, essential questions, key notes on differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	<i>cash book</i>) with teaching, learning and assessment activities using the teacher manual, taking into consideration GESI, SEL, ICT, essential questions, key notes on differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	
3. Peer-review of learning planners. ▪ Reviewing planner to ensure alignment between course manual and learning planner based on the templates provided.	3.1 Ask teachers to exchange their learning plans for Weeks 15 and 16 lessons with their colleagues within the department for reviewing taking into consideration the alignment among the content standard, learning outcomes, learning indicators in the teacher manual and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). Note: <i>Areas for critical review:</i> <i>Conformity to the learning planner structure</i> <i>Appropriateness of essential questions</i> <i>Differentiated pedagogies and assessment</i> <i>Alignment between the teacher manual and the learning planner</i> <i>Innovativeness of pedagogical choices</i> <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> <i>Appropriateness of the use of teaching and learning resources, etc.</i>	3.1 Exchange your learning plans for Weeks 15 and 16 lessons with your colleagues within the department for reviewing taking into consideration the alignment among the content standard, learning outcomes, learning indicators in the teacher manual and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). Note: <i>Areas for critical review:</i> <i>Conformity to the learning planner structure</i> <i>Appropriateness of essential questions</i> <i>Differentiated pedagogies and assessment</i> <i>Alignment between the teacher manual and the learning planner</i> <i>Innovativeness of pedagogical choices</i> <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> <i>Appropriateness of the use of teaching and learning resources, etc.</i>	10 mins

	3.2 Ask teachers to implement the recommendations made by a peer reviewer as appropriate to their learning plans (NTS 2b).	3.2 Implement the recommendations made by a peer reviewer as appropriate to your learning plans (NTS 2b).	
4. Reflection on the session: ▪ Reflecting on what has been learnt in the session. ▪ Advance preparation towards next DPLC session	4.1 Ask teachers in groups to reflect, write and share what they have learnt and how they feel, with the larger group with regards to DPLC Session 9, <i>developing learning plans for Weeks 15 and 16</i>, using the teacher manual and learning planner (NTS 1a, 1b). 4.2 Remind teachers to read DPLC Session 10, <i>developing learning plans for Weeks 17 and 18 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Ask teachers to bring along their DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, 1b).	4.1 In groups, reflect, write and share what you have learnt and how you feel, with the larger group with regards to DPLC Session 9, <i>developing learning plans for Weeks 15 and 16</i> using the teacher manual and learning planner (NTS 1a, 1b). 4.2 Remember to read the DPLC Session 10, <i>developing learning plans for Weeks 17 and 18 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Bring along your DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, 1b).	10 mins

DPLC Session 10: Developing learning plans for Weeks 17 and 18

<i>The sections below provide the frame for what is to be done in the session</i>	Guidance notes on Leading the session. <i>What the DPLC Coordinator will have to say during each stage of the session</i>	Guidance Notes on Teacher Activity during the DPLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last PLC session	1.1 Start the session by asking teachers to share two things they implemented based on DPLC Session 9, <i>developing learning plans for Weeks 15 and 16</i>, which they think impacted learning positively (NTS 1a, 1b). 1.2 Ask teachers, as critical friends, to discuss why they think what a colleague did through the application of lessons learnt in DPLC Session 9, <i>developing learning plans for Weeks 15 and 16</i>, supported learning (NTS 1a – 1c).	1.1 Share two things you implemented based on DPLC Session 9, <i>developing learning plans for Weeks 15 and 16</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As critical friends, discuss why you think what a colleague did through the application of lessons learnt in DPLC Session 9, <i>developing learning plans for Weeks 15 and 16</i>, supported learning (NTS 1a – 1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be	2.1 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session. Purpose: This session is to support the business studies teacher with the requisite knowledge, skills and competencies to effectively plan the Weeks 17 and 18 lessons on <i>preparation of financial statements of a sole proprietorship</i> using the teacher manual and the learning planner template,	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session. Purpose: This session is to support the business studies teacher with the requisite knowledge, skills and competencies to effectively plan the Weeks 17 and 18 lessons on <i>preparation of financial statements of a sole proprietorship</i> using the teacher manual and the	60 mins

completed per session)	taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation. LO 1: Develop Weeks 17 and 18 learning plans on the teaching and learning of <i>preparation of financial statements of a sole proprietorship</i> by aligning the key concepts, pedagogies and assessment using the teacher manual, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k a LI 1.1 Study the teacher manual and identify the aspects in Weeks 17 and 18 lessons that have been captured in the learning planner template. LI 1.2 Complete the learning planner for Weeks 17 and 18 lessons taking into consideration cross-cutting issues, GESI responsive pedagogical and assessment strategies, essential questions, key notes on differentiation and resources. LO 2: Review the learning plans for Weeks 17 and 18 lessons on <i>preparation of financial statements of a sole</i>	learning planner template, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation. LO 1: Develop Weeks 17 and 18 learning plans on the teaching and learning of <i>preparation of financial statements of a sole proprietorship</i> by aligning the key concepts, pedagogies and assessment using the teacher manual, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k a LI 1.1 Study the teacher manual and identify the aspects in Weeks 17 and 18 lessons that have been captured in the learning planner template. LI 1.2 Complete the learning planner for Weeks 17 and 18 lessons taking into consideration cross-cutting issues, GESI responsive pedagogical and assessment strategies, essential questions, key notes on differentiation and resources. LO 2: Review the learning plans for Weeks 17 and 18 lessons on <i>preparation of financial statements of a sole</i>	
--------------------------------------	--	---	--

	<i>propriatorship</i> (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content of the learning plans for Weeks 17 and 18 by aligning it with the content standard, learning outcomes, learning indicators and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, teaching and learning activities and assessment. LI 2.2 Implement recommendations made by a peer reviewer as appropriate to the learning plans for Weeks 17 and 18. 2.2 Ask teachers in mixed-gender groups (where applicable), to study the teacher manual and identify the aspects in Weeks 17 and 18 lessons that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> a) <i>Content standards</i> b) <i>Learning outcomes</i> c) <i>Leaning Indicators, etc.</i> 2.3 Ask teachers to discuss at least two essential questions in preparation towards the lessons in Weeks 17 and 18 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g).	<i>propriatorship</i> (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content of the learning plans for Weeks 17 and 18 by aligning it with the content standard, learning outcomes, learning indicators and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, teaching and learning activities and assessment. LI 2.2 Implement recommendations made by a peer reviewer as appropriate to the learning plans for Weeks 17 and 18. 2.2 In mixed-gender groups (where applicable), study the teacher manual and identify the aspects in Weeks 17 and 18 lessons that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> <i>Content standards, etc.</i> 2.3 Discuss at least two essential questions in preparation towards the lessons in Weeks 17 and 18 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g).	
--	--	--	--

	<i>E.g.</i> a) <i>Essential questions (Week 17):</i> <i>i. How can learners apply the knowledge of accounting information to make informed decisions in their daily lives?</i> <i>ii. How can the accounting standards guide learners to prepare accounts with honesty and integrity?</i> <i>iii. How can I develop basic accounting knowledge and skills in learners?, etc.</i> b) <i>Essential questions (Week 18):</i> <i>i. How can learners appreciate the application of accounting standards in the preparation of accounting records?</i> <i>ii. In what ways can learners prepare financial statements in conformity with accounting standards?</i> <i>iii. In what ways can the knowledge and understanding of learners in financial transactions facilitate their easy identification of the components of a financial statement?, etc.</i> 2.4 Ask teachers to discuss key notes on differentiation in preparation towards the lesson in Weeks 17 and 18	<i>E.g.</i> a) <i>Essential questions (Week 17):</i> <i>How can learners apply the knowledge of accounting information to make informed decisions in their daily lives?, etc.</i> b) <i>Essential questions (Week 18):</i> <i>How can learners appreciate the application of accounting standards in the preparation of accounting records?, etc.</i> 2.4 Discuss key notes on differentiation in preparation towards the lesson in Weeks	
--	--	---	--

	(NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>E.g.</i> <i>Week 17 Lessons:</i> <i>Key notes on differentiation:</i> a) <i>Learning Tasks for Practice:</i> i. <i>Explain a sole proprietor</i> ii. <i>Explain income statement and statement of financial position of a sole trader</i> iii. <i>Prepare an income statement and statement of financial position from a given trial balance of an organisation, etc.</i> b) <i>Pedagogical exemplars: Problem- Based Learning and collaborative learning:</i> i. <i>Review learners' knowledge on sole proprietorship</i> ii. <i>Guide learners to explain the final accounts (income statement and statement of financial position) of a sole trader</i> iii. <i>Assist learners to note the items in the format of the income statement and statement of financial position</i> iv. <i>Guide learners to work in groups to prepare financial statements from trial balances or account balances manually and electronically (E-</i>	17 and 18 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>E.g.</i> <i>Week 17 Lessons:</i> <i>Key notes on differentiation:</i> a) <i>Learning Tasks for Practice:</i> <i>Explain a sole proprietor, etc.</i> b) <i>Pedagogical exemplars: Problem- Based Learning and collaborative learning:</i> <i>Review learners' knowledge on sole proprietorship, etc.</i>	
--	---	---	--

	<i>reporting), etc.</i> <i>c) Key Assessment:</i> <i>Formative Assessment:</i> <i>DoK Level 1: Recall questions:</i> <i>Explain the following:</i> <i>i. Trading Account</i> <i>ii. Profit and Loss Account,</i> <i>etc.</i> <i>DoK Level 2: Skills of</i> <i>conceptual understanding</i> <i>question:</i> <i>Explain the purpose of the</i> <i>income statement and the</i> <i>statement of financial</i> <i>position.</i> <i>DoK Level 3: Strategic</i> <i>reasoning questions:</i> <i>Prepare the income</i> <i>statement and statement</i> <i>of financial position of a</i> <i>sole trader from a given</i> <i>trial balance, etc.</i> <i>Week 18 (Lesson 1):</i> <i>Key notes on differentiation:</i> <i>a) Learning Tasks for</i> <i>practice:</i> <i>i. State and explain at least</i> <i>three types of</i> <i>adjustments in the final</i> <i>account.</i> <i>ii. State the treatment of</i> <i>the following</i> <i>adjustments</i> ▪ <i>accrued income</i> ▪ <i>prepaid expense</i> ▪ <i>bad debt, etc.</i> <i>b) Pedagogical exemplars:</i> <i>Structuring Talks for</i> <i>Learning:</i> <i>i. Review learners'</i> <i>knowledge of the final</i> <i>account of a sole</i> <i>proprietor</i>	<i>c) Key Assessment:</i> <i>Formative Assessment:</i> <i>DoK Level 1: Recall questions:</i> <i>Explain the following:</i> <i>i. Trading Account</i> <i>ii. Profit and Loss Account,</i> <i>etc.</i> <i>Week 18 (Lesson 1):</i> <i>Key notes on differentiation:</i> <i>a) Learning Tasks for</i> <i>practice:</i> <i>State and explain at least</i> <i>three types of</i> <i>adjustments in the final</i> <i>account, etc.</i> <i>b) Pedagogical exemplars:</i> <i>Structuring Talks for</i> <i>Learning:</i> <i>Review learners'</i> <i>knowledge of the final</i> <i>account of a sole</i> <i>proprietor, etc.</i>	
--	---	---	--

	ii. Discuss the meaning and purpose of adjustments in a whole-class setting iii. Provide simplified explanations on adjustments and their purpose for learners with low learning ability (AP) iv. Let learners with clear understanding (P) explain adjustments and their purpose in the final account v. Engage learners with high proficiency (HP) in discussing adjustments, their purpose, types and treatment in the final account, etc. c) Key Assessment: Formative Assessment: DoK Level 1: Recall questions: i. What is an adjustment? ii. State purpose of adjustment in final account. iii. State at least three types of adjustment in final account, etc. DoK Level 2: Skills of conceptual understanding questions: i. Analyse at least two purpose of adjustment in final account of a sole proprietor, etc. ii. Explain how the following adjustments are treated in the final accounts. ▪ Bad debt ▪ Accrued expense ▪ Allowance for receivable, etc.	c) Key Assessment: Formative Assessment: DoK Level 1: Recall questions: What is an adjustment?, etc. DoK Level 2: Skills of conceptual understanding questions: Analyse at least two purpose of adjustment in final account of a sole proprietor, etc.	
--	---	--	--

	<i>Week 18 (Lesson 2):</i> <i>Refer to the teacher manual for examples of key notes on differentiation.</i> 2.5 Ask teachers to complete the learning planner for Weeks 17 and 18 lessons on <i>preparation of financial statements of a sole proprietorship</i> with teaching, learning and assessment activities using the teacher manual, taking into consideration GESI, SEL, ICT, essential questions, key notes on differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	<i>Week 18 (Lesson 2):</i> <i>Refer to the teacher manual for examples of key notes on differentiation.</i> 2.5 Complete the learning planner for Weeks 17 and 18 lessons on <i>preparation of financial statements of a sole proprietorship</i> with teaching, learning and assessment activities using the teacher manual, taking into consideration GESI, SEL, ICT, essential questions, key notes on differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	
3. Peer-review of learning planners. ▪ Reviewing planner to ensure alignment between course manual and learning planner based on the templates provided.	3.1 Ask teachers to exchange their learning plans for Weeks 17 and 18 lessons with their colleagues within the department for reviewing taking into consideration the alignment among the content standard, learning outcomes, learning indicators in the teacher manual and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> <i>Conformity to the learning planner structure</i> <i>Appropriateness of essential questions</i> <i>Differentiated pedagogies and assessment</i>	3.1 Exchange your learning plans for Weeks 17 and 18 lessons with your colleagues within the department for reviewing taking into consideration the alignment among the content standard, learning outcomes, learning indicators in the teacher manual and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> <i>Conformity to the learning planner structure</i> <i>Appropriateness of essential questions</i> <i>Differentiated pedagogies and assessment</i>	10 mins

	d) <i>Alignment between the teacher manual and the learning planner</i> e) <i>Innovativeness of pedagogical choices</i> f) <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> g) <i>Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Ask teachers to implement the recommendations made by a peer reviewer as appropriate to their learning plans (NTS 2b).	d) <i>Alignment between the teacher manual and the learning planner</i> e) <i>Innovativeness of pedagogical choices</i> f) <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> g) <i>Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Implement the recommendations made by a peer reviewer as appropriate to your learning plans (NTS 2b).	
4. Reflection on the session: ▪ Reflecting on what has been learnt in the session. ▪ Advance preparation towards next DPLC session	4.1 Ask teachers in groups to reflect, write and share what they have learnt and how they feel, with the larger group with regards to DPLC Session 10, <i>developing learning plans for Weeks 17 and 18</i>, using the teacher manual and learning planner (NTS 1a, 1b). 4.2 Remind teachers to read DPLC Session 11, <i>developing learning plans for Weeks 19 and 20 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Ask teachers to bring along their DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, 1b).	4.1 In groups, reflect, write and share what you have learnt and how you feel, with the larger group with regards to DPLC Session 10, <i>developing learning plans for Weeks 17 and 18</i>, using the teacher manual and learning planner (NTS 1a, 1b). 4.2 Remember to read the DPLC Session 11, <i>developing learning plans for Weeks 19 and 20 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Bring along your DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, 1b).	10 mins

DPLC Session 11: Developing learning plans for Weeks 19 and 20

<i>The sections below provide the frame for what is to be done in the session</i>	Guidance notes on Leading the session. <i>What the DPLC Coordinator will have to say during each stage of the session</i>	Guidance Notes on Teacher Activity during the DPLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last PLC session	1.1 Start the session by asking teachers to share two things they implemented based on DPLC Session 10, <i>developing learning plans for Weeks 17 and 18</i>, which they think impacted learning positively. 1.2 Ask teachers, as critical friends, to discuss why they think what a colleague did through the application of lessons learnt in DPLC Session 10, <i>developing learning plans for Weeks 17 and 18</i>, supported learning (NTS 1a – 1c).	1.1 Share two things you implemented based on DPLC Session 10, <i>developing learning plans for Weeks 17 and 18</i>, which you think impacted learning positively. 1.2 As critical friends, discuss why you think what a colleague did through the application of lessons learnt in DPLC Session 10, <i>developing learning plans for Weeks 17 and 18</i>, supported learning (NTS 1a – 1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be	2.1 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session. Purpose: This session is to support the business studies teacher with the requisite knowledge, skills and competencies to effectively plan the Weeks 19 and 20 lessons on <i>preparation of financial statements of a sole proprietorship and introduction to cost accounting</i> using the teacher	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session. Purpose: This session is to support the business studies teacher with the requisite knowledge, skills and competencies to effectively plan the Weeks 19 and 20 lessons on <i>preparation of financial statements of a sole proprietorship and introduction to cost accounting</i> using the teacher	60 mins

completed per session)	manual and the learning planner template, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation. LO 1: Develop Weeks 19 and 20 learning plans on the teaching and learning of <i>preparation of financial statements of a sole proprietorship and introduction to cost accounting</i> by aligning the key concepts, pedagogies and assessment using the teacher manual, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k a LI 1.1 Study the teacher manual and identify the aspects in Weeks 19 and 20 lessons that have been captured in the learning planner template. LI 1.2 Complete the learning planner for Weeks 19 and 20 lessons taking into considerations cross-cutting issues, GESI responsive pedagogical and assessment strategies, essential questions, key notes on differentiation and resources. LO 2: Review the learning plans for Weeks 19 and 20	manual and the learning planner template, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation. LO 1: Develop Weeks 19 and 20 learning plans on the teaching and learning of <i>preparation of financial statements of a sole proprietorship and introduction to cost accounting</i> by aligning the key concepts, pedagogies and assessment using the teacher manual, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k a LI 1.1 Study the teacher manual and identify the aspects in Weeks 19 and 20 lessons that have been captured in the learning planner template. LI 1.2 Complete the learning planner for Weeks 19 and 20 lessons taking into considerations cross-cutting issues, GESI responsive pedagogical and assessment strategies, essential questions, key notes on differentiation and resources. LO 2: Review the learning plans for Weeks 19 and 20	
--------------------------------------	---	---	--

	lessons on <i>preparation of financial statements of a sole proprietorship and introduction to cost accounting</i> (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content of the learning plans for Weeks 19 and 20 by aligning it with the content standard, learning outcomes, learning indicators and key concepts in the teacher manual while taking into consideration essential questions, key note differentiation, teaching and learning activities and assessment. LI 2.2 Implement recommendations made by a peer reviewer as appropriate to the learning plans for Weeks 19 and 20. 2.2 Ask teachers in mixed-gender groups (where applicable), to study the teacher manual and identify the aspects in Weeks 19 and 20 lessons that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> a) <i>Content standards</i> b) <i>Learning outcomes</i> c) <i>Learning Indicators, etc.</i> 2.3 Ask teachers to discuss at least two essential questions in preparation towards the lessons in Weeks 19 and 20	lessons on <i>preparation of financial statements of a sole proprietorship and introduction to cost accounting</i> (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content of the learning plans for Weeks 19 and 20 by aligning it with the content standard, learning outcomes, learning indicators and key concepts in the teacher manual while taking into consideration essential questions, teaching and learning activities and assessment. LI 2.2 Implement recommendations made by a peer reviewer as appropriate to the learning plans for Weeks 19 and 20. 2.2 In mixed-gender groups (where applicable), study the teacher manual and identify the aspects in Weeks 19 and 20 lessons that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> <i>Content standards, etc.</i> 2.3 Discuss at least two essential questions in preparation towards the lessons in Weeks 19 and 20	
--	---	--	--

	(NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>E.g.</i> a) <i>Essential questions (Week 19):</i> i. <i>What are the implications of not making appropriate adjustments to the final account of a sole proprietorship?</i> ii. <i>How can the financial statements of a sole proprietorship be used to make informed business decisions?</i> iii. <i>In what ways can learners prepare financial statements of a sole proprietorship with a given financial data?, etc.</i> b) <i>Essential questions (Week 20):</i> i. <i>How does cost accounting contribute to the development and evaluation of cost control measures and cost management strategies?</i> ii. <i>How can cost accounting be used to support decision making related to make or buy, outsourcing and capacity utilisation?</i> iii. <i>How does cost accounting assist in monitoring and controlling costs within an organisation?, etc.</i>	(NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>E.g.</i> a) <i>Essential questions (Week 19):</i> <i>What are the implications of not making appropriate adjustments to the final account of a sole proprietorship?, etc.</i> b) <i>Essential questions (Week 20):</i> <i>How does cost accounting contribute to the development and evaluation of cost control measures and cost management strategies?, etc.</i>	
--	---	--	--

	2.4 Ask teachers to discuss key notes on differentiation in preparation towards the lessons in Weeks 19 and 20 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>E.g.</i> <i>Week 19 (Lessons):</i> <i>Key notes on differentiation:</i> <i>a) Learning Tasks for practice:</i> <i>i. Prepare income statement of a sole proprietor taking into account adjustments</i> <i>ii. Prepare statement of financial position of a sole proprietor taking into account adjustments, etc.</i> <i>b) Pedagogies exemplars: Problem- Based Learning and collaborative learning:</i> <i>i. Guide learners in a whole-class discussion on the treatment of various adjustments in practice</i> <i>ii. Organise learners into groups to prepare income statement and statement of financial position of a sole proprietor, considering abilities, gender and social-emotional learning (SEL)</i> <i>iii. Provide additional support for learners with low learning ability (AP) in understanding and applying adjustments in the final accounts of a sole proprietor</i> <i>iv. Assign additional tasks to learners with a clear</i>	2.4 Discuss key notes on differentiation in preparation towards the lessons in Weeks 19 and 20 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>E.g.</i> <i>Week 19 (Lessons):</i> <i>Key notes on differentiation:</i> <i>a) Learning Tasks for practice:</i> <i>Prepare income statement of a sole proprietor taking into account adjustments, etc.</i> <i>b) Pedagogies exemplars: Problem- Based Learning and collaborative learning:</i> <i>Guide learners in a whole-class discussion on the treatment of various adjustments in practice, etc.</i>	
--	---	--	--

	<i>understanding (P) of adjusting final accounts</i> v. <i>Encourage learners with high proficiency (HP) to analyse various adjustments and their treatment in the final accounts</i> vi. <i>Have groups prepare the final accounts of a sole proprietor and share their work with the larger class, etc.</i> c) <i>Key Assessment:</i> <i>Formative Assessment:</i> <i>DoK Level 1: Recall question:</i> <i>Identify at least three types of adjustment to be treated in the final accounts, etc.</i> <i>DoK Level 2: Skills of conceptual understanding question:</i> <i>Explain how at least two types of adjustment will be treated in the income statement and statement of financial position of the sole proprietor</i> <i>DoK Level 3: Strategic reasoning question:</i> <i>Prepare the income statement and statement of financial position from a given trial balance (including all adjustments), etc.</i> <i>Week 20 (Lesson 1):</i> <i>Key notes on differentiation:</i> a) <i>Learning Tasks for Practice:</i>	c) <i>Key Assessment:</i> <i>Formative Assessment:</i> <i>DoK Level 1: Recall question:</i> <i>Identify at least three types of adjustment to be treated in the final accounts, etc.</i> <i>Week 20 (Lesson 1):</i> <i>Key notes on differentiation:</i> a) <i>Learning Tasks for Practice:</i>	
--	--	--	--

	i. Discuss the meaning of cost accounting ii. Outline the functions of cost accounting iii. Discuss the basic cost accounting terminologies, etc. b) Pedagogical exemplars: Initiating Talk for Learning: i. Teacher facilitate a whole class discussion where learners list the cost of items they buy on sticky pads or paper ii. Teacher guides learners to brainstorm on what is “cost” and the nature of cost in accounting iii. Put learners in in mixed-ability and mixed-gender groups to discuss functions of cost accounting and some basic cost terminologies iv. Ensure participation of all learners in each group and learners respect the views of other colleagues, etc. c) Key Assessment: Formative Assessment: DoK Level 1: Recall questions: i. What is Cost Accounting? ii. Define the following Cost Accounting terms: ☐ Cost Centre ☐ Cost Unit ☐ Unit Cost DoK Level 2: Skills Building i. Explain the purpose of cost classification?	Discuss the meaning of cost accounting, etc. b) Pedagogical exemplars: Initiating Talk for Learning: Teacher facilitate a whole class discussion where learners list the cost of items they buy on sticky pads or paper, etc. c) Key Assessment: Formative Assessment: DoK Level 1: Recall questions: What is Cost Accounting?, etc. DoK Level 2: Skills Building Explain the purpose of cost classification?, etc.	
--	---	---	--

	<i>ii. Discuss the techniques of cost classification, etc.</i> <i>Week 20 (Lesson 2):</i> <i>Refer to the teacher manual for examples of key notes on differentiation.</i> 2.5 Ask teachers to complete the learning planner for Weeks 19 and 20 lessons on <i>preparations of financial statement of a sole proprietorship and introduction to cost accounting</i> with teaching, learning and assessment activities using the teacher manual, taking into consideration GESI, SEL, ICT, essential questions, key notes on differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	<i>Week 20 (Lesson 2):</i> <i>Refer to the teacher manual for examples of key notes on differentiation.</i> 2.5 Complete the learning planner for Weeks 19 and 20 lessons on <i>preparations of financial statement of a sole proprietorship and introduction to cost accounting</i> with teaching, learning and assessment activities using the teacher manual, taking into consideration GESI, SEL, ICT, essential questions, key notes on differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	
3. Peer-review of learning planners. ▪ Reviewing planner to ensure alignment between course manual and learning planner based on the templates provided.	3.1 Ask teachers to exchange their learning plans for Weeks 19 and 20 lessons with their colleagues within the department for reviewing taking into consideration the alignment among the content standard, learning outcomes, learning indicators in the teacher manual and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> a) <i>Conformity to the learning planner structure</i> b) <i>Appropriateness of essential questions</i>	3.1 Exchange your learning plans for Weeks 19 and 20 lessons with your colleagues within the department for reviewing taking into consideration the alignment among the content standard, learning outcomes, learning indicators in the teacher manual and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> a) <i>Conformity to the learning planner structure</i> b) <i>Appropriateness of essential questions</i>	10 mins

	c) <i>Differentiated pedagogies and assessment</i> d) <i>Alignment between the teacher manual and the learning planner</i> e) <i>Innovativeness of pedagogical choices</i> f) <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> g) <i>Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Ask teachers to implement the recommendations made by a peer reviewer as appropriate to their learning plans (NTS 2b).	c) <i>Differentiated pedagogies and assessment</i> d) <i>Alignment between the teacher manual and the learning planner</i> e) <i>Innovativeness of pedagogical choices</i> f) <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> g) <i>Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Implement the recommendations made by a peer reviewer as appropriate to your learning plans (NTS 2b).	
4. Reflection on the session: ▪ Reflecting on what has been learnt in the session. ▪ Advance preparation towards next DPLC session	4.1 Ask teachers in groups to reflect, write and share what they have learnt and how they feel, with the larger group with regards to DPLC Session 11, <i>developing learning plans for Weeks 19 and 20</i>, using the teacher manual and learning planner (NTS 1a, 1b). 4.2 Remind teachers to read DPLC Session 12, <i>developing learning plans for Weeks 21 and 22 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Ask teachers to bring along their DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, 1b).	4.1 In groups, reflect, write and share what you have learnt and how you feel, with the larger group with regards to DPLC Session 11, <i>developing learning plans for Weeks 19 and 20</i> using the teacher manual and learning planner (NTS 1a, 1b). 4.2 Remember to read the DPLC Session 12, <i>developing learning plans for Weeks 21 and 22 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Bring along your DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, 1b).	10 mins

DPLC Session 12: Developing learning plans for Weeks 21 and 22

<i>The sections below provide the frame for what is to be done in the session</i>	Guidance notes on Leading the session. <i>What the DPLC Coordinator will have to say during each stage of the session</i>	Guidance Notes on Teacher Activity during the DPLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last PLC session	1.1 Start the session by asking teachers to share two things they implemented based on DPLC Session 11, <i>developing learning plans for Weeks 19 and 20</i>, which they think impacted learning positively. 1.2 Ask teachers, as critical friends, to discuss why they think what a colleague did through the application of lessons learnt in DPLC Session 11, <i>developing learning plans for Weeks 19 and 20</i>, supported learning (NTS 1a – 1c).	1.1 Share two things you implemented based on DPLC Session 11, <i>developing learning plans for Weeks 19 and 20</i>, which you think impacted learning positively. 1.2 As critical friends, discuss why you think what a colleague did through the application of lessons learnt in DPLC Session 11, <i>developing learning plans for Weeks 19 and 20</i>, supported learning (NTS 1a – 1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be	2.1 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session. Purpose: This session is to support the business studies teacher with the requisite knowledge, skills and competencies to effectively plan the Weeks 21 and 22 lessons on <i>job, contract and batch costings, process and service organisations and the nature of their operations</i> using the teacher manual and the	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session. Purpose: This session is to support the business studies teacher with the requisite knowledge, skills and competencies to effectively plan the Weeks 21 and 22 lessons on <i>job, contract and batch costings, process and service organisations and the nature of their operations</i> using the teacher manual and the	60 mins

completed per session)	learning planner template, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation. LO 1: Develop Weeks 21 and 22 learning plans on the teaching and learning of <i>job, contract and batch costings, process and service organisations and the nature of their operations</i> by aligning the key concepts, pedagogies and assessment using the teacher manual, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k a LI 1.1 Study the teacher manual and identify the aspects in Weeks 21 and 22 lessons that have been captured in the learning planner template. LI 1.2 Complete the learning planner for Weeks 21 and 22 lessons taking into consideration cross-cutting issues, GESI responsive pedagogical and assessment strategies, essential questions, key notes on differentiation and resources. LO 2: Review the learning plans for Weeks 21 and 22 lessons on <i>job, contract and</i>	learning planner template, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation. LO 1: Develop Weeks 21 and 22 learning plans on the teaching and learning of <i>job, contract and batch costings, process and service organisations and the nature of their operations</i> by aligning the key concepts, pedagogies and assessment using the teacher manual, taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k a LI 1.1 Study the teacher manual and identify the aspects in Weeks 21 and 22 lessons that have been captured in the learning planner template. LI 1.2 Complete the learning planner for Weeks 21 and 22 lessons taking into consideration cross-cutting issues, GESI responsive pedagogical and assessment strategies, essential questions, key notes on differentiation and resources. LO 2: Review the learning plans for Weeks 21 and 22 lessons on <i>job, contract and</i>	
--------------------------------------	---	---	--

	<i>batch costings, process and service organisations and the nature of their operations</i> (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content of the learning plans for Weeks 21 and 22 by aligning it with the Content standard, learning outcomes, learning indicator and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, teaching and learning activities and assessment. LI 2.2 Implement recommendations made by a peer reviewer as appropriate to the learning plans for Weeks 21 and 22. 2.2 Ask teachers in mixed-gender groups (where applicable), to study the teacher manual and identify the aspects in Weeks 21 and 22 lessons that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> a) <i>Content standards</i> b) <i>Learning outcomes</i> c) <i>Learning Indicators, etc.</i> 2.3 Ask teachers to discuss at least two essential questions in preparation towards the lesson in Weeks 21 and 22 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g).	<i>batch costings, process and service organisations and the nature of their operations</i> (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content of the learning plans for Weeks 21 and 22 by aligning it with the Content standard, learning outcomes, learning indicator and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, teaching and learning activities and assessment. LI 2.2 Implement recommendations made by a peer reviewer as appropriate to the learning plans for Weeks 21 and 22. 2.2 In mixed-gender groups (where applicable), study the teacher manual and identify the aspects in Weeks 21 and 22 lessons that have been captured in the learning planner template (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> <i>Content standards, etc.</i> 2.3 Discuss at least two essential questions in preparation towards the lesson in Weeks 21 and 22 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g).	
--	---	--	--

	<i>E.g.</i> <i>a) Essential questions (Week 21):</i> <i>i. How can job or batch costing help in pricing decisions and determining the optimal production quantity?</i> <i>ii. What extend can we determine the profitability of job or batch costing?</i> <i>iii. How can we use job or batch costing to improve cost control and efficiency in production?, etc.</i> <i>b) Essential questions (Week 22):</i> <i>i. How essential is process costing to manufacturing firms in Ghana?</i> <i>ii. What extend will process costing help to minimises manufacturing firms operational cost?</i> <i>iii. What extend can service costing play a critical role in the service organisation to improve on service delivery?, etc.</i> 2.4 Ask teachers to discuss key notes on differentiation in preparation towards the lessons in Weeks 21 and 22 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>Week 21 (Lesson 1):</i> <i>Key notes on differentiation:</i> <i>a) Learning Tasks for Practice:</i>	<i>E.g.</i> <i>a) Essential questions (Week 21):</i> <i>How can job or batch costing help in pricing decisions and determining the optimal production quantity?, etc.</i> <i>b) Essential questions (Week 22):</i> <i>How essential is process costing to manufacturing firms in Ghana?, etc.</i> 2.4 Discuss key notes on differentiation in preparation towards the lessons in Weeks 21 and 22 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>Week 21 (Lesson 1):</i> <i>Key notes on differentiation:</i> <i>a) Learning Tasks for Practice:</i>	
--	---	---	--

	i. Discuss the meaning of job orders, batch and contract costing ii. Outline the characteristics job, batch and contract costing iii. Examine the advantages and disadvantages of job orders, batch and contract costing, etc. b) Pedagogical exemplars: Initiate Talk for Learning: i. Guide learners in groups to discuss job orders, batch and contracts costing ii. Teacher provides simplified explanations on job orders, batch and contracts costing for learners with low learning ability (AP), including relevant real-world examples iii. Guide learners in pairs to share with the whole class their understanding of job orders, batch and contracts iv. Guide learners in groups, considering abilities, gender and social-emotional learning (SEL), to examine the advantages and disadvantages of job, batch and contract costing, etc.	Discuss the meaning of job orders, batch and contract costing, etc. b) Pedagogical exemplars: Initiate Talk for Learning: Guide learners into groups to discuss job orders, batch and contracts costing, etc.	
--	--	---	--

	c) Key assessment: Formative Assessment: DoK Level 1: Recall Questions: i. What is the primary purpose of job order, batch and contract costing? ii. Give examples of companies where batch costing is commonly used, etc. DoK Level 2: Skills Building: i. Differentiate between job order costing and batch costing? ii. Discuss at least two advantage and two disadvantage of contract costing. iii. Explain how the choice between job order, batch and contract costing depends on the nature of the industry and the type of products or services produced, etc. DoK Level 3: Strategic Thinking: i. Propose strategies for overcoming the disadvantages associated with implementing contract costing in a construction firm? ii. Evaluate the role of cost accounting systems in supporting strategic decision-making in companies that use job	c) Key assessment: Formative Assessment: DoK Level 1: Recall Questions: What is the primary purpose of job order, batch and contract costing?, etc. DoK Level 2: Skills Building: Differentiate between job order costing and batch costing?, etc. DoK Level 3: Strategic Thinking: Propose strategies for overcoming the disadvantages associated with implementing contract costing in a construction firm?, etc.	
--	---	---	--

	order, batch or contract costing methods, etc. <i>DoK Level 4: Extended Critical Thinking Questions:</i> <i>Critically evaluate the effectiveness of job order costing in industries characterised by high customisation and low production volumes</i> <i>Compare and contrast the advantages and disadvantages of batch costing and contract costing in industries with fluctuating demand and production volumes</i> <i>Assess the impact of technological advancements, such as automation and digitisation on the relevance and applicability of traditional costing methods like job order, batch and contract costing, etc.</i> <i>Week 21 (Lesson 2):</i> <i>Refer to the teacher manual for examples of key notes on differentiation.</i> <i>Week 22 (Lesson 1):</i> <i>Key notes on differentiation:</i> a) <i>Learning Tasks for Practice:</i> <i>Explain processing organisations</i> <i>Discuss the characteristics of process costing</i>	<i>DoK Level 4: Extended Critical Thinking Questions:</i> <i>Critically evaluate the effectiveness of job order costing in industries characterised by high customisation and low production volumes</i> <i>Week 21 (Lesson 2):</i> <i>Refer to the teacher manual for examples of key notes on differentiation.</i> <i>Week 22 (Lesson 1):</i> <i>Key notes on differentiation:</i> a) <i>Learning Tasks for Practice:</i> <i>Explain processing organisations, etc.</i>	
--	--	--	--

	iii. <i>Examine the advantages and disadvantages of process costing, etc.</i> b) <i>Pedagogical exemplars: Structuring Talk for Learning:</i> i. <i>Show a video or series of pictures depicting processing operations in different industries</i> ii. <i>Encourage learners to actively observe and analyse the operations shown in the video or pictures</i> iii. <i>In an all-inclusive discussion, teacher guides learners to present their views and observations from the pictures or video(s) watched and share their views on processing organisations</i> iv. <i>Guide learners in mixed-ability and mixed-gender groups to discuss the characteristics of process costing</i> v. <i>In pairs, guide learners to examine the advantages and disadvantages of process costing</i> vi. <i>Provide targeted support to learners during group activities, etc.</i> c) <i>Key Assessment: Formative Assessment: DoK Level 1: Recall Questions:</i> i. <i>Define processing organisations and give examples of industries where they operate?</i>	b) <i>Pedagogical exemplars: Structuring Talk for Learning: Show a video or series of pictures depicting processing operations in different industries, etc.</i> c) <i>Key Assessment: Formative Assessment: DoK Level 1: Recall Questions:</i> iii. <i>Define processing organisations and give examples of industries where they operate?, etc.</i>	
--	--	---	--

	ii. <i>Mention at least three characteristics of process organisation, etc.</i> <i>DoK Level 2: Skills Building:</i> <i>Explain at least two advantages and two disadvantages of processing organisation, etc.</i> <i>DoK Level 3: Strategic Thinking:</i> <i>Explore the future trends and challenges facing processing organisations, etc.</i> <i>Week 22 (Lesson 2):</i> <i>Refer to the teacher manual for examples of key notes on differentiation.</i> 2.5 Ask teachers to complete the learning planner for Weeks 21 and 22 lessons on <i>job, contract and batch costings, process and service organisations and the nature of their operations</i> with teaching, learning and assessment activities using the teacher manual, taking into consideration GESI, SEL, ICT, essential questions, key notes on differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	<i>Week 22 (Lesson 2):</i> <i>Refer to the teacher manual for examples of key notes on differentiation.</i> 2.5 Complete the learning planner for Weeks 21 and 22 lessons on <i>job, contract and batch costings, process and service organisations and the nature of their operations</i> with teaching, learning and assessment activities using the teacher manual, taking into consideration GESI, SEL, ICT, essential questions, key notes on differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	
3. Peer-review of learning planners. ▪ Reviewing planner to ensure alignment between course	3.1 Ask teachers to exchange their learning plans for Weeks 21 and 22 lessons with their colleagues within the department for reviewing taking into consideration the alignment among the content standard, learning outcomes, learning	3.1 Exchange your learning plans for Weeks 21 and 22 lessons with your colleagues within the department for reviewing taking into consideration the alignment among the content standard, learning outcomes, learning indicators in the teacher	10 mins

manual and learning planner based on the templates provided.	indicators in the teacher manual and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> a) <i>Conformity to the learning planner structure</i> b) <i>Appropriateness of essential questions</i> c) <i>Differentiated pedagogies and assessment</i> d) <i>Alignment between the teacher manual and the learning planner</i> e) <i>Innovativeness of pedagogical choices</i> f) <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> g) <i>Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Ask teachers to implement the recommendations made by a peer reviewer as appropriate to their learning plans (NTS 2b).	manual and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> a) <i>Conformity to the learning planner structure</i> b) <i>Appropriateness of essential questions</i> c) <i>Differentiated pedagogies and assessment</i> d) <i>Alignment between the teacher manual and the learning planner</i> e) <i>Innovativeness of pedagogical choices</i> f) <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> g) <i>Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Implement the recommendations made by a peer reviewer as appropriate to your learning plans (NTS 2b).	
4. Reflection on the session: ▪ Reflecting on what has been learnt in the session. ▪ Advance preparation towards next DPLC session	4.1 Ask teachers in groups to reflect, write and share what they have learnt and how they feel, with the larger group with regards to DPLC Session 12, <i>developing learning plans for Weeks 21 and 22</i>, using the teacher manual and learning planner (NTS 1a, 1b).	4.1 In groups, reflect, write and share what you have learnt and how you feel, with the larger group with regards to DPLC Session 12, <i>developing learning plans for Weeks 21 and 22</i>, using the teacher manual and learning planner (NTS 1a, 1b).	10 mins

	4.2 Remind teachers to read DPLC Session 13, <i>developing learning plans for Weeks 23 and 24 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Ask teachers to bring along their DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, 1b).	4.2 Remember to read the DPLC Session 13, <i>developing learning plans for Weeks 23 and 24 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Bring along your DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a, 1b).	
--	---	---	--

DPLC Session 13: Developing learning plans for Weeks 23 and 24

<i>The sections below provide the frame for what is to be done in the session</i>	Guidance notes on Leading the session. <i>What the DPLC Coordinator will have to say during each stage of the session</i>	Guidance Notes on Teacher Activity during the DPLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last DPLC session	1.1 Start the session by asking teachers to share two things they implemented based on DPLC Session 12, <i>developing learning plans for Weeks 21 and 22</i>, which they think impacted learning positively (NTS 1a, 1b). 1.2 Ask teachers, as critical friends, to discuss why they think what a colleague did through the application of lessons learnt in DPLC Session 12, <i>developing learning plans for Weeks 21 and 22</i>, supported learning (NTS 1a – 1c).	1.1 Share two things you implemented based on DPLC Session 11, <i>developing learning plans for Weeks 21 and 22</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As critical friends, discuss why you think what a colleague did through the application of lessons learnt in DPLC Session 12, <i>developing learning plans for Weeks 21 and 22</i>, supported learning (NTS 1a – 1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be	2.1 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session. Purpose: This session is to support the business studies teacher with the requisite knowledge, skills and competencies to effectively plan the Weeks 23 and 24 lessons on <i>marginal and absorption costing, break-even analysis and budgetary control</i> using the teacher manual and the learning planner template,	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session. Purpose: This session is to support the business studies teacher with the requisite knowledge, skills and competencies to effectively plan the Weeks 23 and 24 lessons on <i>marginal and absorption costing, break-even analysis and budgetary control</i> using the teacher manual and the learning planner template,	60 mins

completed per session)	taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation. LO 1: Develop Weeks 23 and 24 learning plans on the teaching and learning of <i>marginal and absorption costing, break-even analysis and budgetary control</i> by aligning the key concepts, pedagogies and assessment using the teacher manual, taking into consideration GESI, SEL, ICT, 21st century skills, national values and other cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 1.1 Study the teacher manual and identify the aspects in Weeks 23 and 24 lessons that have been captured in the learning planner template. LI 1.2 Complete the learning planner for Weeks 23 and 24 lessons taking into consideration cross-cutting issues, GESI responsive pedagogical and assessment strategies, essential questions, key notes on differentiation and resources. LO 2: Review the learning plans for Weeks 23 and 24 lessons on <i>marginal and absorption costing, break-even analysis and budgetary control</i> (NTS 1a, 1b, 2b, 2c,	taking into consideration GESI, SEL, ICT, 21st century skills, national values, essential questions and key notes on differentiation. LO 1: Develop Weeks 23 and 24 learning plans on the teaching and learning of <i>marginal and absorption costing, break-even analysis and budgetary control</i> by aligning the key concepts, pedagogies and assessment using the teacher manual, taking into consideration GESI, SEL, ICT, 21st century skills, national values and other cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 1.1 Study the teacher manual and identify the aspects in Weeks 23 and 24 lessons that have been captured in the learning planner template. LI 1.2 Complete the learning planner for Weeks 23 and 24 lessons taking into consideration cross-cutting issues, GESI responsive pedagogical and assessment strategies, essential questions, key notes on differentiation and resources. LO 2: Review the learning plans for Weeks 23 and 24 lessons on <i>marginal and absorption costing, break-even analysis and budgetary control</i> (NTS 1a, 1b, 2b, 2c,	
--------------------------------------	--	--	--

	2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content of the learning plans for Weeks 23 and 24 by aligning it with the CS, LOs, LIs and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, teaching and learning activities and assessment. LI 2.2 Implement recommendations made by a peer reviewer as appropriate to the learning plans for Weeks 23 and 24. 2.2 Ask teachers in mixed-gender groups (where applicable), to study the teacher manual and identify the aspects in Weeks 23 and 24 lessons that have been captured in the learning planner template. (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> a) <i>Content standards</i> b) <i>Learning outcomes</i> c) <i>Learning Indicators, etc.</i> 2.3 Ask teachers to discuss at least two essential questions in preparation towards the lesson in Weeks 23 and 24 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>E.g.</i> a) <i>Essential questions (Week 23):</i>	2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content of the learning plans for Weeks 23 and 24 by aligning it with the CS, LOs, LIs and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, teaching and learning activities and assessment. LI 2.2 Implement recommendations made by a peer reviewer as appropriate to the learning plans for Weeks 23 and 24. 2.2 In mixed-gender groups (where applicable), study the teacher manual and identify the aspects in Weeks 23 and 24 lessons that have been captured in the learning planner template. (NTS 1a, 1b, 2a and 2c). <i>E.g.</i> <i>Content standards, etc.</i> 2.3 Discuss at least two essential questions in preparation towards the lesson in Weeks 23 and 24 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>E.g.</i> a) <i>Essential questions (Week 23):</i>	
--	--	---	--

	i. <i>How can marginal and absorption costing be integrated and used in conjunction with other management accounting techniques and methodologies?</i> ii. <i>How can marginal and absorption costing be used to analyse and manage cost behaviour and cost control effort?</i> iii. <i>How does the choice between marginal and absorption costing impact pricing decisions and profitability?</i> b) <i>Essential questions (Week 24):</i> i. <i>How can budgetary control be used to identify and address variances and deviations from planned targets?</i> ii. <i>How can budgetary control assist in setting and achieving organisation's goals and objectives?</i> iii. <i>How does budgetary control help in the allocation and management of resources?, etc.</i> 2.4 Ask teachers to discuss key notes on differentiation in preparation towards the lesson in Weeks 23 and 24 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>Week 23 (Lesson 1):</i> <i>Key notes on differentiation:</i>	<i>How can marginal and absorption costing be integrated and used in conjunction with other management accounting techniques and methodologies?, etc.</i> b) <i>Essential questions (Week 24):</i> <i>How can budgetary control be used to identify and address variances and deviations from planned targets?, etc.</i> . 2.4 Discuss key notes on differentiation in preparation towards the lesson in Weeks 23 and 24 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). <i>Week 23 (Lesson 1):</i> <i>Key notes on differentiation:</i>	
--	---	--	--

	a) <i>Learning Tasks for Practice:</i> i. <i>Explain marginal and absorption costing</i> ii. <i>Discuss the advantages and limitations of marginal costing</i> iii. <i>Discuss the advantages and limitations of Absorption costing, etc.</i> b) <i>Pedagogical exemplars:</i> <i>Initiate talk for learning:</i> i. <i>In whole class discussion, guide learners to explain marginal and absorption costing</i> ii. <i>Assist learners in mixed-ability and gender group to discuss the advantages and limitations of marginal and absorption costing</i> iii. <i>Guide learners in reflecting on key points from the lesson</i> iv. <i>Ensure active participation and mutual respect among all learners within each group, etc.</i> c) <i>Key Assessment Formative Assessment DoK-Level 1: Recall questions:</i> i. <i>What is marginal costing?</i> ii. <i>What is absorption costing?</i> iii. <i>List at least 2 advantages of marginal and absorption costing</i>	a) <i>Learning Tasks for Practice:</i> <i>Explain marginal and absorption costing, etc.</i> b) <i>Pedagogical exemplars:</i> <i>Initiate talk for learning:</i> <i>In whole class discussion, guide learners to explain marginal and absorption costing, etc.</i> c) <i>Key Assessment Formative Assessment DoK-Level 1: Recall questions:</i> <i>What is marginal costing?, etc.</i>	
--	--	--	--

	<i>DoK-Level 2: Skills of conceptual understanding questions:</i> <i>Discuss the limitations of marginal and absorption costing.</i> <i>DoK-Level 3: Strategic reasoning questions:</i> <i>i. Discuss the importance of variable costs in marginal costing and their impact on profitability</i> <i>ii. Discuss how absorption costing complies with generally accepted accounting principles (GAAP) and international financial reporting standards (IFRS), etc.</i> <i>Week 23 (Lesson 2):</i> <i>Refer to the teacher manual for examples of key notes on differentiation.</i> <i>Week 24 (Lessons):</i> <i>Key notes on differentiation:</i> <i>a) Learning Tasks for Practice:</i> <i>i. Explain budgetary control and its processes</i> <i>ii. Discuss the objectives of budgetary control</i> <i>iii. Discuss the advantages and the limitations of budgetary control, etc.</i> <i>b) Pedagogical exemplars:</i> <i>Initiating Talk for learning and collaborative learning:</i> <i>i. Ask learners to share experiences on budgets they have prepared for</i>	<i>DoK-Level 3: Strategic reasoning questions:</i> <i>Discuss the importance of variable costs in marginal costing and their impact on profitability, etc.</i> <i>Week 23 (Lesson 2):</i> <i>Refer to the teacher manual for examples of key notes on differentiation.</i> <i>Week 24 (Lessons):</i> <i>Key notes on differentiation:</i> <i>a) Learning Tasks for Practice:</i> <i>Explain budgetary control and its processes, etc.</i> <i>b) Pedagogical exemplars:</i> <i>Initiating Talk for learning and collaborative learning:</i> <i>Ask learners to share experiences on budgets they have prepared for</i>	
--	--	--	--

	<i>their parents to buy items for them to school and use the examples to transition learners to the concept of budgetary control</i> <i>ii. In mixed-ability and mixed-gender groups, teacher guides learners in discussing the processes in budgetary control</i> <i>iii. Guide learners in pairs to discuss the objectives of budgetary control</i> <i>iv. Assist learners to discuss the advantages and limitations of budgetary control</i> <i>v. Guide learners in reflecting on key points from the lesson, etc.</i> <i>c) Key Assessment: Formative Assessment: Level 1: Questions Recall questions:</i> <i>i. What is budgetary control?</i> <i>ii. List at least two objectives of budgetary control.</i> <i>iii. State at least two advantages and two disadvantages of budgetary control.</i> <i>Level 2: Skills Building:</i> <i>i. Explain the term 'budgetary control'</i> <i>ii. Explain three advantages and three disadvantages of budgetary control</i> <i>iii. Discuss the process of setting up budgetary control, etc.</i>	<i>their parents to buy items for them to school and use the examples to transition learners to the concept of budgetary control, etc.</i> <i>Key Assessment: Formative Assessment: Level 1: Questions Recall questions: What is budgetary control?, etc.</i> <i>Level 2: Skills Building: Explain the term 'budgetary control', etc.</i>	
--	---	--	--

	2.5 Ask teachers to complete the learning planner for Weeks 23 and 24 lessons on <i>marginal and absorption costing, break-even analysis and budgetary control</i> with teaching, learning and assessment activities using the teacher manual, taking into consideration GESI, SEL, ICT, essential questions, key notes on differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	2.5 Complete the learning planner for Weeks 23 and 24 lessons on <i>marginal and absorption costing, break-even analysis and budgetary control</i> with teaching, learning and assessment activities using the teacher manual, taking into consideration GESI, SEL, ICT, essential questions, key notes on differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	
3. Peer-review of learning planners. ▪ Reviewing planner to ensure alignment between course manual and learning planner based on the templates provided.	3.1 Ask teachers to exchange their learning plans for Weeks 23 and 24 lessons with their colleagues within the department for reviewing taking into consideration the alignment among the content standards, learning outcomes, learning indicators in the teacher manual and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> <i>Conformity to the learning planner structure</i> <i>Appropriateness of essential questions</i> <i>Differentiated pedagogies and assessment</i> <i>Alignment between the teacher manual and the learning planner</i> <i>Innovativeness of pedagogical choices</i>	3.1 Exchange your learning plans for Weeks 23 and 24 lessons with your colleagues within the department for reviewing taking into consideration the alignment among the content standards, learning outcomes, learning indicators in the teacher manual and sample learning plan (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> <i>Conformity to the learning planner structure</i> <i>Appropriateness of essential questions</i> <i>Differentiated pedagogies and assessment</i> <i>Alignment between the teacher manual and the learning planner</i> <i>Innovativeness of pedagogical choices</i>	10 mins

	f) <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> g) <i>Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Ask teachers to implement the recommendations made by a peer reviewer as appropriate to their learning plans (NTS 2b).	f) <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> g) <i>Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Implement the recommendations made by a peer reviewer as appropriate to your learning plans (NTS 2b).	
4. Reflection on the session: ▪ Reflecting on what has been learnt in the session. ▪ Advance preparation towards next DPLC session	4.1 Ask teachers in groups to reflect, write and share what they have learnt and how they feel, with the larger group with regards to DPLC Session 12, <i>developing learning plans for Weeks 23 and 24</i>, using the teacher manual and learning planner (NTS 1a, 1b). 4.2 Remind teachers to read the subject specific PLC Session 1, <i>teaching and learning of sole proprietorship and partnership</i>, in preparation for the next session (NST 3I). 4.3 Ask teachers to bring along their learning plans for week 1 and teacher manuals as reference materials for the next session (NTS 1a, 1b).	4.1 In groups, reflect, write and share what you have learnt and how you feel, with the larger group with regards to DPLC Session 12, <i>developing learning plans for Weeks 23 and 24</i> using the teacher manual and learning planner (NTS 1a, 1b). 4.2 Read the subject specific PLC Session 1, <i>teaching and learning of sole proprietorship and partnership</i>, in preparation for the next session (NST 3I). 4.3 Bring along your learning plans for week 1 and teacher manuals as reference materials for the next session (NTS 1a, 1b).	10 mins

Appendix 1: Business Studies

Learning Plan							
Subject	Business Studies	Week	1	Duration	120 minutes	Form	1
Strand	Business Management	Sub-Strand	The Natures of Business and Managing Businesses				
Content Standard	Demonstrate understanding and application of business and its various forms of ownership						
Learning Outcome(s)	Examine the concept of business entities, their features, benefits and challenges						
Learning Indicator(s)	a) Explain the concept of business and its role in society b) Outline the features of sole proprietorship and identify its benefits and challenges c) Examine the features of partnership and identify its benefits and challenges						
Essential Question(s)	a) What role do businesses play in terms of employment opportunities, infrastructure development, community engagement initiatives, etc.? b) How can learners classify sole proprietorship and partnership businesses in their communities using their characteristics and nature of operations? c) What are the key characteristics of a partnership as a business entity and how do they differ from other forms of business entities?						
Pedagogical Strategies	Peer editing strategy; In mixed-ability and mixed-gender groups, collaborative learning/group work, etc.						
Teaching & Learning Resources	Computer(s), projector, soft-ball, sample products of businesses, flash cards, flip charts, teacher manual, etc.						
Key Notes on Differentiation							
a) Learning Tasks a) Discuss the meaning of business and identify the role it plays in society. b) State the meaning of sole proprietorship and outline its features. c) Discuss and present orally the benefits and challenges of a sole proprietorship. b) Pedagogical Exemplars: Initiating Talk for Learning: a) Let learners in a whole class discussion write a list of items they buy and the places they buy them from on sticky-pads or pieces of paper. Ask them to exchange their list with a colleague for consideration and make a written or oral presentation to the class							

- b) Teachers probe further to let learners draw a link between the places they buy their items and the concept of business
- c) Use the activity to guide learners to discuss the meaning of business and its role in society by exploring and mentioning businesses that operate in their communities. For example, food vendors, provision shops, hospitals, schools, electricity companies, water manufacturing businesses, etc. teacher can employ the use of charts or pictures or videos of these businesses to support learners' understanding of the lesson
- d) Guide learners in pairs, to think carefully and discuss the meaning of these essential terms such as "goods", "services", "entrepreneur" and "profit" in order to build the foundation of the lesson

Collaborative Learning:

- a) Ask learners to mention any businesses they know in their communities
- b) Guide learners to narrow to the businesses which are owned by individuals in the society and use such examples to link to the concept of sole proprietorship. Examples include koko seller, waakye seller, shoe maker, provision store owners
- c) Guide learners in mixed-ability and mixed-gender groups to discuss the meaning of sole proprietorship, its features, benefits and challenges and share with the larger class. Those who exhibit a clear or a high level of understanding may be provided with prompt sheets to support the discussion process
- d) Encourage learners to identify businesses owned by females, persons with special needs or persons from disadvantaged backgrounds to dispel myths about who can own a business

Keywords

Business, business entity, sole proprietorship, society, ownership, role, partnership, deed, liability, ownership, etc.

Lesson 1

Main Lesson drawing on Concepts, Skills and Competencies to reinforce as in the Subject Teacher Manual

Teacher Activity

Learner Activity

Starter Activity (10 minutes)

Use the soft ball game as a starter to find out from learners how they feel about choosing the business studies subject to learn and what they expect to achieve at the end of the course. Throw the ball randomly and the learner who catches it gives a response to the question and afterwards throw the ball again to another learner for his/her response and the game flows in that order.

Introduction: (15 minutes)

- I. Ask learners to individually write a list of items they have been buying and the places they buy them from on a sticky-pad or pieces of paper. Ask them to exchange their list with a colleague for observation.

Introduction: (15 minutes)

- I. Individually, write a list of items you have been buying and the places you buy them from on a sticky-pad or pieces of paper. Exchange your list with a colleague for their observation.

II. Ask learners to orally mention the list of items including the places they bought them on the pieces of papers they received from their colleagues. Use the activity to transition learners to the concept of business in society. <u>Learning Activity 1: (45 minutes)</u> Organise learners in mixed-ability and/or mixed-gender groups and task them to think-pair share the concept of business and its role in society. Give them the opportunity to present their work to the larger class. Encourage learners to show respect for individual diverse views as they interact and collaborate in their groups. <u>Learning Activity 2: (40 minutes)</u> I. Present 3 folded flash cards with each card bearing the following activities; ▪ Activity 1 - Discuss sole proprietorship with examples and outline its features ▪ Activity 2 – Examine the benefits of sole proprietorship ▪ Activity 3 – Discuss the challenges of a sole proprietorship II. Zone the entire class into 3 groups, and task any member from each of the groups to randomly pick any of the folded flash cards. Ask them to work in their various groups based on the activity on the flash card. Move around to guide each group as they discuss their activities III. Let learners in an all-inclusive class activity to present their group’s work respectively with the aid of a computer and a projector.	II. Orally mention the list of items including the places they were bought which is on the pieces of papers you received from your colleague. <u>Learning Activity 1: (45 minutes)</u> In mixed-ability and/or mixed-gender groups, think-pair share the concept of business and its role in society. Present your work to the larger class for discussion. Show respect for individual diverse views as you interact and collaborate in your groups. . <u>Learning Activity 2: (40 minutes)</u> I. In groups of 3, randomly pick any of the 3 folded flash cards with each card bearing the following activities; ▪ Activity 1 - Discuss sole proprietorship with examples and outline its features ▪ Activity 2 – Examine the benefits of sole proprietorship ▪ Activity 3 – Discuss the challenges of a sole proprietorship II. Work in your various groups based on the activity you picked on the flash card. Respect the views of your colleagues as you discuss in your groups III. In an all-inclusive class activity, present your group’s work respectively with the aid of a computer and a projector.
Assessment DoK aligned to the Curriculum and Subject Teacher Manual	
Key Assessment Formative Assessment: DoK Level 1: Reproduction/Recall	

- a) What is the meaning of business?
- b) Identify at least two roles' businesses plays in society
- c) Define the term "sole proprietorship" in business and outline at least three of its features.

DoK Level 2: Skills Building

1. Explain three benefits of a sole proprietorship
2. Describe three challenges of a sole proprietorship
3. Explain the implication of unlimited personal liability on a sole proprietorship business

DoK Level 3: Strategic Thinking

- a) A young entrepreneur in Ghana is passionate about fashion design and wants to start a clothing boutique.
 - a) Analyse three advantages and three disadvantages of establishing the business as a sole proprietorship.
 - b) Discuss four impacts businesses are likely to have on society.
- b) A skilled shoe repairer works in your town, providing valuable services to the local community. Discuss three ways by which their business will significantly impact the lives of their family and members of the community as a whole

DoK Level 4 :Extended thinking

Visit a sole proprietorship business within the school community or outside and examine their challenges and recommend strategic business solutions. Present your work on a 2-page essay document

Lesson Closure

In completing this part, refer to the Essential Questions to check that learning has taken place.

Activity (10 minutes)

- a) Ask learners to summarise the key points of the lesson in their own words. Give opportunity to learners to ask questions for clarification if any.
- b) Remind learners to read on the concept of Partnership as a form of business entity for the next lesson.

Reflection & Remarks (After the Lesson)

These are the thoughts and comments of the teacher after completing a lesson or class. They include teachers' personal observations, the things learned, and any questions or concerns about the material covered. Reflecting on your learning experience is helpful in reinforcing your understanding of the material and identifying areas where you may need further clarification or practice. Providing feedback and remarks to your learners helps improve the quality of the lesson and the learning experience in the next lesson.

Lesson 2

Main Lesson drawing on Concepts, Skills and Competencies to reinforce as in the Subject Teacher Manual

Teacher Activity

Learner Activity

Starter Activity (10 minutes)

Review learners' previous knowledge by asking them to explain sole proprietorship as a form of business entity and identify its features

<u>Introduction: (15 minutes)</u> I. Ask learners to mention some of the things they have collaborated with a friend(s) to do and what where the challenges and benefits of working with that partner(s). II. Use the activity to transition learners to the concept of Partnership as a form of business entity. <u>Learning Activity 1: (55 minutes)</u> I. Put learners in mixed-ability and mixed-gender groups and using initiating-talk-for learning, task learners to discuss partnership as a form of business entity and its types and present their ideas in class. II. Present a scenario or case study on partnership for learners to analyse and note down in their books the benefits and challenges of a partnership business. Encourage AP learners to participate actively in during discussions while giving additional task to HP learners. III. Move round the class to provide support to all the groups as they discuss the concepts. <u>Learning Activity 2: (30 minutes)</u> Arrange for learners to make a presentation of their group work to the whole class and allow time for questions and answers from other groups	<u>Introduction: (15 minutes)</u> Mention some of the things you have collaborated with a friend(s) to do and what where the challenges and benefits of working with that partner(s). <u>Learning Activity 1: (55 minutes)</u> I. In mixed-ability and mixed-gender groups, discuss partnership as a form of business entity and its types and present your ideas to the whole class. II. Work collaboratively to analyse a case study on partnership and write down in your books the benefits and challenges of a partnership business. <u>Learning Activity 2: (30 minutes)</u> Make a presentation of your group work to the whole class and allow time for questions and answers from other groups.
Assessment DoK aligned to the Curriculum and Subject Teacher Manual	
Key Assessment Formative Assessment: DoK Level 1 Reproduction/Recall: a) Define the term “partnership” in business. b) State at least two features of a partnership.	

c) *Outline at least two benefits of a partnership.*

DoK Level 2 Skills Building:

Differentiate between a partnership business and partnership agreement.

DoK Level 3 Strategic Reasoning:

Two friends in Ghana have been running a successful catering business together for several years. Recently, they have been considering registering their partnership.

Evaluate three advantages and three disadvantages of registering their business as a partnership.

Lesson Closure

In completing this part, refer to the Essential Questions to check that learning has taken place.

Activity (10 minutes)

- a) *Ask learners to summarise the key points of the lesson in their own words. Give opportunity to learners to ask questions for clarification if any.*
- b) *Remind learners to read on Companies and State-owned enterprises as forms of business entities in preparation for next week's lesson.*

Reflection & Remarks (After the Lesson)

Teacher Lesson Observation Form

Name of School

Subject being observed

Class

☐ Year 1

☐ Year 2

☐ Year 3

Sex of the teacher

☐ Male

☐ Female

1. Is the purpose of the lesson clearly stated in the lesson plan and focused on learners achieving the lesson learning outcomes?

- ☐ Yes
☐ In Part
☐ No
☐ NA

b1. Please provide an explanation to your answer in Q1 above

2. Are the unique needs of female learners, male learners, and learners with special education needs adequately catered for in the lesson plan? For example, the choice of teaching methods and learning activities reflects/does not reflect the learning needs of all learners.

For example, the choice of teaching methods, and learning activities.

- ☐ Yes
☐ In Part
☐ No
☐ NA

2b. Please provide an explanation to your answer in Q2 above

3. Does the teacher manage behavior well, maintaining a positive and non-threatening learning environment throughout the lesson?

- ☐ Yes
☐ In Part
☐ No
☐ NA

3b. Please provide an explanation to your answer in Q3 above

4. Are appropriate teaching and learning materials and other resources (including ICT, books, desks) available, accessible and being used to support learning of all females, males and learners with special education needs?

- ☐ Yes
☐ In Part
☐ No
☐ NA

4b. Please provide an explanation to your answer in Q4 above

5. Are learners engaged on tasks that challenge them in line with the content standards?

Does the teacher take into consideration the uniqueness of learners?

- ☐ Yes
- ☐ In Part
- ☐ No
- ☐ NA

5b. Please provide an explanation to your answer in Q5 above

6. Is there evidence that students are learning?

- ☐ Yes
- ☐ In Part
- ☐ No
- ☐ NA

6b. Please provide an explanation to your answer in Q6 above

7. Is teaching differentiated to cater for the varied needs of all learners (i.e., male learners, female learners, learners with special education needs) and those with poor literacy and/ or numeracy proficiency?

- ☐ Yes
- ☐ In Part
- ☐ No
- ☐ NA

7b. Please provide an explanation to your answer in Q7 above

8. Does the teacher use real life examples which are familiar to learners to explain concepts?

- ☐ Yes
- ☐ In Part
- ☐ No
- ☐ NA

8b. Please provide an explanation to your answer in Q8 above

9. Does the teacher point out or question traditional gender roles when they come up during the lessons as appropriate?

- ☐ Yes
☐ In Part
☐ No
☐ NA

9b. Please provide an explanation to your answer in Q9 above

10. Does the lesson include appropriate interactive and creative approaches e.g., group work, role play, storytelling to support learners achieving the learning outcomes?

If yes, give examples of the issues and skills that have been so integrated.

- ☐ Yes
☐ In Part
☐ No
☐ NA

10b. Please provide an explanation to your answer in Q10 above

11. Have cross-cutting issues and /or 21st century skills been integrated into the lesson to support learners in achieving the learning outcomes e.g., problem-solving, critical thinking, communication? If yes, give examples of the issues and skills that have been so integrated.

- ☐ Yes
☐ In Part
☐ No
☐ NA

11b. If yes, give examples of the issues and skills that have been so integrated.

12. Does the teacher incorporate ICT into their practice to support learning?

- ☐ Yes
☐ In Part
☐ No
☐ NA

12b. Please provide an explanation to your answer in Q12 above

13. Does the teacher encourage all female male and male learners (including those who may be shy or afraid to speak) to ask questions, answer questions, participate in group work, etc. during the lesson?

- ☐ Yes
☐ In Part
☐ No
☐ NA

13b. Please provide an explanation to your answer in Q13 above

14. Is assessment evident in the lesson? If yes, does it include assessment as, for or of learning and go beyond recall?

If yes, did it include assessment of, for or as learning and go beyond recall?

- ☐ Yes
☐ In Part
☐ No
☐ NA

14b. Please provide an explanation to your answer in Q14 above

15. Do learners make use of feedback from teacher and peers?

- ☐ Yes
☐ In Part
☐ No
☐ NA

15b. Please provide an explanation to your answer in Q15 above

16. Does the teacher sum up the lesson and evaluate the lesson against the learning outcomes with the learners?

- ☐ Yes
☐ In Part
☐ No
☐ NA

16b. Please provide an explanation to your answer in Q16 above

17. Does the teachers' planning of lessons taught before the one observed show how they plan for learning over time, considering individual and group needs?

- ☐ Yes
☐ In Part
☐ No
☐ NA

17b. Please provide an explanation to your answer in Q17 above

18. Does the teacher pay attention to the composition of females and males during group work and assigns females leadership roles.

- ☐ Yes
☐ In Part
☐ No
☐ NA

18b. Please provide an explanation to your answer in Q18 above

19. Does the teacher provide constructive verbal feedback to both females and males and learners with special education needs?

- ☐ Yes
☐ In Part
☐ No
☐ NA

19b. Please provide an explanation to your answer in Q19 above

20. Does the teacher provide constructive written feedback to both females and males and learners with special education needs in their exercise book?

- ☐ Yes
☐ In Part
☐ No
☐ NA

20b. Please provide an explanation to your answer in Q20 above

21. Key strengths in the lesson

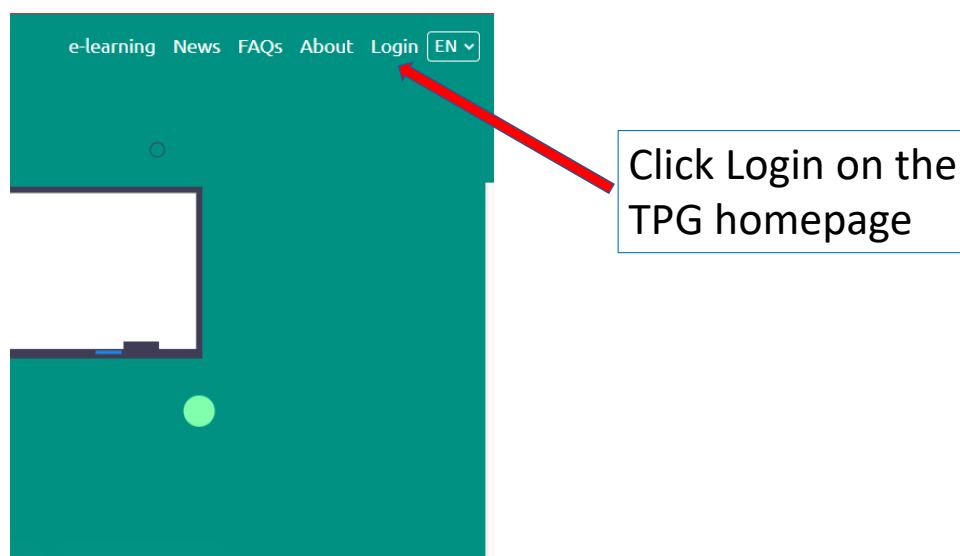
22. Areas for development

23. Next steps for teacher

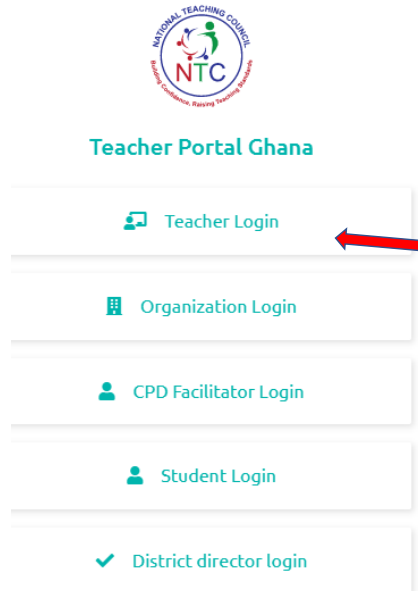
24. Additional Notes (on teacher's actions, the flow of activities, etc.)

HOW TO AWARD CPD POINTS TO DESERVING TEACHERS

1. Visit tpg.ntc.gov.gh and click Login

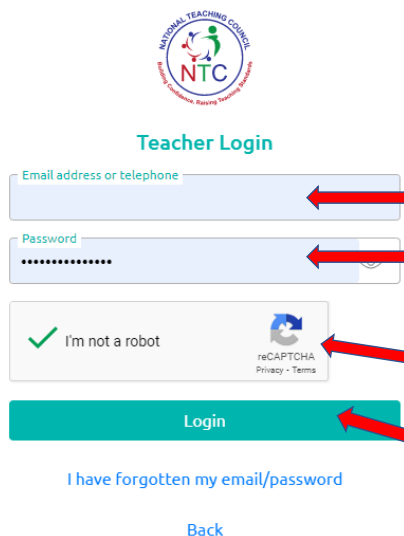


2. On the Login page, click Teacher Login



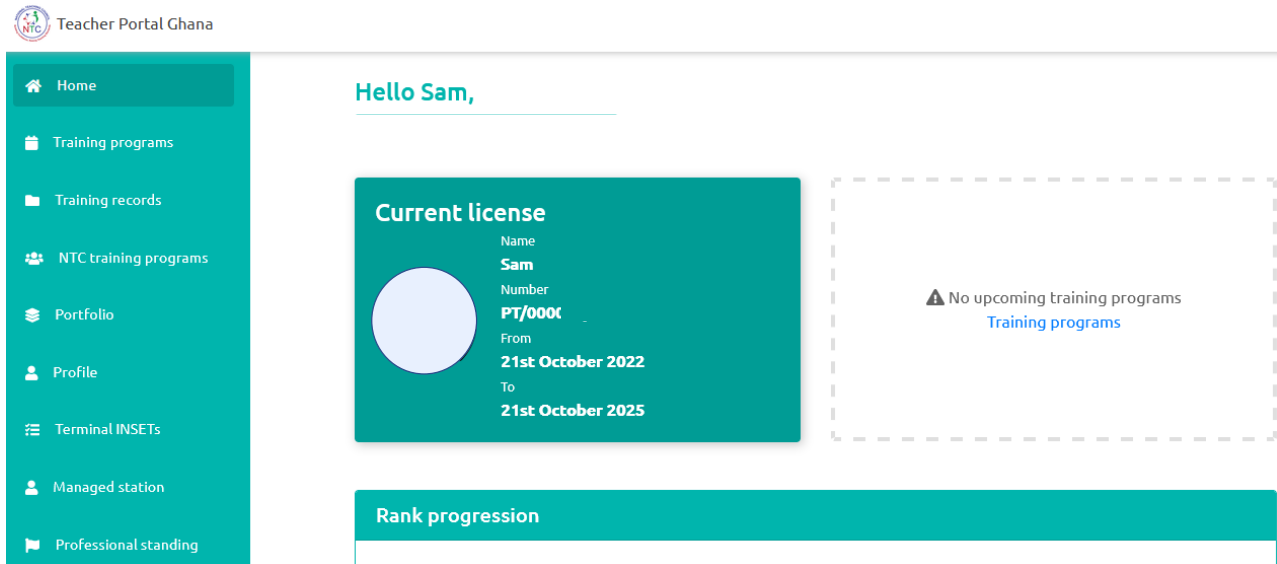
The image shows the 'Teacher Portal Ghana' login page. At the top is the NTC logo with the text 'NATIONAL TEACHING COUNCIL' and 'NTC'. Below the logo is the title 'Teacher Portal Ghana'. There are five login options listed in a vertical stack: 'Teacher Login' (with a laptop icon), 'Organization Login' (with a building icon), 'CPD Facilitator Login' (with a person icon), 'Student Login' (with a person icon), and 'District director login' (with a checkmark icon). A red arrow points from a text box 'Click Teacher Login' to the 'Teacher Login' button.

3. On the Teacher Login page enter your email address and password and then click Login

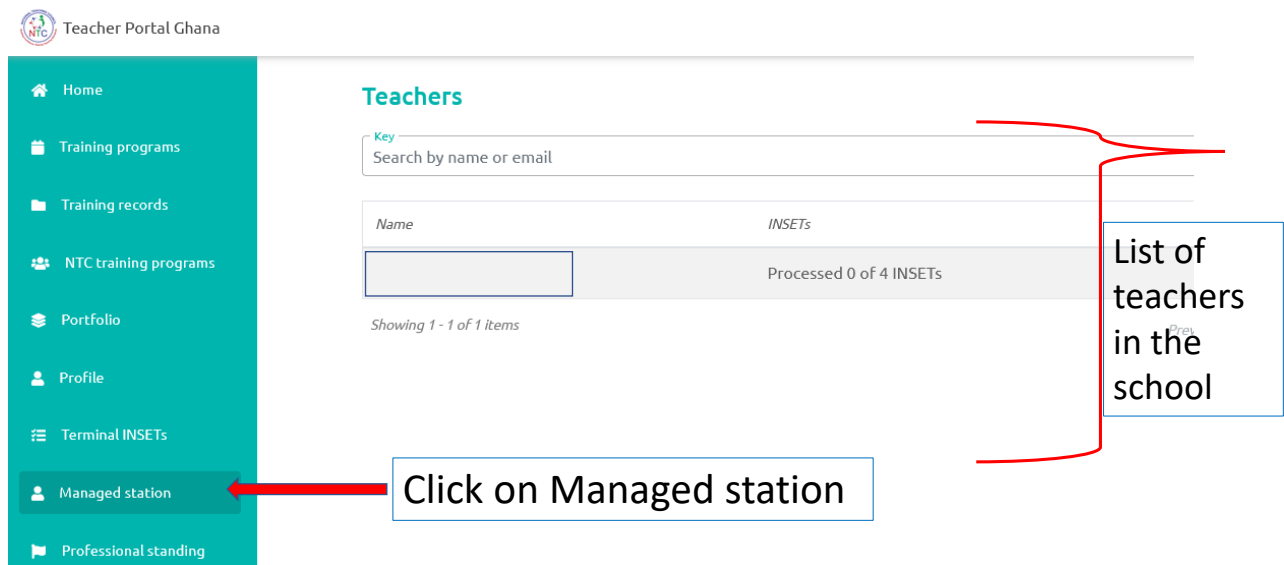


The image shows the 'Teacher Login' page. At the top is the NTC logo. Below the logo is the title 'Teacher Login'. There are four input fields: 'Email address or telephone', 'Password', 'I'm not a robot' (with a checkmark icon), and a 'Login' button. A red arrow points from a text box 'Enter your email address' to the email input field. Another red arrow points from a text box 'Enter your password' to the password input field. A third red arrow points from a text box 'Check I'm not a robot' to the 'I'm not a robot' checkbox. A fourth red arrow points from a text box 'Click Login' to the 'Login' button. Below the 'Login' button is a link 'I have forgotten my email/password' and a 'Back' link.

4. After a successful login you will get access to your TPG account (Check image below)



5. To award CPD points, from the side menu tap on **Managed station** to display list of teachers



6. Click on the name of the teacher to display the page for awarding CPD points (Check image below)

Teachers /

Type	Year	Term	Processed	Processed by	Processed on	Credits	
School Based Inset (SBI)	2022/2023	1	No	---	---	---	...
Cluster Based Inset (CBI)	2022/2023	1	No	---	---	---	...
School Based Inset (SBI)	2022/2023	1	No	---	---	---	...
Department Based Inset (DBI)	2022/2023	1	No	---	---	---	...

7. Click on the 3 dots after the Credits column at the extreme right side to process (Check image below)

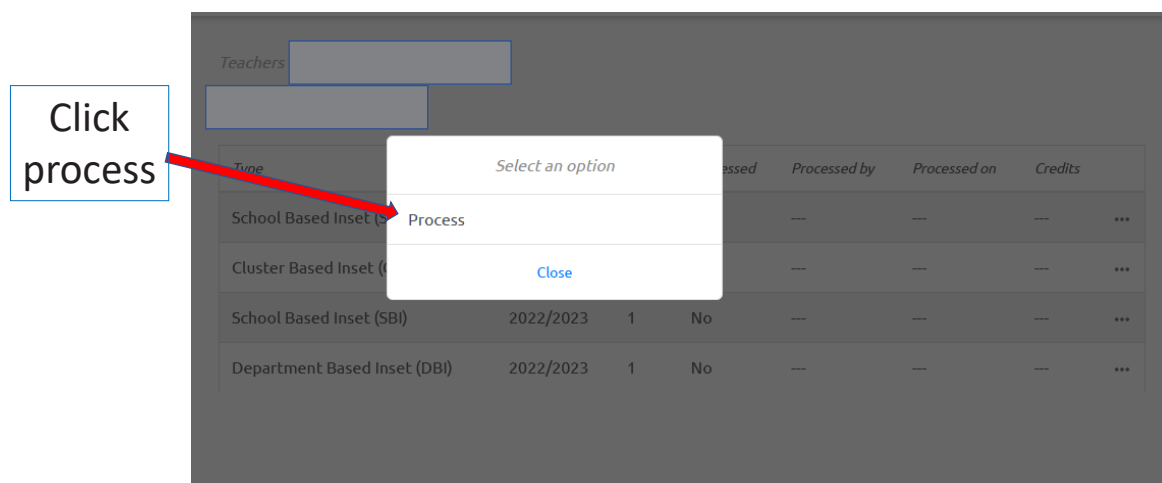
Teachers /

Click here to process

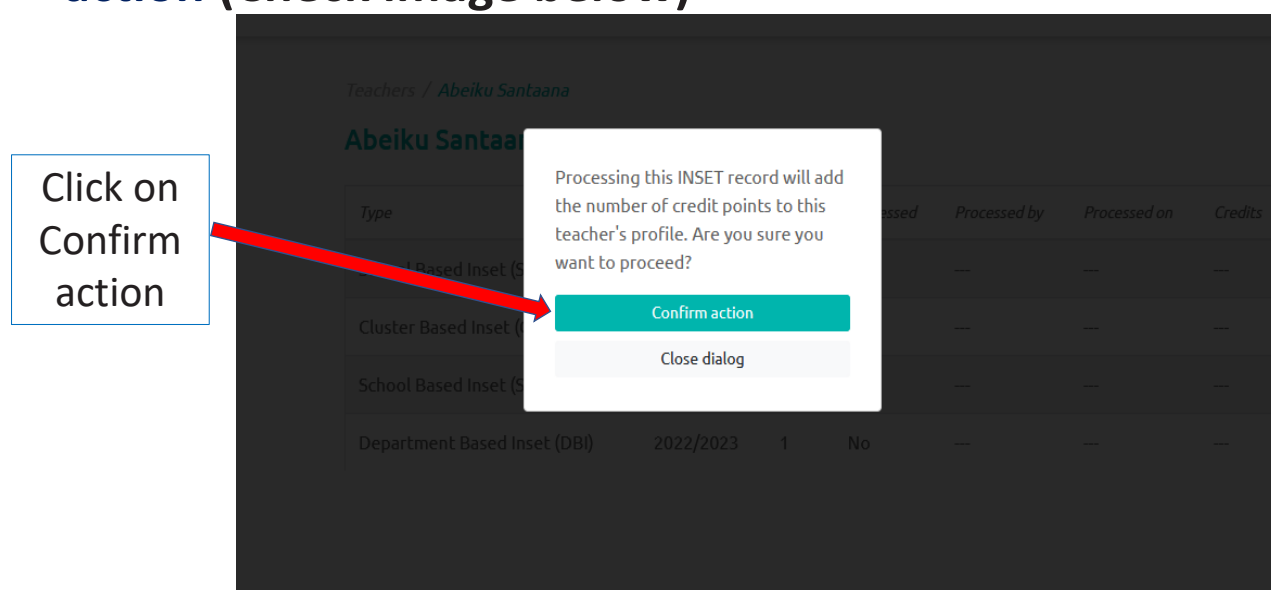
Type	Year	Term	Processed	Processed by	Processed on	Credits	
School Based Inset (SBI)	2022/2023	1	No	---	---	---	...
Cluster Based Inset (CBI)	2022/2023	1	No	---	---	---	...
School Based Inset (SBI)	2022/2023	1	No	---	---	---	...
Department Based Inset (DBI)	2022/2023	1	No	---	---	---	...

Note: You will repeat same actions for all the INSET/PLC types

8. On the new page that appears click on **Process** (Check image below)



8. On the new page that appears click on **Confirm action** (Check image below)



9. The points for the teacher will then be processed (Check image below)

Teachers /

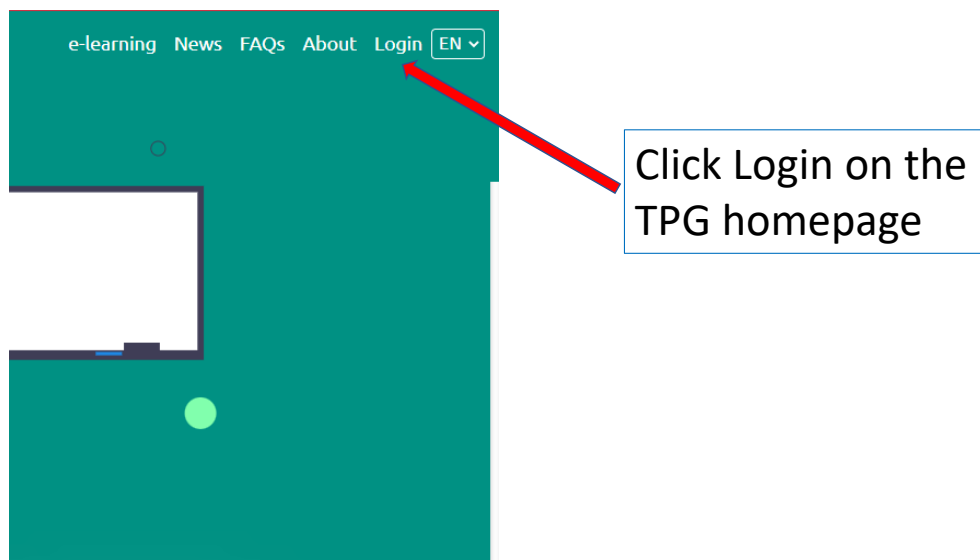
Points processed

Type	Year	Term	Processed	Processed by	Processed on	Credits	
School Based Inset (SBI)	2022/2023	1	Yes	 (Teacher)	Saturday, 15th April, 2023	1	...
Cluster Based Inset (CBI)	2022/2023	1	Yes	 (Teacher)	Saturday, 15th April, 2023	1	...
School Based Inset (SBI)	2022/2023	1	No	---	---	---	...
Department Based Inset (DBI)	2022/2023	1	No	---	---	---	...

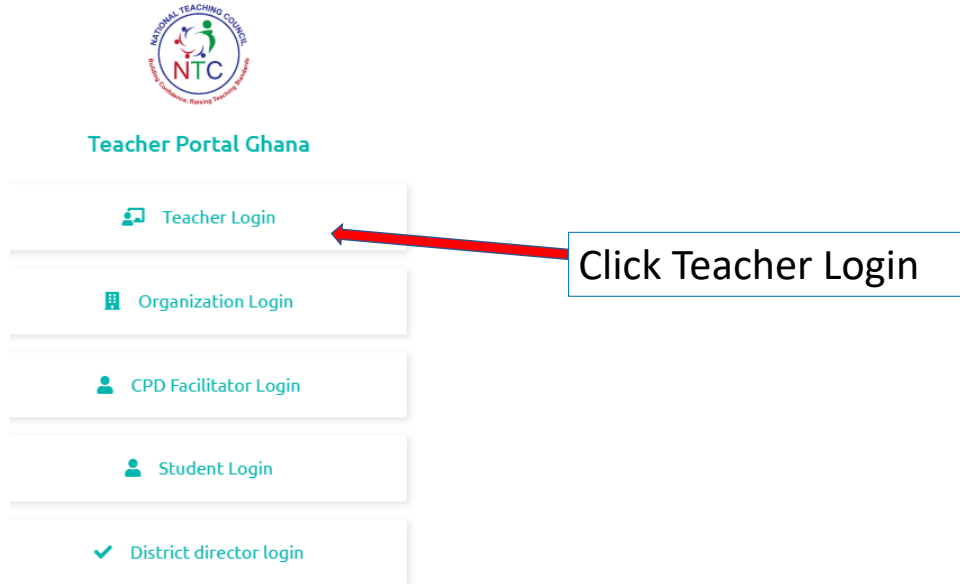
THANK YOU

HOW TO CHECK CPD POINTS AND TRAINING RECORDS ON TEACHER PORTAL GHANA

1. Visit tpg.ntc.gov.gh and click Login

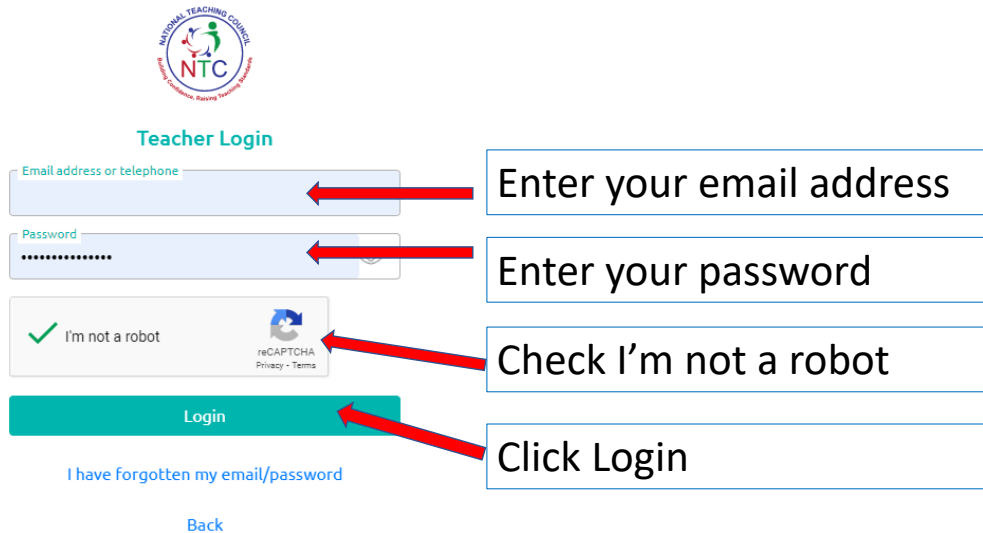


2. On the Login page, click Teacher Login



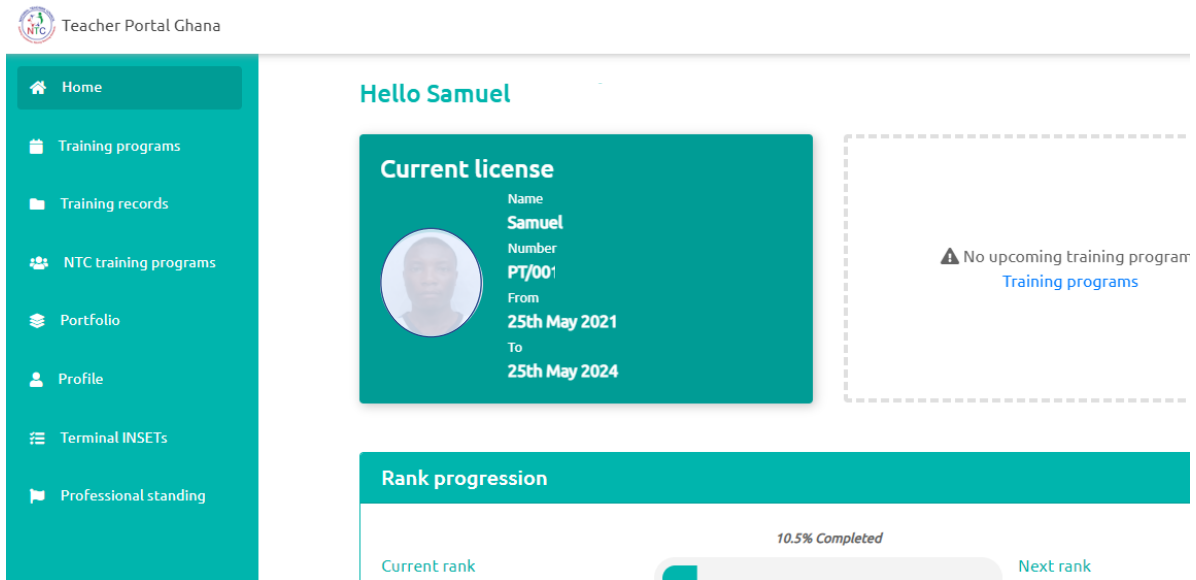
The image shows the 'Teacher Portal Ghana' login page. At the top is the NTC logo with the text 'NATIONAL TEACHING COUNCIL' and 'NTC' in the center. Below the logo is the title 'Teacher Portal Ghana'. There are five login options listed in a vertical stack: 'Teacher Login' (with a person icon), 'Organization Login' (with a building icon), 'CPD Facilitator Login' (with a person icon), 'Student Login' (with a person icon), and 'District director login' (with a checkmark icon). A red arrow points from a text box 'Click Teacher Login' to the 'Teacher Login' button.

3. On the Teacher Login page enter your email address and password and then click Login



The image shows the 'Teacher Login' page. At the top is the NTC logo. Below the logo is the title 'Teacher Login'. There are four input fields: 'Email address or telephone' (with a red arrow pointing to it from a text box 'Enter your email address'), 'Password' (with a red arrow pointing to it from a text box 'Enter your password'), and a reCAPTCHA box (with a red arrow pointing to it from a text box 'Check I'm not a robot'). Below the input fields is a green 'Login' button (with a red arrow pointing to it from a text box 'Click Login'). Below the 'Login' button are two links: 'I have forgotten my email/password' and 'Back'.

4. After a successful login you will get access to your **TPG account** (Check image below)



5. To check CPD points, scroll down to **Rank progression**. You will see the CPD points progress bar and actual points accrued (Check image below)



6. To view training records, from the side menu tap on **Training records** (Check image below)

Teacher Portal Ghana

Training records
Records for training programs registered and/or attended

Total points: 1.8988

Sensitization on Education Policies	⚠ Marked as absent
Differentiated Learning	✓ Processed Credits: 1.32
Advanced Mobile Learning with Multimedia (AMLM)	✓ Processed Credits: 0.5788

Click to view training records

List of training programs

THANK YOU