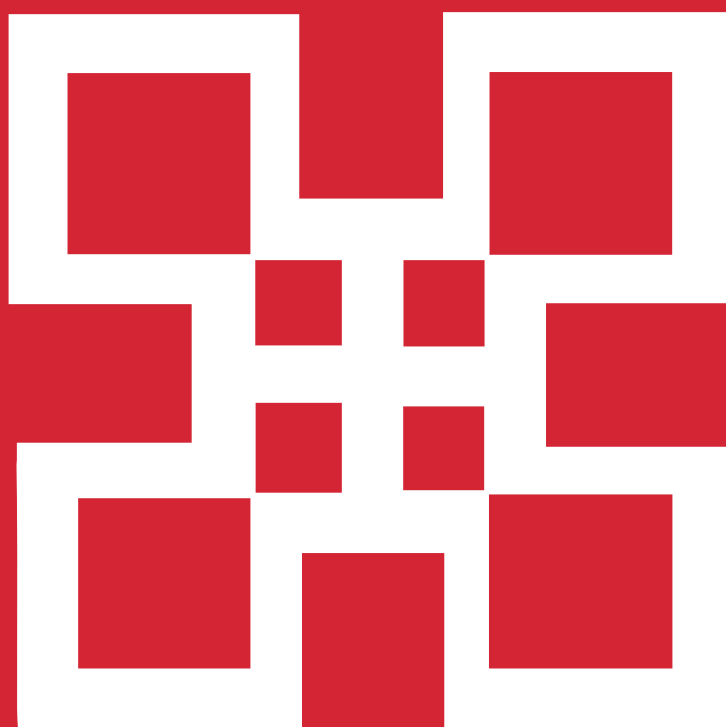


Departmental Professional Learning Community Handbook

ENGLISH LANGUAGE

HANDBOOK FOR COORDINATORS



Wisdom, Knowledge
and Prudence



Ghana Education
Service (GES)



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT





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**DEPARTMENTAL PROFESSIONAL LEARNING
COMMUNITY HANDBOOK**

ENGLISH LANGUAGE

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)

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CONTENTS

DPLC Session 1: Reviewing Knowledge and Skills Acquired from Previous PLC Sessions	1
DPLC Session 2: Developing Learning Plans for Weeks 1 and 2	10
DPLC Session 3: Developing Learning Plans for Weeks 3 and 4	26
DPLC Session 4: Developing Learning Plans for Weeks 5 and 6	41
DPLC Session 5: Developing Learning Plans for Weeks 7 and 8	59
DPLC Session 6: Developing learning Plans for Weeks 9 and 10..	76
DPLC Session 7: Developing Learning Plans for Weeks 11 and 12..	91
DPLC Session 8: Developing Learning Plans for Weeks 13 and 14	108
DPLC Session 9: Developing Learning Plans for Weeks 15 and 16	122
DPLC Session 10: Developing Learning Plans for Weeks 17 and 18	135
DPLC Session 11: Developing Learning Plans for Weeks 19 and 20	146
DPLC Session 12: Developing Learning Plans for Weeks 21 and 22..	158
DPLC Session 13: Developing Learning Plans for Weeks 23 and 24	169
APPENDIX 1: English Language Learning Plan .. .	181
APPENDIX 2: Teacher Lesson Observation Form .	197
APPENDIX 3: How to Award CPD Points to Deserving Teachers	204
APPENDIX 4: How to Check CPD Points and Training Records on Teacher Portal Ghana . .	210

PLC Session 1: Reviewing knowledge on previous PLC Sessions			
<i>The sessions below provide the framework 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). <i>E.g.</i> <i>a) To learn how to incorporate core and transferable skills in their lesson delivery</i> <i>b) To learn more about the assessment strategies to incorporate in their teaching</i> <i>c) To learn how to use the various pedagogies in lesson delivery</i> <i>d) To learn about which resources will be appropriate for lesson delivery</i> <i>e) To learn more about the learning planner and how to use it in planning for teaching and learning</i> <i>f) To learn of which new things they are going to learn about teaching and learning from this DPLC Handbook, etc.</i>	1.1. Introduce the session with an icebreaker. 1.2 Share your expectations regarding what you hope to gain from the Departmental Professional Learning Community (DPLC) activities (NTS 1a, 1b). <i>E.g.</i> <i>To learn how to incorporate core and transferable skills in their lesson delivery, etc.</i>	20mins

	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: ● Build on Session 12 of <i>the learning planner</i> of the PLC Handbook on the introduction of the SHS, SHTS and STEM 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	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: ● Build on Session 12 of <i>the learning planner</i> of the PLC Handbook on the introduction of the SHS, SHTS and STEM 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	
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	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 specifically aimed at helping English Language/Literature-in-English teachers 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 English Language/Literature-in-English teachers will be encouraged to use their subject speciality and context specific teaching experience to make connections between the teaching and learning of the related subjects in their department. The Handbook contains 13 sessions which cover all the 24 (English Language and Literature-in-English) weekly learning planners in year one as follows:	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 specifically aimed at helping English Language/Literature-in-English teachers 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 English Language/Literature-in-English teachers will be encouraged to use their subject speciality and context specific teaching experience to make connections between the teaching and learning of the related subjects in their department. The Handbook contains 13 sessions which cover all the 24 (English Language and Literature-in-English) weekly learning planners in year one as follows:	
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	1. Reviewing knowledge and skills acquired from previous PLC Sessions 2. Learning planners for weeks 1 & 2 3. Learning planners for weeks 3 & 4 4. Learning planners for weeks 5 & 6 5. Learning planners for weeks 7 & 8 6. Learning planners for weeks 9 & 10 7. Learning planners for weeks 11 & 12 8. Learning planners for weeks 13 & 14 9. Learning planners for weeks 15 & 16 10. Learning planners for weeks 17 & 18 11. Learning planners for weeks 19 & 20 12. Learning planners for weeks 21 & 22 13. Learning planners for weeks 23 & 24	1. Reviewing knowledge and skills acquired from previous PLC Sessions 2. Learning planners for weeks 1 & 2 3. Learning planners for weeks 3 & 4 4. Learning planners for weeks 5 & 6 5. Learning planners for weeks 7 & 8 6. Learning planners for weeks 9 & 10 7. Learning planners for weeks 11 & 12 8. Learning planners for weeks 13 & 14 9. Learning planners for weeks 15 & 16 10. Learning planners for weeks 17 & 18 11. Learning planners for weeks 19 & 20 12. Learning planners for weeks 21 & 22 13. Learning planners for weeks 23 & 24	
2. Planning for teaching, learning and assessment activities, promoting character values, GESI, SEL, ICT, 21st century skills and differentiation	2.1 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session for discussion. Purpose: The purpose of the session is to guide the English Language/Literature- in - English teachers to review the key components, concepts, skills and competencies they have acquired through participating in the previous PLC sessions to enable them consolidate their knowledge and understanding of the strategies they have applied	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session for discussion. Purpose: The purpose of the session is to guide the English Language/ Literature-in- English teachers to review the key components, concepts, skills and competencies they have acquired through participating in the previous PLC sessions to enable them consolidate their knowledge and understanding of the strategies they have applied	30mins

	in their lessons taking into consideration GESI, ICT, 21st Century skills, Differentiation, National values and other cross-cutting issues LO 1: Review the key components, concepts, skills and competencies learned from the previous PLC Handbooks/sessions and how it impacted their lesson delivery (NTS 2b, 2c and 3a-3o). LI 1.1 Identify the key components, concepts, skills and competencies learned from the previous PLC Handbooks/sessions and how they impacted their lesson delivery. LI 1.2 Discuss the pedagogical strategies learned from previous PLC Handbooks/sessions. LI 1.3 Discuss the assessment strategies learned from the previous PLC sessions. 2.2 Ask teachers in groups to identify the key components, concepts, skills, and competencies learned from the previous PLC Handbooks/sessions (NTS 2a, 2b). E.g. a) <i>Content standard</i> b) <i>Learning outcome</i> c) <i>Learning indicator</i> d) <i>Assessment (DoK)</i> e) <i>Key notes on differentiation</i>	in their lessons taking into consideration GESI, ICT, 21st Century skills, Differentiation, National values and other cross-cutting issues. LO 1: Review the key components, concepts, skills and competencies learned from the previous PLC Handbooks/sessions and how it impacted your lesson delivery (NTS 2b, 2c and 3a-3o). LI 1.1 Identify the key components, concepts, skills and competencies learned from the previous PLC Handbooks/sessions and how they impacted your lesson delivery. LI 1.2 Discuss the pedagogical strategies learned from previous PLC Handbooks/sessions. LI 1.3 Discuss the assessment strategies learned from the previous PLC sessions. 2.2 In groups, identify the key components, concepts, skills, and competencies learned from the previous PLC Handbooks/sessions (NTS 2a, 2b). E.g. <i>Content standard, etc.</i>	
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	f) <i>Teaching and learning resources</i> g) <i>Pedagogical strategies</i> h) <i>Main lesson (teacher activities & learner activities)</i> i) <i>Essential question on knowledge hierarchy</i> j) <i>Collaborative skills, etc.</i> 2.3 Ask teachers in groups to discuss and make an oral presentation on the key components, concepts, skills and competencies identified. (NTS 2a - 2c). <i>Note:</i> <i>Offer opportunity for clarification and further discussion on the components, skills and competencies, etc.</i> <i>E.g.</i> a) <i>Content Standards (CS):</i> <i>These are statements that set out the broad knowledge, understanding, skills and attitudes learners should acquire and be able to apply as they progress through the curriculum</i> b) <i>Learning Outcomes (LOs):</i> <i>Learning Outcomes are measurable, assessable, statements that set out what learners should know, be able to do or value as a result of going through various learning experiences</i>	2.3 In groups, discuss and make an oral presentation on the key components, concepts, skills and competencies identified. (NTS 2a - 2c). <i>E.g.</i> <i>Content Standards (CS):</i> <i>These are statements that set out the broad knowledge, understanding, skills and attitudes learners should acquire and be able to apply as they progress through the curriculum, etc.</i>	
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	c) <i>Learning Indicators (LIs):</i> <i>These are specific, measurable, assessable, observable signs that demonstrate that learners are learning, practising, and applying what they have been taught</i> d) <i>Pedagogical strategies:</i> <i>These entail a combination of techniques and strategies to be used during teaching and learning taking into consideration GESI and other cross-cutting issues</i> e) <i>Key notes on differentiation:</i> <i>This is a section of the learning planner that requires the teacher to put the strategy used through an interactive pedagogy to respond to GESI issues and other diversity that might exist among learners in the classroom</i> f) <i>Essential questions:</i> <i>These are overarching questions that the teacher should ask herself/himself to think through what to teach, how to teach it, which resources to use and how to set the instructional process in a way that will benefit every learner, etc.</i>		
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	2.4 Ask teachers in groups to discuss the pedagogical strategies learned from previous PLC Handbook sessions (NTS 2a-2c). <i>E.g.</i> <i>a) Inquiry based learning</i> <i>b) Collaborative learning</i> <i>c) Activity based learning</i> <i>d) Project based learning</i> <i>e) Digital learning</i> <i>f) Talk for learning</i> <i>g) Exploratory learning, etc.</i> 2.5 Ask teachers to discuss the assessment strategies learned from the previous PLC Handbooks/sessions through leading questions (NTS 1a, 2a-2c, 3a - 3g and 3j). <i>E.g.</i> <i>a) Level 1: Recall</i> <i>i. Clicker questions</i> <i>ii. Matching</i> <i>iii. True or false questions</i> <i>iv. Multiple choices</i> <i>v. Labelling, etc.</i> <i>b) Level 2: Skills of conceptual understanding</i> <i>i. Essays</i> <i>ii. Summary</i> <i>iii. Presentations</i> <i>iv. Providing examples, etc</i> <i>c) Level 3: Strategic reasoning</i> <i>i. Analysis</i> <i>ii. Case study</i> <i>iii. Critiquing</i> <i>iv. Modelling</i>	2.4 In groups discuss the pedagogical strategies learned from previous PLC Handbook sessions (NTS 2a-2c). <i>E.g.</i> <i>Inquiry based learning, etc.</i> 2.5 Discuss the assessment strategies learned from the previous PLC Handbooks/sessions through leading questions (NTS 1a, 2a-2c, 3a - 3g and 3j). <i>E.g.</i> <i>a) Level 1: Recall</i> <i>Clicker questions, etc.</i> <i>b) Level 2: Skills of conceptual understanding</i> <i>Essays, etc</i> <i>c) Level 3: Strategic reasoning</i> <i>Analysis, etc.</i>	
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	v. <i>Discussion board post, etc.</i> d) <i>Level 4: Extended critical thinking and reasoning</i> i. <i>Project work</i> ii. <i>Research</i> iii. <i>Survey</i> iv. <i>Journal reflection, etc.</i>	d) <i>Level 4: Extended critical thinking and reasoning</i> <i>Project work, etc.</i>	
3. Modelling a teaching activity, promoting character values, GESI, SEL, ICT, 21st century skills and differentiation	3.1 Ask a member in each group to model a teaching activity that integrates GESI, SEL, ICT, 21st century skills, differentiation and other cross-cutting issues (NTS 1a, 2b and 3a). 3.2 Ask teachers in groups to tease out activities that could promote GESI, SEL, ICT, 21st century skills and competencies and differentiation (NTS 2c, 2e, 2f and 3a – 3h).	3.1 A member in your group should model a teaching activity that integrates GESI, SEL, ICT, 21st century skills, differentiation and other cross-cutting issues (NTS 1a, 2b and 3a). 3.2 In your group, tease out the activities that could promote GESI, SEL, ICT, 21st century skills and competencies and differentiation (NTS 2c, 2e, 2f and 3a – 3h).	30mins
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 learned and how they will apply them in developing weekly learning planners (NTS 1a, 1b). 4.2 Remind teachers to, where possible, identify a critical friend to observe their lesson in relation to DPLC Session 1 and provide feedback to them (NTS 1a, 1e and 3I).	4.1 In your groups, reflect, write and share what you have learned and how you will apply them in developing weekly learning planners (NTS 1a, 1b). 4.2 Where possible, identify a critical friend to observe your lesson in relation to DPLC Session 1 and provide feedback to you (NTS 1a, 1e and 3I).	10 mins

DPLC Session 2: Developing learning plans for Weeks 1 & 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 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 have learnt differently based on DPLC Session 1, <i>Reviewing knowledge on previous PLC Handbooks</i>, which they think supported professional knowledge and practice positively (NTS 1a, 1b). 1.2 Ask teachers, as critical friends, to discuss why they think what a colleague shared through the application of lessons learnt during DPLC Session 1, <i>Reviewing knowledge on previous PLC Handbooks</i>, supported professional knowledge and practice (NTS 1a - 1c).	1.1 Share two things you have learnt differently based on DPLC Session 1, <i>Reviewing knowledge on previous PLC Handbooks</i>, which you think supported professional knowledge and practice positively (NTS 1a, 1b). 1.2 As a critical friend, discuss why you think what a colleague shared through the application of lessons learnt during DPLC Session 1, <i>Reviewing knowledge on previous PLC Handbooks</i>, supported professional knowledge and practice (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	2.1 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session. Purpose: The purpose of this session is to support English teachers to develop subject-specific learning plans for English lessons using the teacher manual for Weeks 1 and 2 (English Language and Literature-in-English). This session will cover the following subject-specific focal areas:	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session. Purpose: The purpose of this session is to support English teachers to develop subject-specific learning plans for English lessons using the teacher manual for Weeks 1 and 2 (English Language and Literature-in-English). This session will cover the following subject-specific focal areas:	60 mins

(2 learning planners to be completed per session)	<i>a) English Language</i> <i>i. Pure Vowels (Short Vowels)</i> <i>ii. Reading Techniques</i> <i>iii. Nouns</i> <i>iv. Cohesive devices</i> <i>v. Definition of Literature, types, genres and importance</i> <i>b) Literature-in-English</i> <i>i. Definition/Introduction and application of basic concept of literature</i> <i>ii. Differences between oral and written literature</i> LO1: Develop subject-specific learning plans for teaching Weeks 1 and 2 (English language and Literature-in-English) lessons using the teacher manual, taking into consideration GESI, SEL, ICT, national values and other cross-cutting issues (NTS 3a, 3d-3g, 3j and 3k). LI 1.1 Discuss the aspects in Weeks 1 and 2 (English Language and Literature-in-English) lessons in the teacher manual and relate them to the learning planner. LI 1.2 Complete the learning planners for Weeks 1 and 2 (English Language and Literature-in-English) lessons with essential questions, key notes on differentiation, teaching and learning activities, assessment strategies, closure and reflection, taking into	<i>a) English Language</i> <i>i. Pure Vowels (Short Vowels)</i> <i>ii. Reading Techniques</i> <i>iii. Nouns</i> <i>iv. Cohesive devices</i> <i>v. Definition of Literature, types, genres and importance</i> <i>b) Literature-in-English</i> <i>i. Definition/Introduction and application of basic concept of literature</i> <i>ii. Differences between oral and written literature</i> LO1: Develop subject-specific learning plans for teaching Weeks 1 and 2 (English language and Literature-in-English) lessons using the teacher manual, taking into consideration GESI, SEL, ICT, national values and other cross-cutting issues (NTS 3a, 3d-3g, 3j and 3k). LI 1.1 Discuss the aspects in Weeks 1 and 2 (English Language and Literature-in-English) lessons in the teacher manual and relate them to the learning planner. LI 1.2 Complete the learning planners for Weeks 1 and 2 (English Language and Literature-in-English) lessons with essential questions, key notes on differentiation, teaching and learning activities, assessment strategies, closure and reflection, taking into	
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	consideration cross-cutting issues. LO2: Review the learning plans for weeks 1 and 2 (English Language and Literature-in-English) lessons in line with the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Peer-review the content such as essential questions, key notes on differentiation, teaching and learning activities, assessment strategies, closure and reflection of the learning plans for Weeks 1 and 2 (English Language and Literature-in-English) in line with the LOs and LIs in the teacher manual. LI 2.2 Implement the recommendations made by a peer-reviewer to the learning plans for Weeks 1 and 2 (English Language and Literature-in-English) in line with the LOs and LIs in the teacher manual where appropriate. 2.2 Ask teachers in groups to identify and share aspects of Weeks 1 and 2 (English Language and Literature-in-English) lessons in their teacher manual that have been captured in the learning planner (NTS 1a, 2c, 2f and 3d-3g). <i>E.g.</i> a) <i>Learning indicator(s)</i> b) <i>Learning outcome(s)</i> c) <i>Content standard, etc.</i> 2.3 Ask teachers to discuss at least two essential questions	consideration cross-cutting issues. LO2: Review the learning plans for weeks 1 and 2 (English Language and Literature-in-English) lessons in line with the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Peer-review the content such as essential questions, key notes on differentiation, teaching and learning activities, assessment strategies, closure and reflection of the learning plans for Weeks 1 and 2 (English Language and Literature-in-English) in line with the LOs and LIs in the teacher manual. LI 2.2 Implement the recommendations made by a peer-reviewer to the learning plans for Weeks 1 and 2 (English Language and Literature-in-English) in line with the LOs and LIs in the teacher manual where appropriate. 2.2 In your groups, identify and share aspects of Weeks 1 and 2 (English Language and Literature-in-English) lessons in your teacher manual that have been captured in the learning planner (NTS 1a, 2c, 2f and 3d-3g). <i>E.g.</i> <i>Learning indicator(s), etc.</i> 2.3 Discuss at least two essential questions that will	
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	that will guide the activities for Weeks 1 and 2 (English Language and Literature-in-English) lessons (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>E.g.</i> <i>a) English Language (Week 1)</i> <i>Pure Vowels:</i> <i>i. How will pure vowels be taught in order to meet the diverse needs of learners?</i> <i>ii. How will learners apply the use of vowel sounds in speech and writing to boost their confidence?</i> <i>iii. How will the incorporation of GESI/SEL, 21st Century skills and competencies as well as ICT encourage learners with the appropriate use of vowel sounds in communication?</i> <i>iv. How will learners articulate the short vowel sounds accurately in connected speech? etc.</i> <i>Reading Comprehension - Reading Techniques:</i> <i>i. How will the understanding of different types of reading and text comprehension strategies be used to interpret a variety of level-appropriate texts?</i> <i>ii. How will the understanding of different types of reading techniques be used to interpret given texts?</i> <i>iii. How will learners use the reading techniques to retrieve key information from given texts?</i> <i>iv. How will learners be encouraged to apply reading techniques in text comprehension? etc.</i>	guide the activities for Weeks 1 and 2 (English Language and Literature-in-English) lessons (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>E.g.</i> <i>a) English Language (Week 1)</i> <i>Pure Vowels:</i> <i>How will pure vowels be taught in order to meet the diverse needs of learners? etc.</i> <i>Reading Comprehension - Reading Techniques:</i> <i>How will the understanding of different types of reading and text comprehension strategies be used to interpret a variety of level-appropriate texts? etc.</i>	
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	<i>Parts of Speech – Nouns:</i> <i>i. How will the knowledge gained by learners in the study of nouns be applied appropriately to enhance their communication competencies (through practical speech and writing situations)?</i> <i>ii. How will learners be guided to effectively apply the appropriate part of speech in communication?</i> <i>iii. How will learners identify, classify and use nouns effectively in connected speech?</i> <i>iv. How will learners identify nouns from given texts and use them effectively in communications.</i> <i>(Week 2) - Nouns (continued)</i> <i>i. How can nouns be taught to enhance learners' speech and writing skills?</i> <i>ii. What strategies can be adopted to teach nouns accurately to improve learners' speech and writing?</i> <i>iii. How will learners apply the knowledge gained in the learning of nouns in your daily conversations?</i> <i>iv. Why do learners need to learn nouns to communicate effectively?</i> <i>Writing - Cohesive devices in Paragraphs</i> <i>i. How will the knowledge of paragraphs and use of connectors help learners to develop and organise ideas in writing?</i>	<i>Parts of Speech – Nouns:</i> <i>How will the knowledge gained by learners in the study of nouns be applied appropriately to enhance their communication competencies (through practical speech and writing situations)? etc.</i> <i>(Week 2) - Nouns (continued)</i> <i>How can nouns be taught to enhance learners' speech and writing skills? etc.</i> <i>Writing - Cohesive devices in Paragraphs</i> <i>How will the knowledge of paragraphs and use of connectors help learners to develop and organise ideas in writing? etc.</i>	
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	ii. <i>How can the knowledge of literary language enable learners to identify types and genres of literature?</i> iii. <i>How will learners be assisted to write coherently?</i> iv. <i>Why do learners need connectors in writing coherent paragraphs?</i> v. <i>Why do you have to write your essays in paragraphs? etc.</i> b) <i>Literature-in-English: (Week 1)</i> i. <i>What appropriate strategies can be used to teach the concepts, types and importance of literature?</i> ii. <i>How will learners relate the concepts, types and importance of literature to real life situations (including career opportunities in studying literature)?</i> iii. <i>How will the knowledge of literature help to develop positive values in society? etc.</i> <i>(Week 2)</i> i. <i>Which appropriate strategies will be used for learners to grasp and appropriately apply the concept learnt in oral and written Literature?</i> ii. <i>How will learners differentiate between oral and written literature?</i> iii. <i>How will learners bring the meaning and examples of oral and written literature to real life? etc.</i>	b) <i>Literature-in-English: (Week 1)</i> <i>What appropriate strategies can be used to teach the concepts, types and importance of literature? etc.</i> <i>(Week 2)</i> <i>Which appropriate strategies will be used for learners to grasp and appropriately apply the concept learnt in oral and written Literature? etc.</i>	
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	2.4 Ask teachers to discuss at least two key notes on differentiation for Weeks 1 and 2 (English Language and Literature-in-English) lessons (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>Hint:</i> <i>Activities for differentiation must focus on learning tasks, pedagogy and key assessment.</i> <i>Note:</i> <i>Remind teachers to refer to the teacher manual for more examples.</i> <i>E.g. (Week 1- English Language)</i> a. <i>Learning Tasks:</i> i. <i>Learners articulate short vowel sounds /ɪ/, / e/, /æ/, / ə/, /ʌ/, /ɒ/, / ʊ/ accurately in connected speech</i> ii. <i>Learners identify short vowel sounds in sample texts and use them in connected speech</i> iii. <i>Learners use words with specific sounds to form sentences</i> iv. <i>Learners play the ‘Confinement Game’ to identify short vowel sounds in different environments of given words such as: simplicity, seminar, accurate, again, absurd, aggregate, hullabaloo, cucumber and pedagogical, etc.</i> b) <i>Pedagogical Exemplars:</i> i. <i>Collaborative learning:</i> ▪ <i>In pairs/groups, learners listen to and identify the short vowels of the English language (For</i>	2.4 Discuss at least two key notes on differentiation for Weeks 1 and 2 (English Language and Literature-in-English) lessons (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>Hint:</i> <i>Activities for differentiation must focus on learning tasks, pedagogy and key assessment.</i> <i>Note:</i> <i>Remind teachers to refer to the teacher manual for more examples.</i> <i>E.g. (Week 1-English Language)</i> a) <i>Learning Tasks:</i> <i>Learners articulate short vowel sounds /ɪ/, / e/, /æ/, / ə/, /ʌ/, /ɒ/, / ʊ/ accurately in connected speech, etc.</i> b) <i>Pedagogical Exemplars:</i> <i>Collaborative learning:</i> <i>In pairs/groups, learners listen to and identify the short vowels of the English language (For instance, /ɪ/,</i>	
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	instance, /ɪ/, /e/, /æ/, /ə/, /ʌ/, /ɒ/, /ʊ/) in sample spoken texts (For instance, tape recordings, podcasts, radio, read aloud exercises, tongue twisters, YouTube videos on vowel sounds). Learners pay attention to the unique qualities of each sound. ▪ Working in mixed-ability groups, learners identify short vowel sounds in sample texts and use them in connected speech. ▪ In mixed-ability/gender groups, learners form at least five sentences with each sound represented in each of the words used to form the sentences (/ɪ/ - <u>H</u>is <u>l</u>ip is <u>p</u>ink. /i:/ - He <u>e</u>ats <u>m</u>eat). ii. Talk for learning In groups, learners listen to a pair of words and identify the words with short vowels. For instance, ship/sheep, cat/cart, cot/court, pull/pool. iii. Building on what others say Learners articulate short vowel sounds (For instance, /ɪ/, /e/, /æ/, /ə/, /ʌ/, /ɒ/, /ʊ/) accurately in connected speech. In small groups, the articulation of the following phrases can be practised, and other examples generated by the group.	/e/, /æ/, /ə/, /ʌ/, /ɒ/, /ʊ/) in sample spoken texts (For instance, tape recordings, podcasts, radio, read aloud exercises, tongue twisters, YouTube videos on vowel sounds). Learners pay attention to the unique qualities of each sound, etc	
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	iv. <i>Think - Pair – Share</i> <i>In pairs and groups, learners use short vowel sounds in words and connected speech through conversations and tongue twisters as in the examples in the teacher manual, etc.</i> c) <i>Key Assessment:</i> i. <i>Assessment Level 1: Reproduction and Recall:</i> ▪ <i>Identify the short vowels in the following words: can, put, look, trust, lend.</i> ▪ <i>Write two (2) examples, each corresponding to the following sounds: /ɪ/, / e/, /æ/, / ə/, /ʌ/, /ɒ/, / ʊ/.</i> iii. <i>Assessment level 2 - skills building (formative):</i> <i>Group the following words under the short vowels: family, pot, pick, about, dog, difficult, socks, pat, flat, system, cut, result, neck, hut, complete.</i> iv. <i>Assessment Level 3: Strategic Thinking (Formative)</i> <i>Use the following words in sentences:</i> A. <i>result</i> B. <i>neck</i> C. <i>hut</i> D. <i>complete</i> E. <i>socks, etc.</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas in Week 1.</i>	c) <i>Key Assessment:</i> <i>Assessment Level 1: Reproduction and Recall:</i> <i>Identify the short vowels in the following words: can, put, look, trust, lend, etc.</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas in Week 1.</i>	
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	(Week 2): a) <i>Learning Tasks:</i> i. <i>Learners use scanning and skimming to retrieve key information from given texts.</i> ii. <i>Learners close-read given passages, examine and interpret short texts.</i> iii. <i>Learners apply close reading techniques in retrieving key information from given passages and/or newspapers, etc.</i> b) <i>Pedagogy:</i> i. <i>Collaborative learning: Guide learners to work collaboratively in pairs and mixed-ability groups to glance through short stories with simple texts (including texts from social media) for specific information (date of birth, place of birth, keywords), while remembering to tolerate and respect other views from their own, etc.</i> ii. <i>Brainstorming: In convenient mixed gender/ability groups, learners collaborate to survey texts for the general idea, etc.</i> iii. <i>Partner talks: Learners through partner talk, use features such as the title of a story, illustrations (such as pictures), boldface words, headings and subheadings, topic sentences and concluding sentences of paragraphs, first and last paragraphs to examine critically a variety of texts</i>	(Week 2): a) <i>Learning Tasks:</i> <i>Learners use scanning and skimming to retrieve key information from given texts, etc.</i> b) <i>Pedagogy:</i> <i>Collaborative learning: Guide learners to work collaboratively in pairs and mixed-ability groups to glance through short stories with simple texts (including texts from social media) for specific information (date of birth, place of birth, keywords), while remembering to tolerate and respect other views from their own, etc.</i>	
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	<i>(social media, biographies) by examining them for the gist of the story, etc.</i> c) <i>Key Assessment</i> i. <i>Level 1 Reproduction/Recall (Formative):</i> <i>Read the passage carefully, scanning for specific information such as names, phone numbers, places, features and so on, etc.</i> ii. <i>Level 2 Skills Building (Formative):</i> <i>Read the given passage carefully, skimming to retrieve important or specific information to answer given questions, etc.</i> iii. <i>Level 3 Extended Thinking (Formative): Apply the steps in close reading to retrieve specific information and discern meaning of given words/ expressions, etc. Note: Depending on the choice of text/passage, learners may answer comprehension questions such as:</i> ▪ <i>Suggest a suitable title for the passage.</i> ▪ <i>What is the writer's mood? etc.</i> <i>Literature-in-English (Week 1)</i> a) <i>Learning Tasks:</i> i. <i>Learners explain literature in a broad sense</i> ii. <i>Give examples of texts that are considered as literature</i>	c) <i>Key Assessment</i> <i>Level 1 Reproduction/Recall (Formative):</i> <i>Read the passage carefully, scanning for specific information such as names, phone numbers, places, features and so on, etc.</i> <i>Literature-in-English (Week 1)</i> a) <i>Learning Task:</i> <i>Learners explain literature in a broad sense, etc.</i>	
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	iii. <i>Classify and analyse the different types of texts into those that can, etc</i> b) <i>Pedagogy:</i> i. <i>Share different materials such as leaflets, manuals and textbooks on different subjects to learners in their mixed ability groups.</i> ii. <i>Learners brainstorm in pairs to identify these as examples of literature.</i> iii. <i>Learners in groups share with others stories they know and enjoy and discuss the different meanings of literature to arrive at the meaning “literature is life”, following the procedure in the teacher manual, etc.</i> c) <i>Key Assessment:</i> i. <i>Level 1: Reproduction/Recall</i> ▪ <i>State the differences between written and oral literature.</i> ▪ <i>Classify given literary works and examples during the lesson into oral and written Literature, etc.</i> ii. <i>Level 2: Skills of Conceptual understanding</i> <i>Explain the many ways literature can be defined (and why it might be different from other texts) – extension: explain some / all its functions, etc.</i> iii. <i>Level 3: Strategic Reasoning</i> <i>Evaluate the most important and least important functions of literature, justifying opinions – extension: provide</i>	b) <i>Pedagogy:</i> <i>Share different materials such as leaflets, manuals and textbooks on different subjects to learners in their mixed ability groups, etc.</i> c) <i>Key Assessment:</i> <i>Level 1:</i> <i>Reproduction/Recall</i> <i>State the differences between written and oral literature, etc.</i>	
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	<i>an example literature text, etc.</i> <i>iv. Level 4: Extended thinking and reasoning</i> <i>Evaluate the statement below, with examples: 'literature does not change societies; it is no different from other ways of receiving information – social media does more to change the world'. Preparation by the teacher/guide is important to raise the level of this debate, etc.</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> <i>Week 2</i> <i>a) Learning Tasks:</i> <i>i. Give examples of oral and written literature.</i> <i>ii. Give brief oral/written descriptions and synopsis of some oral and written works highlighting its differences</i> <i>iii. Perform a dirge/tell a folktale/read a poem in class, etc.</i> <i>b) Pedagogical exemplars:</i> <i>i. Talk for Learning:</i> <i>▪ Learners in mixed ability groups, discuss written literature and its types from different examples of texts varying from complex to simple to tailor different interests</i> <i>▪ Learners collaboratively review and explore knowledge on the different types of oral literature with examples</i>	<i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> <i>Week 2</i> <i>a) Learning Tasks:</i> <i>Give examples of oral and written literature, etc.</i> <i>b) Pedagogical exemplars:</i> <i>Talk for Learning:</i> <i>Learners in mixed ability groups, discuss written literature and its types from different examples of texts varying from complex to simple to tailor different interests.</i>	
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	<i>in their culture such as myths, folklore, oral drama, Cantata, Concert Party, religious rituals, dirges, proverbs among others</i> ▪ <i>Learners in groups should make a collection of an exhaustive list of types of written and oral literature under each major type, etc.</i> c) <i>Key Assessment</i> i. <i>Level 1: Reproduction/Recall</i> ▪ <i>List some features of oral literature</i> ▪ <i>What makes these features different from written literature in your reflective journals.</i> ii. <i>Level 2: Skills of Conceptual understanding:</i> <i>Classify and explain titles of books, titles of songs, proverbs, riddles under oral or written literature as an assignment, etc.</i> iii. <i>Level 3: Strategic Reasoning:</i> <i>Differentiate between oral and written literature through multimedia presentations, etc.</i> iv. <i>Level 4: Extended critical thinking and reasoning:</i> <i>Show how folktales can be the oral versions of short stories in a two-paragraph essay, etc.</i> 2.5 Ask teachers in their subject groups or as individuals to complete the learning planners for Weeks 2 (English Language and Literature-in-English) with	c) <i>Key Assessment</i> <i>Level 1:</i> <i>Reproduction/Recall:</i> <i>List some features of oral literature, etc.</i> 2.5 In your subject groups or as individuals, complete the learning planners for Weeks 1 and 2 (English Language and Literature-in-English) with	
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	essential questions, teaching and learning activities, key notes on differentiation, assessment strategies, closure and reflection, taking into consideration cross-cutting issues (NTS 3a, 3e-3g and 3k).	essential questions, teaching and learning activities, key notes on differentiation, assessment strategies, closure and reflection, taking into consideration cross-cutting issues (NTS 3a, 3e-3g and 3k).	
3. Peer-review of learning planners. ● Review planner to ensure alignment between course manual and learning planner based on the templates provided.	3.1 Ask teachers to review the content of a colleague's learning plan in their department to check for alignment with the LOs and LIs in the teacher manual (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>Alignment among curriculum, teacher manual and learning planner</i> b) <i>Innovativeness of pedagogical choices</i> c) <i>Incorporation of GESI, SEL and national core values</i> d) <i>Application of 21st century skills</i> e) <i>Differentiated pedagogy and assessment, etc.</i> 3.2 Ask teachers to incorporate the accepted recommendations in their subject-specific learning plans (NTS 1b).	3.1 Review the content of a colleague's learning plan in your department to check for alignment with the LOs and LIs in the teacher manual (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>Alignment among curriculum, teacher manual and learning planner</i> b) <i>Innovativeness of pedagogical choices</i> c) <i>Incorporation of GESI, SEL and national core values</i> d) <i>Application of 21st century skills</i> e) <i>Differentiated instruction and assessment, etc.</i> 3.2 Incorporate the accepted recommendations in your subject-specific learning plans (NTS 1b).	10 mins
4. Reflection on the session: ● Reflect on what has been learnt in the session. ● Advance preparation towards	4.1 Ask teachers to reflect on what has been done in the session and share their views and feelings with the larger group (NTS 1a). 4.2 Encourage teachers to complete their learning plan(s) before the next DPLC session (NTS 3a).	4.1 Reflect on what has been done in the session and share your views and feelings with the larger group (NTS 1a). 4.2 Remember to complete your learning plan(s) before the next DPLC session (NTS 3a)	10 mins

next PLC session.	4.3 Remind teachers to read the content of Weeks 3 and 4 (English Language and Literature-in-English) in the teacher manual and DPLC Session 3 in preparation for the next session, and bring along their DPLC Handbook and teacher manuals (NTS 1a, 1b).	4.3 Remember to read the content of Weeks 3 and 4 (English Language and Literature-in-English) in the teacher manual and DPLC Session 3 in preparation for the next session, and bring along your DPLC Handbook and teacher manual (NTS 1a, 1b).	
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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 the DPLC Session 2, <i>developing learning plans for Weeks 1 and 2 (English Language and Literature-in-English)</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 during DPLC Session 2, <i>developing learning plans for Weeks 1 and 2 (English Language and Literature-in-English)</i>, supported learning (NTS 1a - 1c).	1.1 Share two things you implemented based on the DPLC Session 2, <i>developing learning plans for Weeks 1 and 2 (English Language and Literature-in-English)</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As a critical friend, discuss why you think what a colleague did through the application of lessons learnt during DPLC Session 2, <i>developing learning plans for Weeks 1 and 2 (English Language and Literature-in-English)</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,	2.1 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to support English teachers to develop subject-specific learning plans for English lessons using the teacher manual for Weeks 3	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to support English teachers to develop subject-specific learning plans for English lessons using the teacher manual for Weeks 3 and 4	60 mins

21st century skills and national values (2 learning planners to be completed per session)	and 4 (English Language and Literature-in-English). This session will cover the following subject-specific focal areas: a) <i>English Language: Listening skills Comprehension strategies Pronouns, types of pronouns Writing short stories and description of characters.</i> b) <i>Literature-in-English</i> i. <i>Relationship between genres in oral and written literature</i> ii. <i>Literary analysis in analysing varied level-appropriate texts.</i> LO1: Develop subject-specific learning plans for teaching Weeks 3 and 4 (English language and Literature-in-English) lessons using the teacher manual, taking into consideration GESI, SEL, ICT, national values and other cross-cutting issues (NTS 3a, 3d, 3e, 3g, 3j and 3k). LI 1.1 Ask teachers to discuss the aspects in Weeks 3 and 4 (English Language and Literature-in-English) lessons in the teacher manual and relate them to the learning planner.	(English Language and Literature-in-English). This session will cover the following subject-specific focal areas: a) <i>English Language: Listening skills, comprehension strategies, pronouns, types of pronouns, writing short stories and description of characters.</i> b) <i>Literature-in-English:</i> i. <i>Relationship between genres in oral and written literature</i> ii. <i>Literary analysis in analysing varied level-appropriate texts.</i> LO1: Develop subject-specific learning plans for teaching Weeks 3 and 4 (English language and Literature-in-English) lessons using the teacher manual, taking into consideration GESI, SEL, ICT, national values and other cross-cutting issues (NTS 3a, 3d, 3e, 3g, 3j and 3k). LI 1.1 Discuss the aspects in Weeks 3 and 4 (English Language and Literature-in-English) lessons in the teacher manual and relate them to the learning planner.	
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	LI 1.2 Ask teachers to complete the learning planners for Weeks 3 and 4 (English Language and Literature-in-English) lessons with essential questions, key notes on differentiation, teaching and learning activities, assessment strategies, closure and reflection, taking into consideration cross-cutting issues. LO2: Review the learning plans for weeks 3 and 4 (English Language and Literature-in-English) lessons in line with the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Peer-review the content such as essential questions, key notes on differentiation, teaching and learning activities, assessment strategies, closure and reflection of the learning plans for Weeks 3 and 4 (English Language and Literature-in-English) in line with the LOs and LIs in the teacher manual. LI 2.2 Implement the recommendations made by a peer-reviewer to the learning plans for Weeks 3 and 4 (English Language and Literature-in-English) in line with the LOs and LIs in the teacher manual where appropriate.	LI 1.2 Complete the learning planners for Weeks 3 and 4 (English Language and Literature-in-English) lessons with essential questions, key notes on differentiation, teaching and learning activities, assessment strategies, closure and reflection, taking into consideration cross-cutting issues. LO2: Review the learning plans for weeks 3 and 4 (English Language and Literature-in-English) lessons in line with the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Peer-review the content such as essential questions, key notes on differentiation, teaching and learning activities, assessment strategies, closure and reflection of the learning plans for Weeks 3 and 4 (English Language and Literature-in-English) in line with the LOs and LIs in the teacher manual. LI 2.2 Implement the recommendations made by a peer-reviewer to the learning plans for Weeks 3 and 4 (English Language and Literature-in-English) in line with the LOs and LIs in the teacher manual where appropriate.	
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	2.2 Ask teachers in groups to identify and share aspects of Weeks 3 and 4 (English Language and Literature-in-English) lessons in their teacher manual that have been captured in the learning planner (NTS 1a, 2c, 2f and 3d-3g). <i>E.g.</i> <i>a) Learning indicator(s)</i> <i>b) Learning outcome(s)</i> <i>c) Content standard, etc.</i> 2.3 Ask teachers to discuss at least two essential questions that will guide the activities for Weeks 3 and 4 (English Language and Literature-in-English) lessons (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>E.g.</i> <i>a) English Language (Week 3)</i> <i>i. How can varied levels of meaning from any oral communication be taught in order to meet the diverse needs of learners?</i> <i>ii. How can understanding of different types of reading and text comprehension strategies enhance learners' speaking and writing skills?</i> <i>iii. How will learners apply knowledge and understanding of use of grammatical forms in speech and writing to different context?</i> <i>iv. How can GESI, SEL, 21st century skills</i>	2.2 In your groups, identify and share aspects of Weeks 3 and 4 (English Language and Literature-in-English) in your teacher manual that have been captured in the learning planner (NTS 1a, 2c, 2f and 3d-3g). <i>E.g.</i> <i>Learning indicator(s), etc.</i> 2.3 Discuss at least two essential questions that will guide the activities for Weeks 3 and 4 (English Language and Literature-in-English) lessons (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>E.g.</i> <i>c) English Language (Week 3)</i> <i>How can varied levels of meaning from any oral communication be taught in order to meet the diverse needs of learners? etc.</i>	
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	<i>and competencies and national values be incorporated in English lessons to make the learning environment interactive? etc.</i> <i>(Week 4)</i> <i>i. How will the knowledge and understanding of pronouns help learners use pronoun types accurately in speech and writing?</i> <i>ii. How will the knowledge of process writing approach enable learners compose narrative or imaginative texts?</i> <i>iii. How can learners apply literary language in describing characters in stories and relate the ideas to real-life situations? etc.</i> <i>b. Literature-in-English (Week 3)</i> <i>i. Which pedagogical approaches will be appropriate for the lesson?</i> <i>ii. Which real life examples can be used to make the genres of oral and written literature relatable to real life?</i> <i>iii. How can the lesson be applied in learners' daily lives? etc.</i>	<i>(Week 4)</i> <i>How will the knowledge and understanding of pronouns help learners use pronoun types accurately in speech and writing? etc.</i> <i>b. Literature-in-English (Week 3)</i> <i>Which pedagogical approaches will be appropriate for the lesson? etc.</i>	
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	(Week 4) i. Which teaching and learning strategies are appropriate to teach tools of literary analysis? ii. Which creative approaches can learners use to help those struggling to understand the lesson? iii. How will learners use the knowledge of tools of literary analysis in analysing varied level appropriate texts and relate the idea to real-life situation? etc. 2.4 Ask teachers to discuss at least two key notes on differentiation for Weeks 3 and 4 (English Language and Literature-in-English) lessons (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>Hint:</i> Activities for differentiation must focus on learning tasks, pedagogy and key assessment. <i>Note:</i> Remind teachers to refer to the teacher manual for more examples. <i>E.g.</i> English Language (week 3) a) Learning Tasks (Listening Comprehension): i. Learners talk about their experiences relating to the information presented in an oral text, reflect on the ideas and distinguish between the more and less important ideas in the text	(Week 4) Which teaching and learning strategies are appropriate to teach tools of literary analysis? etc. 2.4 Discuss at least two key notes on differentiation for Weeks 3 and 4 (English Language and Literature-in-English) lessons (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>Hint:</i> Activities for differentiation must focus on learning tasks, pedagogy and key assessment. <i>Note:</i> Refer to the teacher manual for more examples. <i>E.g.</i> English Language (week 3) a) Learning Tasks (Listening Comprehension): Learners talk about their experiences relating to the information presented in an oral text, reflect on the ideas and distinguish between the more and less important ideas in the text, etc.	
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	ii. Learners sort important and less important information written on sheets of paper iii. Learners discuss why some ideas are considered as main ideas and others as less important information, etc b) Pedagogy: i. Talk for learning: In mixed ability groups learners share their thoughts on information from a random conversation between two learners and explain the relevance of listening comprehension in conversation ii. Brainstorm: Discuss the conversation with your learners guiding learners to identify the main ideas in the conversation and stating which aspects of the conversation are less important to their understanding iii. Role play: Have learners role-play similar situations, bringing out the tone, mood and perspective of the text. Show how the word-choice and sentence lengths here show the personalities of the speakers iv. Learners engage in a conversation and bring out the tone, mood and	. b) Pedagogy: Talk for learning: In mixed ability groups learners share their thoughts on information from a random conversation between two learners and explain the relevance of listening comprehension in conversation, etc.	
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	<i>attitude in the extract in the teacher manual.</i> <i>They listen to an audio/video to come out with the relevant ideas, etc.</i> c) <i>Key Assessments:</i> i. <i>Level 1:</i> <i>Write at least two important pieces of information from the given passage.</i> ii. <i>Level 2:</i> ▪ <i>Identify the main ideas and where they can be found in the passage.</i> ▪ <i>Write the main ideas in the conversation you just listened to</i> iii. <i>Level 3:</i> ▪ <i>State the mood, tone and attitude of the writer of the passage.</i> ▪ <i>From the pre-recorded audio, state the mood, tone and attitude of the writer.</i> ▪ <i>Suggest a suitable title for the passage, etc.</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas in Week 3.</i> <i>(Week 4)</i> <i>Grammar Usage – Pronouns</i> a) <i>Learning Tasks:</i> i. <i>Learners identify the pronouns types in given sentences</i>	c) <i>Key Assessments:</i> <i>Level 1:</i> <i>Write at least two important pieces of information from the given passage, etc.</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas in Week 3.</i> <i>(Week 4)</i> <i>Grammar Usage – Pronouns</i> a) <i>Learning Tasks:</i> <i>Learners identify the pronouns types in given sentences</i>	
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	ii. Learners use given pronouns appropriately in sentences iii. Learners in their mixed-ability groups creatively explore the use of pronouns from a variety of texts, while respecting the views of others. iv. Learners use specific pronoun types dominantly in a short story b) Pedagogy: i. Talk for learning: Using talk for learning, learners in mixed-ability/gender groups give some examples of pronouns. In pairs, learners use any of the pronouns listed in sentences. ii. Brainstorming: ▪ In mixed ability groups, learners brainstorm the types of pronouns from varied short passages. Material must be available for this. ▪ Through leading questions, learners brainstorm the types of pronouns from the examples and sentences given and find more types with examples and from the internet where applicable and other sources. iii. Task-based learning: In mixed ability groups, learners are given	b) Pedagogy: Talk for learning: Using talk for learning, learners in mixed-ability/gender groups give some examples of pronouns. In pairs, learners use any of the pronouns listed in sentences.	
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	<i>newspapers and extracts from novels and short stories to explore the use of pronouns. This exercise gives learners the ideal opportunity to be inclusive in outlook by respecting the views of other learners in the group.</i> c) <i>Key assessment</i> i. <i>Level 1:</i> ▪ <i>Give five examples of pronouns and use them in sentences</i> ▪ <i>Underline the pronouns in the following text:</i> <i>As I was coming back from school on Friday with Rafia, she told me her mother was sick, and a certain man who is their neighbour sent her to the hospital for treatment. He came back to inform them that her mother was suffering from a disease known as hepatitis B. It is a very dangerous disease that can be cured only with early detection, etc.</i> ii. <i>Level 2:</i> ▪ <i>Tabulate the types of pronouns with their corresponding examples</i> ▪ <i>In pairs, learners compete by giving sentences based on random types of pronouns, etc.</i>	. c) <i>Key assessment</i> <i>Level 1:</i> <i>Give five examples of pronouns and use them in sentences, etc.</i>	
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	iii. Level 3: ▪ Write a brief short story with pronouns dominant in it, etc. Refer to the teacher manual for examples of key notes on differentiation for the other focal areas in Week 4. Literature-in-English (Week 3) a) Learning Tasks: i. Explain genres in relation to oral and written literature ii. Select one example each from written and oral literature and explore their features. iii. Compare and contrast their relationship. iv. Perform a genre of written literature, etc. b) Pedagogy: i. Collaborative Learning: ▪ Present different genres of familiar written literature for learners in their mixed-ability and gender groups to interact with ▪ Learners in groups identify the examples of genres of literature. They communicate using academic language as well as ethically acceptable verbal and non-verbal communication ▪ Learners who show understanding of the concepts select and	Refer to the teacher manual for examples of key notes on differentiation for the other focal areas in Week 4. Literature-in-English (Week 3) a) Learning Tasks: Explain genres in relation to oral and written literature, etc. b) Pedagogy: Collaborative Learning: Present different genres of familiar written literature for learners in their mixed-ability and gender groups to interact with, etc.	
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	<i>explore some oral art forms. They also compare the characteristics of the genres of literature</i> ▪ <i>Working in mixed ability and mixed gender groups, learners think, pair share and make oral presentations on a selected short poem, etc.</i> c) <i>Key Assessment:</i> i. <i>Level 1:</i> ▪ <i>Give examples of types of oral and written literature</i> ▪ <i>Describe the most common examples in the above-listed</i> ▪ <i>Exhibit your responses in class</i> ii. <i>Level 2: Briefly compare oral literature and written literature. in a coherent paragraph</i> iii. <i>Level 3: Cite evidence of some oral forms found in written literature and present your findings in class</i> iv. <i>Level 4: Conduct research on any of the two types of literature and present it in class, etc.</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas in Week 3.</i> (Week 4) a) <i>Learning Tasks:</i>	c) <i>Key Assessment:</i> <i>Level 1:</i> <i>Give examples of types of oral and written literature, etc.</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas in Week 3.</i> (Week 4) a) <i>Learning Tasks:</i>	
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	i. <i>List common literary tools.</i> ii. <i>Define some literary tools and provide examples from known stories or poems and paste for gallery walk.</i> iii. <i>Identify five literary tools in given texts and poems.</i> iv. <i>Present findings to class.</i> b) <i>Pedagogy:</i> i. <i>Brainstorming:</i> <i>Learners brainstorm any literary devices they are familiar with, stating their meaning with other examples</i> ii. <i>Collaborative learning:</i> ▪ <i>In mixed ability groups, give each group a list of common literary tools with explanations.</i> ▪ <i>Task groups define each tool and provide examples from known stories or poems and paste for gallery walk. (encourage the use of IT tools in searching for the information)</i> c) <i>Key Assessment:</i> i. <i>Level 1: Identify and explain some literary analysis tools in given texts and allow your peers to assess the work</i> ii. <i>Level 2: Explore an excerpt of any literary piece of your choice and identify some literary tools such as plot, setting and point of view</i>	<i>List common literary tools, etc.</i> b) <i>Pedagogy:</i> <i>Brainstorming:</i> <i>Learners brainstorm any literary devices they are familiar with, stating their meaning with other examples, etc.</i> c) <i>Key Assessment:</i> <i>Level 1: Identify and explain some literary analysis tools in given texts and allow your peers to assess the work, etc.</i>	
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	<i>and present it as an assignment</i> iii. <i>Level 3: Differentiate among plot, setting and point of view in a pictorial demonstration with examples from a prescribed text</i> iv. <i>Level 4: Apply your knowledge in the structure of the plot to write a paragraph on the exposition stage of any prescribed text, etc.</i> 2.5 Ask teachers in their subject groups or as individuals to complete the learning planners for Weeks 3 and 4 (English Language and Literature-in-English) with essential questions, teaching and learning activities, key notes on differentiation, assessment strategies, closure and reflection, taking into consideration cross-cutting issues (NTS 3a, 3e-3g and 3k).	2.5 In your subject groups or as individuals, complete the learning planners for Weeks 3 and 4 (English Language and Literature-in-English) with essential questions, teaching and learning activities, key notes on differentiation, assessment strategies, closure and reflection, taking into consideration cross-cutting issues (NTS 3a, 3e-3g and 3k).	
3. Peer-review of learning planners. Review planner to ensure alignment between course manual and learning planner based on the templates provided.	3.1 Ask teachers to review the content of a colleague's learning plan in their department to check for alignment with the LOs and LIs in the teacher manual (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>Alignment between teacher manual and learning plans</i>	3.1 Review the content of a colleague's learning plan in your department to check for alignment with the LOs and LIs in the teacher manual (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>Alignment between teacher manual and learning plans</i>	10 mins

	<i>b) Innovativeness of pedagogical choices</i> <i>c) Incorporation of GESI, SEL and national core values</i> <i>d) Application of 21st century skills</i> <i>e) Differentiated pedagogy and assessment</i> 3.2 Ask teachers to incorporate the accepted recommendations in their subject-specific learning plans (NTS 1b).	<i>b) Innovativeness of pedagogical choices</i> <i>c) Incorporation of GESI, SEL and national core values</i> <i>d) Application of 21st century skills</i> <i>e) Differentiated pedagogy and assessment</i> 3.2 Incorporate the accepted recommendations in your subject-specific learning plans (NTS 1b).	
4. Reflection on the session: ● Reflect on what has been learnt in the session. ● Advance preparation towards next PLC session.	4.1 Ask teachers to reflect on what has been done in the session and share their views and feelings with the larger group (NTS 1a). 4.2 Encourage teachers to complete their learning plan(s) before the next DPLC session (NTS 3a). 4.3 Remind teachers to read the content of Weeks 5 and 6 (English Language and Literature-in-English) in the teacher manual and DPLC Session 4 in preparation for the next session, and bring along their DPLC Handbook and teacher manuals (NTS 1a, 1b).	4.1 Reflect on what has been done in the session and share your views and feelings with the larger group (NTS 1a). 4.2 Remember to complete your learning plan(s) before the next DPLC session (NTS 3a) 4.3 Remember to read the content of Weeks 5 and 6 (English Language and Literature-in-English) in the teacher manual and DPLC Session 4 in preparation for the next session, and bring along your DPLC Handbook and teacher manual (NTS 1a, 1b).	10 mins

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 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 the DPLC Session 3, <i>developing learning plans for Weeks 3 and 4 (English Language and Literature-in-English)</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 learned during DPLC Session 3, <i>developing learning plans for Weeks 3 and 4 (English Language and Literature-in-English)</i>, supported learning (NTS 1a - 1c).	1.1 Share two things you did differently based on Session 3, <i>developing English learning planners for weeks 3 and 4 (English Language and Literature-in-English)</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As a critical friend, discuss why you think what a colleague did through the application of lessons learned during DPLC Session 3, <i>developing learning plans for Weeks 3 and 4 (English Language and Literature-in-English)</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,	2.1 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to support English teachers to develop subject-specific learning plans for English lessons using the teacher manual for Weeks 5 and 6 (English Language and	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to support English teachers to develop subject-specific learning plans for English lessons using the teacher manual for Weeks 5 and 6 (English Language and	60 mins

21st century skills and national values (2 learning planners to be completed per session)	Literature-in-English). This session will cover the following subject-specific focal areas: a) <i>English Language:</i> i. <i>Conversation/communication in context (Oral Language)</i> ii. <i>Summarising (Reading)</i> iii. <i>Adjectives, formal and informal situations (Grammar Usage)</i> iv. <i>Production and distribution of texts (Writing)</i> v. <i>Narrative, drama and poetry (Genres of Literature).</i> b) <i>Literature-in-English:</i> i. <i>Discuss short stories and novels of varied styles for pleasure.</i> ii. <i>Make distinction amongst a variety of prose fiction texts.</i> iii. <i>Use the knowledge gained to examine how the work reveals plot and setting</i> iv. <i>Examine characters and themes, and how they reflect context and society.</i> v. <i>How the elements of language and style enhance meaning in fictional texts.</i> LO1: Develop subject-specific learning plans for teaching Weeks 5 and 6 (English language and Literature-in-English) lessons using the teacher manual,	Literature-in-English). This session will cover the following subject-specific focal areas: a) <i>English Language:</i> i. <i>Conversation/communication in context (Oral Language)</i> ii. <i>Summarising (Reading)</i> iii. <i>Adjectives, formal and informal situations (Grammar Usage)</i> iv. <i>Production and distribution of texts (Writing)</i> v. <i>Narrative, drama and poetry (Genres of Literature).</i> b) <i>Literature-in-English:</i> i. <i>Discuss short stories and novels of varied styles for pleasure.</i> ii. <i>Make distinction amongst a variety of prose fiction texts.</i> iii. <i>Use the knowledge gained to examine how the work reveals plot and setting</i> iv. <i>Examine characters and themes, and how they reflect context and society.</i> v. <i>How the elements of language and style enhance meaning in fictional texts.</i> LO1: Develop subject-specific learning plans for teaching Weeks 5 and 6 (English language and Literature-in-English) lessons using the teacher manual, taking into	
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	taking into consideration GESI, ICT, SEL, National Values and other cross-cutting issues (NTS 3a, 3d, 3e, 3g, 3j and 3k). LI 1.1 Discuss the aspects in Weeks 5 and 6 (English Language and Literature-in-English) lessons in the teacher manual and relate them to the learning planner. LI 1.2 Complete the learning planners for Weeks 5 and 6 (English Language and Literature-in-English) lessons with essential questions, key notes on differentiation, teaching and learning activities, assessment strategies, closure and reflection, taking into consideration cross-cutting issues. LO 2: Review the learning plans for weeks 5 and 6 (English Language and Literature-in-English) lessons in line with the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Peer-review the content such as essential questions, key notes on differentiation, teaching and learning activities, assessment strategies, closure and reflection of the learning plans for Weeks 5 and 6 (English Language and Literature-in-English) in line	consideration GESI, ICT, SEL, National Values and other cross-cutting issues (NTS 3a, 3d, 3e, 3g, 3j and 3k). LI 1.1 Discuss the aspects in Weeks 5 and 6 (English Language and Literature-in-English) lessons in the teacher manual and relate them to the learning planner. LI 1.2 Complete the learning planners for Weeks 5 and 6 (English Language and Literature-in-English) lessons with essential questions, key notes on differentiation, teaching and learning activities, assessment strategies, closure and reflection, taking into consideration cross-cutting issues. LO 2: Review the learning plans for weeks 5 and 6 (English Language and Literature-in-English) lessons in line with the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Peer-review the content such as essential questions, key notes on differentiation, teaching and learning activities, assessment strategies, closure and reflection of the learning plans for Weeks 5 and 6 (English Language and Literature-in-English) in line	
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	with the LOs and LIs in the teacher manual. LI 2.2 Implement the recommendations made by a peer-reviewer to the learning plans for Weeks 5 and 6 (English Language and Literature-in-English) in line with the LOs and LIs in the teacher manual where appropriate. 2.2 Ask teachers in groups to identify and share aspects of Weeks 5 and 6 (English Language and Literature-in-English) lessons in their teacher manual that have been captured in the learning planner (NTS 1a, 2c, 2f and 3d-3g). <i>E.g.</i> a) <i>Learning indicator(s)</i> b) <i>Learning outcome(s)</i> c) <i>Content standard, etc.</i> 2.3 Ask teachers to discuss at least two essential questions that will guide the activities for Weeks 5 and 6 (English Language and Literature-in-English) lessons (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>E.g.</i> a) <i>English Language (Week 5)</i> i. <i>Oral Language - discourse and conversations</i> ▪ <i>What strategies would be employed to help learners communicate effectively in a variety of situations?</i>	with the LOs and LIs in the teacher manual. LI 2.2 Implement the recommendations made by a peer-reviewer to the learning plans for Weeks 5 and 6 (English Language and Literature-in-English) in line with the LOs and LIs in the teacher manual where appropriate. 2.2 In your groups, identify and share aspects of Weeks 5 and 6 (English Language and Literature-in-English) lessons in your teacher manual that have been captured in the learning planner (NTS 1a, 2c, 2f and 3d-3g). <i>E.g.</i> <i>Learning indicator(s), etc.</i> 2.3 Discuss at least two essential questions that will guide the activities for Weeks 5 and 6 (English Language and Literature-in-English) lessons (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>E.g.</i> a) <i>English Language (Week 5)</i> i. <i>Oral Language - discourse and conversations</i> ▪ <i>What strategies would be employed to help learners communicate effectively in a variety of situations? etc.</i>	
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	▪ <i>How will learners communicate effectively using appropriate vocabulary in a variety of speech situations?</i> ▪ <i>How would learners apply knowledge gained to communicate effectively in a variety of speech situations?</i> ▪ <i>How can learners appropriately employ communication strategies in a variety of speech contexts (formal and informal speech context)? etc.</i> ii. <i>Reading - Summarising</i> ▪ <i>How will the integration of technology resources enhance learners' summary writing skills?</i> ▪ <i>How do learners decide what information is crucial for inclusion in summary writing?</i> ▪ <i>How will learners ensure that their summary work accurately captures the main ideas?</i> ▪ <i>How will the understanding of summarising, as a technique, effectively enhance learners' ability to analyse and extract key ideas from given texts?</i>	ii. <i>Reading - Summarising</i> <i>How will the integration of technology resources enhance learners' summary writing skills? etc.</i>	
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	iii. <i>Grammar Usage - Adjectives</i> ▪ <i>What strategies can be adopted to effectively teach adjectives?</i> ▪ <i>How will learners apply the knowledge gained in the learning of adjectives in their daily conversations?</i> ▪ <i>Why do learners need to learn adjectives?</i> ▪ <i>How can the various forms of adjectives be taught in context in order to meet the diverse needs of learners?</i> (Week 6) i. <i>Grammar Usage - language use in different contexts- formal and informal situations</i> ▪ <i>How can learners relate the knowledge of vocabulary to varied communication situations (formal and informal situations)?</i> ▪ <i>What strategies will enhance the appropriate use of vocabulary in specific context (formal/informal)?</i> ▪ <i>How will learners apply knowledge gained in word classes and their functions to ensure appropriate use of</i>	iii. <i>Grammar Usage - Adjectives</i> <i>What strategies can be adopted to effectively teach adjectives? etc.</i> (Week 6) i. <i>Grammar Usage - language use in different contexts- formal and informal situations</i> <i>How can learners relate the knowledge of vocabulary to varied communication situations (formal and informal situations)? etc.</i>	
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	<i>vocabulary in specific context?</i> ▪ <i>Why do learners have to use the appropriate vocabulary in specific context in communication?</i> ii. <i>Descriptive writing</i> ▪ <i>How do I create a learning environment to foster creative thinking in writing short stories?</i> ▪ <i>How will you apply the knowledge gained from writing short stories using precise words in speech and writing?</i> ▪ <i>Why would you write your narrative essays in linear structure?</i> ▪ <i>How will the knowledge of process writing approach help learners convey a vivid picture of experiences?</i> iii. <i>Literature - Monologues and dialogues</i> ▪ <i>How will learners apply the knowledge and understanding of literary language in creating meaningful monologues and dialogues?</i> ▪ <i>How can 21st century skills, GESI and SEL issues be catered for in the choice of pedagogy for the teaching/learning of</i>	ii. <i>Descriptive writing</i> <i>How do I create a learning environment to foster creative thinking in writing short stories? etc.</i> iii. <i>Literature - Monologues and dialogues</i> <i>How will learners apply the knowledge and understanding of literary language in creating meaningful monologues and dialogues? etc.</i>	
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	<i>monologue and dialogue?</i> ▪ <i>Why will you use monologue and dialogue in your daily communication?</i> ▪ <i>How will the knowledge gained from monologue and dialogue be applied in narratives/plays?</i> <i>b) Literature-in-English (Week 5)</i> <i>i. Which interactive approaches can be used to teach the lesson?</i> <i>ii. How will story telling impact learners' moral and social development?</i> <i>iii. How will learners create stories of their environment?</i> <i>iv. What strategies can be used to teach prose work?</i> <i>(Week 6)</i> <i>i. How will learners identify characters and themes in novels?</i> <i>ii. What strategies can be employed in the teaching of diction and style?</i> <i>iii. How will learners use language and style to give an appreciation of an extract?</i> 2.4 Ask teachers to discuss at least two key notes on differentiation for Weeks 5 and 6 (English Language and Literature-in-English) lessons	<i>b) Literature-in-English (Week 5)</i> <i>How can the strategies for reading a variety of prose fictional texts be explored to help establish purpose and meaning of prose? etc.</i> <i>(Week 6)</i> <i>How will learners identify characters and themes in novels?</i> 2.4 Discuss at least two key notes on differentiation for Weeks 5 and 6 (English Language and Literature-in-English) lessons using the	
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	using the example of English Language as a guide (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>Hint:</i> Activities for differentiation must focus on learning tasks, pedagogy and key assessment. <i>Note:</i> Remind teachers to refer to the teacher manual for more examples. <i>E.g.</i> (Week 5- English Language) Discourse and conversation a) Learning Tasks: - Learners identify words used in an informal situation (for example: communication in the school setting - Learners identify words used in formal and informal situations/contexts - Learners use words to create conversations in varied situations/contexts, etc. b) Pedagogy: - Experiential learning: Learners in mixed-ability/gender groups watch short videos/read short stories based on a given informal speech context and identify vocabularies used, etc. - Collaboration/group work: Learners in mixed-ability/gender groups engage in practical demonstrations of everyday discourse and	example of English Language as a guide (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>Hint:</i> Activities for differentiation must focus on learning tasks, pedagogy and key assessment. <i>Note:</i> Refer to the teacher manual for more examples. <i>E.g.</i> (Week 5- English Language) Discourse and conversation a) Learning Tasks: Learners identify words used in an informal situation (for example: communication in the school setting, etc. b) Pedagogy: Experiential learning: Learners in mixed-ability/gender groups watch short videos/read short stories based on a given informal speech context and identify vocabularies used, etc.	
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	<i>group conversations around a particular topic to enable them identify the use of specific registers and expressions in varied contexts collaboratively</i> <i>iii. Role-play: Learners in mixed-ability groups watch/read stories and role-play the video/story, paying attention to the language/communicative strategies employed by the characters and use them to create conversations on their own, etc.</i> <i>c) Key assessment:</i> <i>i. Level 1: Identify a list of words in a short text that depict informal context.</i> <i>ii. Level 2: State the language used in the following:</i> <i>▪ Friendly letters</i> <i>▪ Formal letters</i> <i>▪ Formal speech writing.</i> <i>▪ When speaking with your school headteacher.</i> <i>iii. Level 3: Role-play a conversational situation on any topic of your own and offer your own self-assessment, etc.</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas in Week 5.</i>	<i>c) Key assessment:</i> <i>Level 1: Identify a list of words in a short text that depict informal context, etc.</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas in Week 5.</i>	
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	<i>(Week 6 - English Language)</i> <i>Grammar Usage – Language use in different contexts</i> <i>a) Learning Tasks:</i> <i>i. Learners identify formal and informal contexts</i> <i>ii. Learners state the appropriate vocabularies based on contexts, and form sentences with them</i> <i>iii. Learners create a specific context and use the appropriate vocabularies in a short passage, etc.</i> <i>b) Pedagogy:</i> <i>i. Task based learning: In a group, learners consider the word-choice they would make when they wish to visit the 'rest-room' when they wish to excuse themselves from class, from a family meal, or from a group of friends. (Note how everyone uses different 'registers' in different contexts)</i> <i>ii. Role Play: Using role-play, learners in mixed-ability groups use appropriate vocabulary in specific contexts while tolerating and accepting divergent views.</i> <i>iii. Collaboration: Learners through mixed-ability/gender groups scan through sampled texts to identify formal and informal contexts based on choice of vocabularies, etc.</i>	<i>(Week 6 - English Language)</i> <i>Grammar Usage – Language use in different contexts</i> <i>a) Learning Tasks:</i> <i>Learners identify formal and informal contexts, etc.</i> <i>b) Pedagogy:</i> <i>Tasks based learning: In a group, learners consider the word-choice they would make when they wish to visit the 'rest-room' when they wish to excuse themselves from class, from a family meal, or from a group of friends. (Note how everyone uses different 'registers' in different contexts), etc.</i>	
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	c) Key Assessment: i. Level 2: i. Identify words often used at funeral grounds or in a religious service and use each of them to form meaningful sentences. ii. Find your own words (at least five) and show situations of their usage, etc. ii. Level 3: ▪ Choose the appropriate register to complete a given passage. ▪ Provide appropriate vocabulary to be used in the following context: i. First words of welcome to a political leader ii. A visit to a senior member of the school to ask for your exam paper to be remarked iii. Words to your grandmother if her husband has become seriously ill, etc. Refer to the teacher manual for examples of key notes on differentiation for the other focal areas in Week 5. Literature-in-English (week 5) a) Learning Tasks: i. Discuss purposes of reading. ii. Read short stories and novels and have discussions and debates on it, etc.	c) Key Assessment: Level 2: Identify words often used at funeral grounds or in a religious service and use each of them to form meaningful sentences, etc. Refer to the teacher manual for examples of key notes on differentiation for the other focal areas in Week 5. Literature-in-English (week 5) a) Learning Tasks: Discuss purposes of reading, etc.	
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	b) <i>Pedagogy:</i> i. <i>Talk for learning:</i> ▪ <i>Learners in their pyramid groupings come up with purposes of reading, this activity will develop their critical thinking skills and learn to understand, relate to and be sensitive to others.</i> ▪ <i>Learners select different range of prose text of their choice from their prescribed texts of home/school library to read. They discuss and make oral presentations to the larger group.</i> ▪ <i>Learners who exhibit low interest should be given more time to complete their reading tasks. Help them with guided questions on the events in the text and also predict the plot of the text. They could also be given books with picture illustrations in them to whip up their interest after which they share with the larger group for a token, etc.</i> c) <i>Key Assessment</i> i. <i>Level 1:</i> ▪ <i>Mention three purposes of reading</i> ▪ <i>Give oral and written synopsis of selected read text</i>	b) <i>Pedagogy:</i> <i>Talk for learning:</i> <i>Learners in their pyramid groupings come up with purposes of reading, this activity will develop their critical thinking skills and learn to understand, relate to and be sensitive to others, etc.</i> c) <i>Key Assessment</i> <i>Level 1: Mention three purposes of reading, etc.</i>	
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	ii. <i>Level 2: Distinguish between context in literature and reading for pleasure</i> iii. <i>Level 3:</i> ▪ <i>Analyse some features of literary works that make them interesting to read.</i> ▪ <i>Design a storyboard illustration of a summary of a short story</i> iv. <i>Level 4:</i> ▪ <i>Apply techniques that make a literary work interesting to read in developing a two-paragraph text</i> ▪ <i>Examine how an author creates plot and setting, etc</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas in Week 5.</i> <i>(Week 6- Literature-in-English)</i> a) <i>Learning Tasks</i> i. <i>Mention some characters and themes</i> ii. <i>Identify some of the characters and themes discussed in their prescribed texts</i> iii. <i>Act out a 10–15-minute sketch depicting all the characters studied, etc.</i> b) <i>Pedagogy:</i> i. <i>Collaborative learning:</i> ▪ <i>In mixed gender groups, task learners to briefly think-pair-share what</i>	<i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas in Week 5.</i> <i>(Week 6- Literature-in-English)</i> a) <i>Learning Tasks</i> <i>Mention some characters and themes, etc.</i> b) <i>Pedagogy:</i> <i>Collaborative learning:</i> <i>In mixed gender groups, task learners to briefly think-pair-share what characters are and why</i>	
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	<i>characters are and why they are important in a story</i> ▪ <i>In groups (mixed-ability/gender), guide learners to distinguish amongst the nature of major and minor, round and flat characters and their characteristics in selected level appropriate texts (texts should vary from simple to complex) with a PEE template. Help learners in groups to develop collaboration to enable learners to relate to and be sensitive to others and to develop participatory problem-solving skills.</i> <i>ii. Structuring talk for learning: Initiate (class) discussions with the help of KWL charts concepts, maps to discuss and review the meaning of themes. All learners will be required to participate. They therefore need to use ethically acceptable language and be aware of the sensitivities of others. Learners should creatively present their information devoid of personal biases, etc.</i>	<i>they are important in a story, etc.</i>	
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	c) <i>Key Assessment:</i> i. <i>Level 1:</i> ▪ <i>Briefly define characters and themes</i> ▪ <i>Identify the main theme of a selected short excerpt by referring to related ideas, etc.</i> ii. <i>Level 2: Write down some methods/strategies that are used in analysing characters and themes in texts.</i> iii. <i>Level 3: Use a character analysis graphic organiser to bring out some physical traits in a character of choice.</i> iv. <i>Level 4: Prove how a character can be both good and bad using your own story, etc.</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas in Week 6.</i> 2.5 Ask teachers in their subject groups or as individuals to complete the learning planners for Weeks 5 and 6 (English Language and Literature-in-English) with essential questions, teaching and learning activities, key notes on differentiation, assessment strategies, closure and reflection, taking into consideration cross-cutting issues (NTS 3a, 3e-3g and 3k).	c) <i>Key Assessment:</i> <i>Level 1:</i> <i>Briefly define characters and themes, etc.</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas in Week 6.</i> 2.5 In your subject groups or as individuals, complete the learning planners for Weeks 5 and 6 (English Language and Literature-in-English) with essential questions, teaching and learning activities, key notes on differentiation, assessment strategies, closure and reflection, taking into consideration cross-cutting issues (NTS 3a, 3e-3g and 3k).	
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3. Peer-review of learning planners. ● Review planner to ensure alignment between course manual and learning planner based on the templates provided.	3.1 Ask teachers to review the content of a colleague's learning plan in their department to check for alignment with the LOs and LIs in the teacher manual (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>Alignment among curriculum, teacher manual and learning planner</i> b) <i>Innovativeness of pedagogical choices</i> c) <i>Incorporation of GESI, SEL and national core values</i> d) <i>Application of 21st century skills</i> e) <i>Differentiated pedagogy and assessment</i> 3.2 Ask teachers to incorporate the accepted recommendations in their subject-specific learning plans (NTS 1b).	3.1 Review the content of a colleague's learning plan in your department to check for alignment with the LOs and LIs in the teacher manual (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>Alignment among curriculum, teacher manual and learning planner</i> b) <i>Innovativeness of pedagogical choices</i> c) <i>Incorporation of GESI, SEL and national core values</i> d) <i>Application of 21st century skills</i> e) <i>Differentiated pedagogy and assessment</i> 3.2 Incorporate the accepted recommendations in your subject-specific learning plans (NTS 1b).	10 mins
4. Reflection on the session: ● Reflect on what has been learnt in the session. ● Advance preparation towards next PLC session.	4.1 Ask teachers to reflect on what has been done in the session and share their views and feelings with the larger group. (NTS 1a) 4.2 Encourage teachers to complete their learning plan(s) before the next DPLC session (NTS 3a). 4.3 Remind teachers to read the content of Weeks 7 and 8 (English Language and Literature-in-English) in the teacher manual and DPLC Session 5 in preparation for	4.1 Reflect on what has been done in the session and share your views and feelings with the larger group (NTS 1a). 4.2 Remember to complete your learning plan(s) before the next DPLC session (NTS 3a) 4.3 Remember to read the content of Weeks 7 and 8 (English Language and Literature-in-English) in the teacher manual and DPLC Session 5 in preparation for	10 mins

	the next session and bring along their DPLC Handbook and teacher manuals (NTS 1a, 1b).	the next session and bring along your DPLC Handbook and teacher manual (NTS 1a, 1b).	
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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 the DPLC Session 4, <i>developing learning plans for Weeks 5 and 6 (English Language and Literature-in-English)</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 during in DPLC Session 4, <i>developing learning plans for Weeks 5 and 6 (English Language and Literature-in-English)</i> supported learning (NTS 1a - 1c).	1.1 Share two things you implemented based on the DPLC Session 4, <i>developing learning plans for Weeks 5 and 6 (English Language and Literature-in-English)</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As a critical friend, discuss why you think what a colleague did through the application of lessons learnt during in DPLC Session 4, <i>developing learning plans for Weeks 5 and 6 (English Language and Literature-in-English)</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,	2.1 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to support English teachers to develop subject-specific learning plans for English lessons using the teacher manual for Weeks 7 and 8	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to support English teachers to develop subject-specific learning plans for English lessons using the teacher manual for Weeks 7 and 8	60 mins

21st century skills and national values (2 learning planners to be completed per session)	(English Language and Literature-in-English). This session will cover the following subject-specific focal areas: <i>a) English Language:</i> <i>i. Oral Language - Production of consonant sounds</i> <i>ii. Reading - retrieving and interpreting specific information in a variety of texts</i> <i>iii. Grammar Usage - forms of verbs</i> <i>iv. Writing - composition of introductory and body paragraphs on given topics Literature- creating monologues and dialogues in narratives and plays to make meaning, etc.</i> <i>b) Literature-in-English:</i> <i>i. Relationship between context and setting</i> <i>ii. Different types of plot devices using level appropriate texts</i> <i>iii. Relationship between/among plot, sub-plots and conflict</i> LO1: Develop subject-specific learning plans for teaching Weeks 7 and 8 (English language and Literature-in-English) lessons using the teacher manual, taking into consideration GESI, ICT, SEL, National Values and other cross-	(English Language and Literature-in-English). This session will cover the following subject-specific focal areas: <i>a) English Language:</i> <i>i. Oral Language - Production of consonant sounds</i> <i>ii. Reading - retrieving and interpreting specific information in a variety of texts</i> <i>iii. Grammar Usage - forms of verbs</i> <i>iv. Writing - composition of introductory and body paragraphs on given topics Literature- creating monologues and dialogues in narratives and plays to make meaning, etc.</i> <i>b) Literature-in-English:</i> <i>i. Relationship between context and setting</i> <i>ii. Different types of plot devices using level appropriate texts</i> <i>iii. Relationship between/among plot, sub-plots and conflict</i> LO1: Develop subject-specific learning plans for teaching Weeks 7 and 8 (English language and Literature-in-English) lessons using the teacher manual, taking into consideration GESI, ICT, SEL, National Values and other cross-	
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	cutting issues (NTS 3a, 3d-3g, 3j and 3k). LI 1.1 Discuss the aspects in Weeks 7 and 8 (English Language and Literature-in-English) lessons in the teacher manual and relate them to the learning planner. LI 1.2 Complete the learning planners for Weeks 7 and 8 (English Language and Literature-in-English) lessons with essential questions, key notes on differentiation, teaching and learning activities, assessment strategies, closure and reflection, taking into consideration cross-cutting issues. LO2: Review the learning plans for Weeks 7 and 8 (English Language and Literature-in-English) lessons in line with the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Peer-review the content such as essential questions, key notes on differentiation, teaching and learning activities, assessment strategies, closure and reflection of the learning plans for Weeks 7 and 8 (English Language and Literature-in-English) in line with the LOs and LIs in the teacher manual.	cutting issues (NTS 3a, 3d-3g, 3j and 3k). LI 1.1 Discuss the aspects in Weeks 7 and 8 (English Language and Literature-in-English) lessons in the teacher manual and relate them to the learning planner. LI 1.2 Complete the learning planners for Weeks 7 and 8 (English Language and Literature-in-English) lessons with essential questions, key notes on differentiation, teaching and learning activities, assessment strategies, closure and reflection, taking into consideration cross-cutting issues. LO2: Review the learning plans for weeks 3 and 4 (English Language and Literature-in-English) lessons in line with the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Peer-review the content such as essential questions, key notes on differentiation, teaching and learning activities, assessment strategies, closure and reflection of the learning plans for Weeks 7 and 8 (English Language and Literature-in-English) in line with the LOs and LIs in the teacher manual.	
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	LI 2.2 Implement the recommendations made by a peer-reviewer to the learning plans for Weeks 7 and 8 (English Language and Literature-in-English) in line with the LOs and LIs in the teacher manual where appropriate. 2.2 Ask teachers in groups to identify and share aspects of Weeks 7 and 8 (English Language and Literature-in-English) lessons in their teacher manual that have been captured in the learning planner (NTS 1a, 2c, 2f and 3d-3g). E.g. a) <i>Learning indicator(s)</i> b) <i>Learning outcome(s)</i> c) <i>Content standard, etc.</i> 2.3 Ask teachers to discuss at least two essential questions that will guide the activities for Weeks 7 and 8 (English Language and Literature-in-English) lessons (NTS 1a, 2c, 2e, 2f and 3d-3g). E.g. a) <i>English Language (Week 7)</i> i. <i>Oral Language – Consonant sounds</i> ▪ <i>How can knowledge and understanding of English consonant sounds enhance learners' oral communication skills?</i> ▪ <i>What strategies can be employed to effectively teach</i>	LI 2.2 Implement the recommendations made by a peer-reviewer to the learning plans for Weeks 7 and 8 (English Language and Literature-in-English) in line with the LOs and LIs in the teacher manual where appropriate. 2.2 In your groups, identify and share aspects of Weeks 7 and 8 (English Language and Literature-in-English) lessons in your teacher manual that have been captured in the learning planner (NTS 1a, 2c, 2f and 3d-3g). E.g. <i>Learning indicator(s), etc.</i> 2.3 Discuss at least two essential questions that will guide the activities for Weeks 7 and 8 (English Language and Literature-in-English) lessons (NTS 1a, 2c, 2e, 2f and 3d-3g). E.g. a) <i>English Language (Week 7)</i> i. <i>Oral Language – Consonant sounds</i> ▪ <i>How can knowledge and understanding of English consonant sounds enhance learners' oral communication skills? etc.</i>	
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	<i>consonant sounds to learners?</i> ▪ <i>How will learners articulate consonant sounds accurately?</i> ▪ <i>Why is it necessary to have a knowledge in consonant sounds?</i> ii. <i>Reading</i> ▪ <i>How will the knowledge in the techniques of reading enable learners to retrieve specific information from a given text?</i> ▪ <i>How will reading comprehension be well taught to cater for diverse needs of learners?</i> ▪ <i>How relevant is reading to the development of communication skills and self-confidence.</i> iii. <i>Grammar Usage – Verb forms</i> ▪ <i>What teaching and learning resources can be deployed in teaching forms of verbs, and tense and aspects in order to meet the diverse needs of learners?</i> ▪ <i>What strategies can be adopted to teach verbs to be accurately used by learners in speech and writing?</i> ▪ <i>How will learners apply the knowledge gained in the learning of verbs in their daily conversations?</i>	ii. <i>Reading</i> <i>How will the knowledge in the techniques of reading enable learners to retrieve specific information from a given text? etc.</i> iii. <i>Grammar Usage – Verb forms</i> <i>What teaching and learning resources can be deployed in teaching forms of verbs, and tense and aspects in order to meet the diverse needs of learners? etc.</i>	
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	▪ <i>How will the knowledge gained help a learner to communicate effectively?</i> (Week 8) i. <i>Grammar Usage – Verb forms</i> ▪ <i>In what ways can learners use the knowledge and understanding of verbs (tense and aspects) to improve their communication competencies?</i> ▪ <i>What strategies can I adopt to teach verbs accurately in speech and writing?</i> ▪ <i>How will you apply the knowledge gained in the learning of verbs in your daily conversations?</i> ▪ <i>How will the knowledge gained help you to communicate effectively?</i> ii. <i>Writing</i> ▪ <i>How can different paragraph structures be taught to meet the diverse needs of learners?</i> ▪ <i>What strategies can I employ to help learners develop and support their main ideas?</i> ▪ <i>Why do you have to write your essays in paragraphs?</i>	(Week 8) i. <i>Grammar Usage – Verb forms</i> <i>In what ways can learners use the knowledge and understanding of verbs (tense and aspects) to improve their communication competencies? etc.</i> ii. <i>Writing</i> <i>How can different paragraph structures be taught to meet the diverse needs of learners? etc.</i>	
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	▪ <i>How does writing in paragraphs help you to communicate effectively? etc.</i> <i>iii. Literature</i> ▪ <i>How can the knowledge and understanding of language usage of literary genres impact learners' communication skills and competencies?</i> ▪ <i>What roles do monologue play in character development?</i> ▪ <i>How will you apply the genres of literature in your everyday communication?</i> ▪ <i>What strategies can I employ to help learners develop and support their main ideas that 21st century and ICT skills can be incorporated in planning and teaching English lessons? etc.</i> <i>b) Literature-in-English (Week 7)</i> <i>i. What appropriate strategies can be used to teach context and settings?</i> <i>ii. How will learners establish the relationship between context and setting?</i>	<i>iii. Literature</i> <i>How can the knowledge and understanding of language usage of literary genres impact learners' communication skills and competencies? etc.</i> <i>b) Literature-in-English (Week 7)</i> <i>What appropriate strategies can be used to teach context and settings? etc.</i>	
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	iii. <i>How will learners apply the knowledge of aspects of context, plot structures and settings in interpreting text?</i> iv. <i>How will learners examine different types of plot devices in a text?</i> v. <i>How will learners use knowledge of plot devices to analyse text in appropriate levels?</i> vi. <i>How will learners apply knowledge of plot devices appropriately?</i> (Week 8) i. <i>How will learners analyse the relationship between /among plot, subplot and conflict?</i> ii. <i>How will the knowledge of aspect of context, plot structure and settings be used in interpreting text?</i> iii. <i>How will learners apply the knowledge of plot structure and settings in interpreting a text? etc.</i> 2.4 Ask teachers to discuss at least two key notes on differentiation for Weeks 7 and 8 (English Language and Literature-in-English) lessons using the example of English Language as a guide (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>Hint: Activities for differentiation must focus on learning tasks, pedagogy and key assessment.</i>	(Week 8) <i>How can learners apply diversity in contexts, plots and setting as tools for interpreting or analysing narrative texts? etc.</i> 2.4 Discuss at least two key notes on differentiation for Weeks 7 and 8 (English Language and Literature-in-English) lessons using the example of English Language as a guide (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>Hint: Activities for differentiation must focus on learning tasks, pedagogy and key assessment.</i>	
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	<i>Note:</i> Remind teachers to refer to the teacher manual for more examples. <i>E.g.</i> (Week 7- English Language) Consonant sounds: a) <i>Learning Tasks:</i> i. <i>Learners listen to and identify plosives and fricatives (/p, b, t/) (s,z,f) respectively in sample spoken texts (tape recordings, podcast, radio, read-aloud exercises, tongue twisters, YouTube videos on vowel sounds)</i> ii. <i>Learners use plosives and fricatives accurately in words and connected speech through conversations, interviews, skits or sketches (short plays)</i> iii. <i>Learners describe the place and manner of articulation and the state of the glottis of plosive and fricative sounds (for example /p/-voiceless bilabial plosives), etc.</i> b) <i>Pedagogy:</i> i. <i>Working in teams:</i> <i>In pairs/groups, learners listen to and identify plosives (/p, b, t/) and fricative (f,v,s,z)in sample spoken texts (tape recordings, podcast, radio, read-aloud exercises, tongue</i>	<i>Note:</i> Refer to the teacher manual for more examples. <i>E.g.</i> (Week 7- Literature-in-English) Consonant sounds: a) <i>Learning Tasks:</i> <i>Learners listen to and identify plosives and fricatives (/p, b, t/) (s,z,f) respectively in sample spoken texts (tape recordings, podcast, radio, read-aloud exercises, tongue twisters, YouTube videos on vowel sounds), etc.</i> b) <i>Pedagogy:</i> <i>Working in teams:</i> <i>In pairs/groups, learners listen to and identify plosives (/p, b, t/) and fricative (f,v,s,z)in sample spoken texts (tape recordings, podcast, radio, read-aloud exercises, tongue</i>	
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	<i>twisters, YouTube videos on vowel sounds)</i> <i>ii. Conversational drills: In pairs, learners use plosives and fricatives accurately in words and connected speech through conversations, interviews, skits or sketches (short plays), etc.</i> <i>c) Key assessment:</i> <i>i. Level 1: Identify and produce five plosive and fricative sounds</i> <i>ii. Level 2:</i> <i>1. Use words with these plosives sounds in sentences (/p/,/b/,/t/,/d/,/k/,/g/)</i> <i>2. Use words with these fricative sounds in sentences (f,s,z)</i> <i>iii. Level 3:</i> <i>1. Describe the manner and place of articulation of the following plosives and the state of the glottis. (/p/,/b/,/t/,/d/,/k/,/g/)</i> <i>2. Describe the manner and place of articulation of any three fricatives, etc.</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas for Week 7</i> <i>(Week 8) Grammar usage</i> <i>a) Learning Tasks:</i>	<i>twisters, YouTube videos on vowel sounds), etc.</i> <i>c) Key Assessment: Level 1: Identify and produce five plosive and fricative sounds</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas for Week 7</i> <i>(Week 8) Grammar usage</i> <i>a) Learning Tasks:</i>	
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	i. <i>Learners discuss activities they engage in everyday to identify all the various inflections of the forms of verbs</i> ii. <i>Learners identify and use the primary and modal auxiliary verbs in both communication and writing</i> iii. <i>Learners distinguish forms of verbs and other uses of tense and aspect (construct sentences and determine shades of meaning), etc.</i> b) <i>Pedagogy:</i> i. <i>Role play:</i> <i>Using role-play, learners in mixed ability/gender groupings discuss activities they engage in every day by identifying all the various inflections of the forms of verbs (ensure tolerance for each other's views)</i> ii. <i>Talk for learning:</i> <i>Using talk for learning, learners identify and use the primary and modal auxiliary verbs in both communication and writing</i> iii. <i>Dialogue:</i> <i>In mixed ability/gender groupings, learners use dialogue to distinguish forms of verbs and other uses of tense and aspect in connected speech and writing, etc.</i>	<i>Learners discuss activities they engage in everyday to identify all the various inflections of the forms of verbs, etc.</i> b) <i>Pedagogy:</i> <i>Role play:</i> <i>Using role-play, learners in mixed ability/gender groupings discuss activities they engage in every day by identifying all the various inflections of the forms of verbs (ensure tolerance for each other's views).</i>	
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	c) <i>Key assessment:</i> i. <i>Level 1: Recall and Reproduction (Formative): Answer the following questions with the appropriate verb form.</i> 1. My brother _____ the compound every morning. 2. I _____ orange juice yesterday. ii. <i>Level 2: Skills of conceptual understanding (Formative):</i> 1. Revise the meaning of modals. 2. State the function of each of the modals used in each of the sentences below: A. May I sleep here? B. You shall not eat the food. C. The students can carry that heavy load. D. You ought to sweep the room. iii. <i>Level 3 Strategic Reasoning (Formative/Summative): Use the following auxiliaries in sentences of your own.</i> 1. can 2. might 3. would 4. may 5. should, etc <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas for Week 8</i>	c) <i>Key assessment:</i> <i>Level 1: Recall and Reproduction (Formative): Answer the following questions with the appropriate verb form.</i> 1. My brother _____ the compound every morning. 2. I _____ orange juice yesterday, etc. <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas for Week 8</i>	
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	<i>(Week 7 – Literature-in-English)</i> a) <i>Learning Tasks:</i> i. <i>Research using IT tools on the relationship between context and setting in literature</i> ii. <i>Use concept mapping to draw the relationship between context and setting</i> iii. <i>Identify and discuss evidence in selected chapters of the text that reveal the context and setting created by the author</i> iv. <i>Create your own short stories with complex settings and context (extension task for gifted learners, etc.)</i> b) <i>Pedagogy:</i> i. <i>Talk for learning:</i> ▪ <i>In mixed groups (gender, ability), guide learners to research using IT tools on the relationship between context and setting in literature.</i> ▪ <i>Guide learners in groups to use concept mapping to draw the relationship between the two.</i> ▪ <i>In a whole class discussion, have learners explore examples of context and types of setting.</i> c) <i>Key Assessment</i> i. <i>Level 1: Reproduction/Recall:</i>	<i>(Week 7 – Literature-in-English)</i> a) <i>Learning Tasks</i> <i>Research using IT tools on the relationship between context and setting in literature, etc.</i> b) <i>Pedagogy:</i> <i>Talk for learning:</i> <i>In mixed groups (gender, ability), guide learners to research using IT tools on the relationship between context and setting in literature.</i> c) <i>Key Assessment</i> <i>Level 1: Reproduction/Recall:</i>	
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	<i>Identify descriptive words or phrases from given excerpts which highlight setting and context</i> ii. <i>Level 2 Skills of conceptual understanding: In a given prose text, students scan for quotes that directly describe setting and context illustrating them, either in paintings or physical set up</i> iii. <i>Level 3 Strategic reasoning: Compile important social and national events in the selected texts and discuss how it helps in making meaning of the texts,</i> iv. <i>Level 4 Extended critical thinking and reasoning: Design or plan a movie set from the setting of their selected text, etc.</i> <i>(Week 8 – Literature-in-English)</i> a) <i>Learning Tasks:</i> i. <i>Learners read their selected text and identify the main plot which revolves around the protagonist and his/her conflict</i> ii. <i>Learners identify the subplots and the characters involved, etc.</i> b) <i>Pedagogy:</i> i. <i>Problem Based Learning</i> ▪ <i>Start with an all-inclusive brief discussion on plot,</i>	<i>Identify descriptive words or phrases from given excerpts which highlight setting and context, etc.</i> <i>(Week 8 – Literature-in-English)</i> a) <i>Learning Tasks:</i> <i>Learners read their selected text and identify the main plot which revolves around the protagonist and his/her conflict, etc.</i> b) <i>Pedagogy:</i> <i>Problem Based Learning</i> <i>Start with an all-inclusive brief discussion on plot, subplot, and</i>	
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	<i>subplot, and conflict in storytelling</i> ▪ <i>Use storytelling techniques to help struggling students relate to and understand complex concepts and provide visual aids or graphic organisers to visually represent the relationships between plot, subplots, and conflict. They may also be given guided reading sessions with more teacher support, breaking down the analysis of plot and subplot relationships step by step</i> ▪ <i>Divide learners into small groups, ensuring a mix of proficiency levels and genders and provide each group with a prose text with clear plot, subplot, and conflict elements and encourage role-playing to visualize and act out key scenes, enhancing comprehension, etc.</i> c) <i>Key Assessment:</i> i. <i>Level 1 Recall: Identify the plot build up in a prescribed text.</i> ii. <i>Level 2 Skills of conceptual understanding: Illustrate the plot, subplots and conflict using a visual representation(drawing) from any of the prose texts read.</i>	<i>conflict in storytelling, etc.</i> c) <i>Key Assessment:</i> <i>Level 1 Recall: Identify the plot build up in a prescribed text, etc.</i>	
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	iii. <i>Level 3 Strategic reasoning: Create a short story with the Fraytag's pyramid</i> iv. <i>Level 4 Extended critical thinking and reasoning: Use an ICT tool to create a song which tells a story using the Fraytag's pyramid with a moral lesson to be learned. (Teacher plays a similar song for learners to listen to), etc.</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas for Week 8</i> 2.5 Ask teachers in their subject groups or as individuals to complete the learning planners for Weeks 7 and 8 (English Language and Literature-in-English) with essential questions, teaching and learning activities, key notes on differentiation, assessment strategies, closure and reflection, taking into consideration cross-cutting issues (NTS 3a, 3e-3g and 3k).	<i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas for Week 8</i> 2.5 In your subject groups or as individuals, complete the learning planners for Weeks 7 and 8 (English Language and Literature-in-English) with essential questions, teaching and learning activities, key notes on differentiation, assessment strategies, closure and reflection, taking into consideration cross-cutting issues (NTS 3a, 3e-3g and 3k).	
3. Peer-review of learning planners. Review planner to ensure alignment between course manual and learning	3.1 Ask teachers to review the content of a colleague's learning plan in their department to check for alignment with the LOs and LIs in the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review</i>	3.1 Review the content of a colleague's learning plan in your department to check for alignment with the LOs and LIs in the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review</i>	10 mins

planner based on the templates provided.	a) <i>Alignment among curriculum, teacher manual and learning planner</i> b) <i>Innovativeness of pedagogical choices</i> c) <i>Incorporation of GESI, SEL and national core values</i> d) <i>Application of 21st century skills</i> e) <i>Incorporation of differentiated instruction and assessment</i> 3.2 Ask teachers to incorporate the accepted recommendations in their subject-specific learning plans (NTS 1b).	a) <i>Alignment among curriculum, teacher manual and learning planner</i> b) <i>Innovativeness of pedagogical choices</i> c) <i>Incorporation of GESI, SEL and national core values</i> d) <i>Application of 21st century skills</i> e) <i>Incorporation of differentiated instruction and assessment</i> 3.2 Incorporate the accepted recommendations in your subject-specific learning plans (NTS 1b).	
4. Reflection on the session: ● Reflect on what has been learnt in the session. ● Advance preparation towards next PLC session.	4.1 Ask teachers to reflect on what has been done in the session and share their views and feelings with the larger group (NTS 1a). 4.2 Encourage teachers to complete their learning plan(s) before the next DPLC session (NTS 3a). 4.3 Remind teachers to read the content of Weeks 9 and 10 (English Language and Literature-in-English) in the teacher manual and DPLC Session 6 in preparation for the next session and bring along their DPLC Handbook and teacher manuals (NTS 1a, 1b).	4.1 Reflect on what has been done in the session and share your views and feelings with the larger group (NTS 1a). 4.2 Remember to complete your learning plan(s) before the next DPLC session (NTS 3a). 4.3 Remember to read the content of Weeks 9 and 10 (English Language and Literature-in-English) in the teacher manual and DPLC Session 6 in preparation for the next session and bring along your DPLC Handbook and teacher manual (NTS 1a, 1b).	10 mins

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 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 the DPLC Session 5, <i>developing learning plans for Weeks 7 and 8 (English Language and Literature-in-English)</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 during DPLC Session 5, <i>developing learning plans for Weeks 7 and 8 (English Language and Literature-in-English)</i>, supported learning (NTS 1a - 1c).	1.1 Share two things you implemented based on the DPLC Session 5, <i>developing learning plans for Weeks 7 and 8 (English Language and Literature-in-English)</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As a critical friend, discuss why you think what a colleague did through the application of lessons learnt during DPLC Session 5, <i>developing learning plans for Weeks 7 and 8 (English Language and Literature-in-English)</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,	2.1 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b) Purpose: The purpose of this session is to support English teachers to develop subject-specific learning plans for English lessons using the teacher manual for Weeks 9 and 10 (English Language and	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b) Purpose: The purpose of this session is to support English teachers to develop subject-specific learning plans for English lessons using the teacher manual for Weeks 9 and 10 (English Language and	60 mins

21st century skills and national values (2 learning planners to be completed per session)	Literature-in-English) This session will cover the following subject-specific focal areas: a) <i>English Language:</i> i. <i>Consonant sounds in connected speech (Oral Language)</i> ii. <i>Comprehension strategies for analysing texts (Reading)</i> iii. <i>Forms of verbs- tense and aspect (Grammar)</i> iv. <i>Persuasive/argumentative writing (Writing)</i> v. <i>Sequence of events in texts (Literature)</i> b) <i>Literature-in-English:</i> i. <i>Summarise longer texts exhibiting different parts and types of plot structures</i> ii. <i>Produce a narrative piece with elements learnt (plot and setting)</i> iii. <i>Dramatizing options of narrative texts such as sub-plots</i> iv. <i>Write a review of other learners' pieces and some novels already read</i> LO1: Develop subject-specific learning plans for teaching Weeks 9 and 10 (English language and Literature-in-English) lessons using the teacher manual, taking into consideration GESI, ICT, SEL, National Values and other cross-cutting issues (NTS 3a, 3d-3g, 3j and 3k).	Literature-in-English) This session will cover the following subject-specific focal areas: a) <i>English Language:</i> i. <i>Consonant sounds in connected speech (Oral Language)</i> ii. <i>Comprehension strategies for analysing texts (Reading)</i> iii. <i>Forms of verbs- tense and aspect (Grammar)</i> iv. <i>Persuasive/argumentative writing (Writing)</i> v. <i>Sequence of events in texts (Literature)</i> b) <i>Literature-in-English:</i> i. <i>Summarise longer texts exhibiting different parts and types of plot structures</i> ii. <i>Produce a narrative piece with elements learnt (plot and setting)</i> iii. <i>Dramatizing options of narrative texts such as sub-plots</i> iv. <i>Write a review of other learners' pieces and some novels already read</i> LO1: Develop subject-specific learning plans for teaching Weeks 9 and 10 (English language and Literature-in-English) lessons using the teacher manual, taking into consideration GESI, ICT, SEL, National Values and other cross-cutting issues (NTS 3a, 3d-3g, 3j and 3k).	
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	LI 1.1 Discuss the aspects in Weeks 9 and 10 (English Language and Literature-in-English) lessons in the teacher manual and relate them to the learning planner. LI 1.2 Complete the learning planners for Weeks 9 and 10 (English Language and Literature-in-English) lessons with essential questions, key notes on differentiation, teaching and learning activities, assessment strategies, closure and reflection, taking into consideration cross-cutting issues. LO 2: Review the learning plans for Weeks 9 and 10 (English Language and Literature-in-English) lessons in line with the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f; 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Peer-review the content such as essential questions, key notes on differentiation, teaching and learning activities, assessment strategies, closure and reflection of the learning plans for Weeks 9 and 10 (English Language and Literature-in-English) in line with the LOs and LIs in the teacher manual. LI 2.2 Implement the recommendations made by a peer-reviewer to the learning plans for Weeks 9 and 10	LI 1.1 Discuss the aspects in Weeks 9 and 10 (English Language and Literature-in-English) lessons in the teacher manual and relate them to the learning planner. LI 1.2 Complete the learning planners for Weeks 9 and 10 (English Language and Literature-in-English) lessons with essential questions, key notes on differentiation, teaching and learning activities, assessment strategies, closure and reflection, taking into consideration cross-cutting issues. LO 2: Review the learning plans for Weeks 9 and 10 (English Language and Literature-in-English) lessons in line with the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f; 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Peer-review the content such as essential questions, key notes on differentiation, teaching and learning activities, assessment strategies, closure and reflection of the learning plans for Weeks 9 and 10 (English Language and Literature-in-English) in line with the LOs and LIs in the teacher manual. LI 2.2 Implement the recommendations made by a peer-reviewer to the learning plans for Weeks 9 and 10	
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	(English Language and Literature-in-English) in line with the LOs and LIs in the teacher manual where appropriate. 2.2 Ask teachers in groups to identify and share aspects of Weeks 9 and 10 (English Language and Literature-in-English) lessons in their teacher manual that have been captured in the learning planner (NTS 1a, 2c, 2f and 3d-3g). <i>E.g.</i> <i>a) Learning indicator(s)</i> <i>b) Learning outcome(s)</i> <i>c) Content standard, etc.</i> 2.3 Ask teachers to discuss at least two essential questions that will guide the activities for Weeks 9 and 10 (English Language and Literature-in-English) lessons (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>E.g.</i> <i>a) English Language (Week 9)</i> <i>i. Using Consonant sounds – Fricatives</i> ▪ <i>How can the knowledge and understanding of English consonant sounds be used in connected speech to enhance learners' 21st century skills and competencies?</i> ▪ <i>How will I incorporate ICT in teaching consonant sounds in connected speech?</i>	(English Language and Literature-in-English) in line with the LOs and LIs in the teacher manual where appropriate. 2.2 In your groups, identify and share aspects of Weeks 3 and 4 (English Language and Literature-in-English) lessons in your teacher manual that have been captured in the learning planner (NTS 1a, 2c, 2f and 3d-3g). <i>E.g.</i> <i>Learning indicator(s), etc.</i> 2.3 Discuss at least two essential questions that will guide the activities for Weeks 9 and 10 (English Language and Literature-in-English) lessons (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>E.g.</i> <i>a) English Language (Week 9)</i> <i>i. Using Consonant sounds – Fricatives</i> <i>How can the knowledge and understanding of English consonant sounds used in connected speech enhance learners' 21st century skills and competencies? etc.</i>	
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	▪ <i>Why would you apply the knowledge of consonant sounds in communication?</i> ▪ <i>How will you use consonant sounds in your daily speech?</i> ii. <i>Reading comprehension – text comprehension strategies</i> ▪ <i>To what extent can the understanding of text comprehension strategies be applied to learners' contextual analysis of fictional and non-fictional texts?</i> ▪ <i>How do I differentiate pedagogical strategies to meet the diverse needs of all learners in teaching reading and text comprehension?</i> ▪ <i>How will your knowledge of varieties of reading and text comprehension be applied in analysing and predicting a text (fiction and non-fiction)?</i> ▪ <i>Why would you predict real life situation using knowledge of varieties of reading and text comprehension</i> iii. <i>Grammar usage – Tense and aspect</i> ▪ <i>What strategies will help to teach</i>	ii. <i>Reading comprehension – text comprehension strategies</i> <i>To what extent can the understanding of text comprehension strategies be applied to learners' contextual analysis of fictional and non-fictional texts? etc.</i> iii. <i>Grammar usage – Tense and aspect</i> <i>What strategies will help to teach</i>	
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	<i>grammatical structures (verbs-tense and aspects) to enable learners relate the lessons to everyday life activities?</i> ▪ <i>What resources will enhance effective teaching of forms of verbs?</i> ▪ <i>How will learners use correct forms of verbs in speech and writing?</i> ▪ <i>Why should learners apply the correct forms of verbs in communication?</i> <i>(Week 10)</i> <i>i. Grammar usage – Tense and aspect</i> ▪ <i>What strategies can be employed learners to understand and use present perfect continuous tense in communication?</i> ▪ <i>How will you use the present perfect continuous tense to communicate effectively?</i> ▪ <i>Why is it necessary to use the present perfect tense in everyday discourse?</i> ▪ <i>What daily activities of learners can help them understand tense and aspects of the forms of verbs? etc,</i>	<i>grammatical structures (verbs-tense and aspects) to enable learners relate the lessons to everyday life activities? etc.</i> <i>(Week 10)</i> <i>i. Grammar usage – Tense and aspect</i> <i>What daily activities of learners can help them understand tense and aspects of the forms of verbs? etc.</i>	
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	ii. <i>Writing</i> ▪ <i>How will learners use the knowledge and understanding of process writing in composing persuasive text that states and defends a position?</i> ▪ <i>What strategies can I employ to teach persuasive writing effectively?</i> ▪ <i>How will you use the knowledge gained in persuasive writing in speech and communication?</i> ▪ <i>Why should you learn persuasive \writing? etc.</i> iii. <i>Literature</i> ▪ <i>How can I use ICT tools to teach the sequence in a story effectively?</i> ▪ <i>Why do you have to write your stories sequentially?</i> ▪ <i>I can I effectively use the knowledge gaining the study of a story to create a meaningful</i> ▪ <i>What connection can learners make between language of literary genres and sequence of events in such literary genres?</i> b) <i>Literature-in-English (Week 9)</i> i. <i>How will learners produce a summary of a text?</i>	ii. <i>Writing</i> <i>How will learners use the knowledge and understanding of process writing in composing persuasive text that states and defends a position? etc.</i> iii. <i>Literature</i> <i>How can I use ICT tools to teach the sequence in a story effectively? etc.</i> b) <i>Literature-in-English (Week 9)</i> <i>How will learners produce a summary of a text? etc.</i>	
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	ii. How will learners exhibit different parts and types of plot structure? iii. How will learners produce summary of a longer text? iv. How will learners produce narrative piece? etc. (Week 10) i. How will learners review pieces and some read novels? ii. How will learners write a review of other learners' pieces and some read novels? iii. How will learners apply knowledge to review other novels? etc. 2.4 Ask teachers to discuss at least two key notes on differentiation for Weeks 9 and 10 (English Language and Literature-in-English) lessons using the example of Literature-in-English as a guide (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>Hint:</i> Activities for differentiation must focus on learning tasks, pedagogy and key assessment. <i>Note:</i> Remind teachers to refer to the teacher manual for more examples. <i>E.g.</i> English Language (Week 9) Oral language a) Learning Tasks:	(Week 10) How will learners review pieces and some read novels? etc. 2.4 Discuss at least two key notes on differentiation for Weeks 9 and 10 (English Language and Literature-in-English) lessons using the example of Literature-in-English as a guide (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>Hint:</i> Activities for differentiation must focus on learning tasks, pedagogy and key assessment. <i>Note:</i> Refer to the teacher manual for more examples. <i>E.g.</i> English Language (Week 9) Oral language a) Learning Tasks:	
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	i. Learners listen to and identify fricatives (/s/, /z/, /θ/, /ð/) in sample spoken texts (tape recordings, podcast, radio, read-aloud exercises, tongue twisters, YouTube videos on English consonant sounds.) ii. Learners use fricatives accurately in words and in connected speech through conversations, interviews, skits (short plays), etc. b) Pedagogy: i. Collaborative Learning: In pairs/groups, learners listen to and identify fricatives (/s/, /z/, /θ/, /ð/) in sample spoken texts (tape recordings, podcast, radio, read-aloud exercises, tongue twisters, YouTube videos on English consonant sounds) ii. Audio-visual Presentation: In pairs/groups, learners listen to and identify fricatives in sample spoken texts, etc. c) Key Assessment: i. Level 1: Recall and reproduction (Formative): Identify words with fricative sounds initial, medial and final ii. Level 2: Skills of conceptual understanding	Learners listen to and identify fricatives (/s/, /z/, /θ/, /ð/) in sample spoken texts (tape recordings, podcast, radio, read-aloud exercises, tongue twisters, YouTube videos on English consonant sounds.), etc. b) Pedagogy: Collaborative Learning: In pairs/groups, learners listen to and identify fricatives (/s/, /z/, /θ/, /ð/) in sample spoken texts (tape recordings, podcast, radio, read-aloud exercises, tongue twisters, YouTube videos on English consonant sounds), etc. c) Key Assessment: Level 1: Recall and reproduction (Formative): Identify words with fricative sounds initial, medial and final, etc.	
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	<i>(Formative): Use words containing fricative sounds to create a conversation. Practise with your elbow partner, etc.</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> <i>(Week 10)</i> <i>Grammar</i> <i>a) Learning Tasks:</i> <i>i. Learners discuss activities they engage in everyday to identify all the various inflections of the forms of verbs.</i> <i>ii. Learners identify and use present perfect continuous tense in simple sentences.</i> <i>iii. Learners explain the meaning of present perfect continuous tense and state its inflections.</i> <i>iv. Learners outline the processes of present perfect continuous tenses and use them to form sentences, etc.</i> <i>b) Pedagogy:</i> <i>i. Experiential Learning: Using role play to ensure tolerance for each other's views, learners discuss activities they engage in to identify all the various inflections of the forms of verbs.</i> <i>Note:</i> <i>The following is complex, but it is important in order to improve the</i>	<i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> <i>(Week 10)</i> <i>Grammar</i> <i>a) Learning Tasks:</i> <i>Learners discuss activities they engage in everyday to identify all the various inflections of the forms of verbs, etc.</i> <i>b) Pedagogy:</i> <i>Experiential Learning: Using role play to ensure tolerance for each other's views, learners discuss activities they engage in to identify all the various inflections of the forms of verbs.</i> <i>Note:</i> <i>The following is complex, but it is important in</i>	
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	<i>quality of spoken English.</i> <i>ii. Brainstorming:</i> Through brainstorming, learners in mixed-ability/gender groupings identify and use the present perfect continuous tense in simple sentences. <i>iii. Collaborative learning:</i> Using collaborative learning, learners in mixed-ability groups explain the meaning of present perfect continuous tense and state its inflections. <i>iv. Group Discussion:</i> Through group discussions, learners in mixed-ability groups outline the processes of present perfect continuous tenses and use them to form sentences. <i>c) Key assessment:</i> <i>i. Level 1 Recall: Form five sentences of present perfect progressive.</i> <i>ii. Level 2 Skills of Conceptual Understanding:</i> Construct two sentences for each of the following: <i>1. Affirmative</i> <i>2. Negative</i> <i>3. Interrogative</i> <i>Note:</i> <i>Practise your sentences within your groups.</i> <i>iii. Level 3 Strategic Reasoning: Construct</i>	<i>order to improve the quality of spoken English.</i> <i>c) Key assessment:</i> <i>Level 1 Recall: Form five sentences of present perfect progressive, etc.</i>	
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	<i>five sentences using present perfect continuous tense</i> iv. <i>Level 4 Extended Critical Thinking and Reasoning: Examine the differences between the present perfect continuous tense and any other present tense forms and use them in three sentences each, etc.</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> <i>Literature- in- English (Week 9)</i> a) <i>Learning Tasks:</i> i. <i>Describe what the text to be reviewed is about.</i> ii. <i>Describe the style of the work to be reviewed</i> iii. <i>Outline what the writer seeks to achieve with the written text</i> iv. <i>Peer review creative narrative pieces, etc.</i> b) <i>Pedagogical Exemplars: Project Based Learning</i> i. <i>Learners are guided on the process of reviewing scripts using a simple template.</i> ii. <i>Learners use the review template to peer review scripts. They consciously develop critical thinking as they read critically through the lines to give feedback.</i>	<i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> <i>Literature- in- English (Week 9)</i> a) <i>Learning Tasks:</i> <i>Describe what the text to be reviewed is about, etc.</i> b) <i>Pedagogical Exemplars: Project Based Learning</i> <i>Learners are guided on the process of reviewing scripts using a simple template.</i>	
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	c) <i>Key Assessment:</i> i. <i>Level 1</i> <i>Reproduction/Recall:</i> ▪ <i>Mention some samples of novels that you have seen or read</i> ▪ <i>List the elements in read novels that made them enjoyable</i> ii. <i>Level 2 Skills of conceptual understanding</i> <i>Orally or in writing, review the written work of a peer focusing on the main elements used in the work</i> iii. <i>Level 3 Strategic reasoning</i> <i>Present a used review template used for a peer's work with constructive feedback on the process used in the writing, etc.</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> 2.5 Ask teachers in their subject groups or as individuals to complete the learning planners for Weeks 9 and 10 (English Language and Literature-in-English) with essential questions, teaching and learning activities, key notes on differentiation, assessment strategies, closure and reflection, taking into consideration cross-cutting issues (NTS 3a, 3e-3g and 3k).	c) <i>Key Assessment:</i> <i>Level 1</i> <i>Reproduction/Recall:</i> <i>Mention some samples of novels that you have seen or read, etc.</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> 2.5 In your subject groups or as individuals, complete the learning planners for Weeks 9 and 10 (English Language and Literature-in-English) with essential questions, teaching and learning activities, key notes on differentiation, assessment strategies, closure and reflection, taking into consideration cross-cutting issues (NTS 3a, 3e-3g and 3k).	
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3. Peer-review of learning planners. ● Review planner to ensure alignment between course manual and learning planner based on the templates provided.	3.1 Ask teachers to review the content of a colleague's learning plan in their department to check for alignment with the LOs and LIs in the teacher manual (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>Alignment among curriculum, teacher manual and learning planner</i> b) <i>Innovativeness of pedagogical choices</i> c) <i>Incorporation of GESI, SEL and national core values</i> d) <i>Application of 21st century skills</i> e) <i>Differentiated pedagogy and assessment</i> 3.2 Ask teachers to incorporate the accepted recommendations in their subject-specific learning plans (NTS 1b).	3.1 Review the content of a colleague's learning plan in your department to check for alignment with the LOs and LIs in the teacher manual (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>Alignment among curriculum, teacher manual and learning planner</i> b) <i>Innovativeness of pedagogical choices</i> c) <i>Incorporation of GESI, SEL and national core values</i> d) <i>Application of 21st century skills</i> e) <i>Differentiated instruction and assessment</i> 3.2 Incorporate the accepted recommendations in your subject-specific learning plans (NTS 1b).	10 mins
4. Reflection on the session: ● Reflect on what has been learnt in the session. ● Advance preparation towards next PLC session.	4.1 Ask teachers to reflect on what has been done in the session and share their views and feelings with the larger group. (NTS 1a). 4.2 Encourage teachers to complete their learning plan(s) before the next DPLC session (NTS 3a). 4.3 Remind teachers to read the content of Weeks 11 and 12 (English Language and Literature-in-English) in the	4.1 Reflect on what has been done in the session and share your views and feelings with the larger group (NTS 1a). 4.2 Remember to complete your learning plan(s) before the next DPLC session (NTS 3a) 4.3 Remember to read the content of Weeks 11 and 12 (English Language and Literature-in-English) in the	10 mins

	teacher manual and DPLC Session 7 in preparation for the next session and bring along their DPLC Handbook and teacher manuals (NTS 1a, 1b).	teacher manual and DPLC Session 7 in preparation for the next session and bring along your DPLC Handbook and teacher manual (NTS 1a, 1b).	
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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 DPLC session	1.1 Start the session by asking teachers to share two things they implemented based on the DPLC Session 6, <i>developing learning plans for Weeks 9 and 10 (English Language and Literature-in-English)</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 during DPLC Session 6, <i>developing learning plans for Weeks 9 and 10 (English Language and Literature-in-English)</i>, supported learning (NTS 1a - 1c).	1.1 Share two things you implemented based on the DPLC Session 6, <i>developing learning plans for Weeks 9 and 10 (English Language and Literature-in-English)</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As a critical friend, discuss why you think what a colleague did through the application of lessons learnt during DPLC Session 6, <i>developing learning plans for Weeks 9 and 10 (English Language and Literature-in-English)</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	2.1 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to support English teachers to develop subject-specific learning plans for English lessons using the teacher manual for Weeks 11 and 12	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to support English teachers to develop subject-specific learning plans for English lessons using the teacher	60 mins

and national values (2 learning planners to be completed per session)	(English Language and Literature-in-English). This session will cover the following subject-specific focal areas: <i>a) English Language</i> <i>i. Oral language - Consonant sounds- plosives, fricatives and nasals</i> <i>ii. Reading - comprehension strategies for reading a variety of texts</i> <i>iii. Grammar usage - forms of verbs- tense and aspect – Past tense</i> <i>iv. Grammar usage - minor word classes- conjunctions</i> <i>v. Writing - composition of descriptive and narrative essays</i> <i>vi. Literature - sequence of events- plot structure</i> <i>b) Literature-in-English</i> <i>i. Elements of drama</i> <i>ii. Significance of the plot</i> LO1: Develop subject-specific learning plans for teaching Weeks 11 and 12 (English language and Literature-in-English) lessons using the teacher manual, taking into consideration GESI, ICT, SEL, National Values and other cross-cutting issues (NTS 3a, 3d-3g, 3j and 3k). LI 1.1 Discuss the aspects in Weeks 11 and 12 (English Language and Literature-in-	manual for Weeks 11 and 12 (English Language and Literature-in-English). This session will cover the following subject-specific focal areas: <i>a) English Language</i> <i>i. Oral language - Consonant sounds- plosives, fricatives and nasals</i> <i>ii. Reading - comprehension strategies for reading a variety of texts</i> <i>iii. Grammar usage - forms of verbs- tense and aspect – Past tense</i> <i>iv. Grammar usage - minor word classes- conjunctions</i> <i>v. Writing - composition of descriptive and narrative essays</i> <i>vi. Literature - sequence of events- plot structure</i> <i>b) Literature-in-English</i> <i>i. Elements of drama</i> <i>ii. Significance of the plot</i> LO1: Develop subject-specific learning plans for teaching Weeks 11 and 12 (English language and Literature-in-English) lessons using the teacher manual, taking into consideration GESI, ICT, SEL, National Values and other cross-cutting issues (NTS 3a, 3d-3g, 3j and 3k). LI 1.1 Discuss the aspects in Weeks 11 and 12 (English Language and Literature-in-	
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	English) lessons in the teacher manual and relate them to the learning planner. LI 1.2 Complete the learning planners for Weeks 11 and 12 (English Language and Literature-in-English) lessons with essential questions, key notes on differentiation, teaching and learning activities, assessment strategies, closure and reflection, taking into consideration cross-cutting issues. LO 2: Review the learning plans for Weeks 11 and 12 (English Language and Literature-in-English) lessons in line with the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Peer-review the content such as essential questions, key notes on differentiation, teaching and learning activities, assessment strategies, closure and reflection of the learning plans for Weeks 11 and 12 (English Language and Literature-in-English) in line with the LOs and LIs in the teacher manual. LI 2.2 Implement the recommendations made by a peer-reviewer to the learning plans for Weeks 11 and 12 (English Language and Literature-in-English) in line with the LOs and LIs in the	English) lessons in the teacher manual and relate them to the learning planner. LI 1.2 Complete the learning planners for Weeks 11 and 12 (English Language and Literature-in-English) lessons with essential questions, key notes on differentiation, teaching and learning activities, assessment strategies, closure and reflection, taking into consideration cross-cutting issues. LO 2: Review the learning plans for Weeks 11 and 12 (English Language and Literature-in-English) lessons in line with the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Peer-review the content such as essential questions, key notes on differentiation, teaching and learning activities, assessment strategies, closure and reflection of the learning plans for Weeks 11 and 12 (English Language and Literature-in-English) in line with the LOs and LIs in the teacher manual. LI 2.2 Implement the recommendations made by a peer-reviewer to the learning plans for Weeks 11 and 12 (English Language and Literature-in-English) in line with the LOs and LIs in the	
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	teacher manual where appropriate. 2.2 Identify and share aspects of Weeks 11 and 12 (English Language and Literature-in-English) lessons in their teacher manual that have been captured in the learning planner (NTS 1a, 2c, 2f and 3d-3g). <i>E.g.</i> a) <i>Learning indicator(s)</i> b) <i>Learning outcome(s)</i> c) <i>Content standard, etc.</i> 2.3 Ask teachers to discuss at least two essential questions that will guide the activities for Weeks 11 and 12 (English Language and Literature-in-English) lessons (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>E.g.</i> a) <i>English Language (Week 11)</i> i. <i>Oral Language</i> ▪ <i>How will consonant sounds enhance effective communication skills among learners?</i> ▪ <i>What strategies can be employed in the teaching of consonant sounds?</i> ▪ <i>How relevant are consonant sounds in everyday life?</i> ▪ <i>How can the accurate production of English consonant sounds (plosives, fricatives and nasals) improve learners' confidence</i>	teacher manual where appropriate. 2.2 In your groups, identify and share aspects of Weeks 3 and 4 (English Language and Literature-in-English) lessons in your teacher manual that have been captured in the learning planner (NTS 1a, 2c, 2f and 3d-3g). <i>E.g.</i> <i>Learning indicator(s), etc.</i> 2.3 Discuss at least two essential questions that will guide the activities for Weeks 11 and 12 (English Language and Literature-in-English) lessons (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>E.g.</i> a) <i>English Language (Week 11)</i> i. <i>Oral Language</i> ▪ <i>How will consonant sounds enhance effective communication skills among learners?</i> <i>etc.</i>	
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	<i>in oral communication?</i> ▪ <i>How can the accurate production of English consonant sounds (plosives, fricatives and nasals) improve learners' confidence in oral communication? etc.</i> ii. <i>Reading</i> ▪ <i>How will the knowledge in the techniques of reading enable learners to retrieve specific information from a given text?</i> ▪ <i>How will reading comprehension be well taught to cater for diverse needs of learners?</i> ▪ <i>How relevant is reading to the development of communicative skills and the development of self-confidence? etc.</i> iii. <i>Grammar</i> ▪ <i>How will the use of the simple past tense enhance communication in real life situations?</i> ▪ <i>What teaching strategies can be employed in the teaching of verb forms (simple past tense)?</i> ▪ <i>How can the knowledge of grammatical structures (verbs-</i>	ii. <i>Reading</i> <i>How will the knowledge in the techniques of reading enable learners to retrieve specific information from a given text? etc.</i> iii. <i>Grammar</i> <i>How will the use of the simple past tense enhance communication in real life situations? etc.</i>	
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	<i>tense and aspects, and minor word classes- conjunctions) enhance learners' communication competencies (writing and speaking)?</i> <i>iv. Reading</i> ▪ <i>How will the understanding of different types of reading and text comprehension strategies be used to interpret a variety of level-appropriate texts?</i> ▪ <i>How relevant is reading to the development of communicative skills and the development of self-confidence?</i> ▪ <i>How will the understanding of different types of reading and text comprehension strategies enhance learners' life-long learning situations? etc.</i> <i>(Week 12)</i> <i>i. Grammar</i> ▪ <i>How will minor word classes be integrated in teaching and learning to make communication meaningful?</i> ▪ <i>What strategies can be employed in</i>	<i>iv. Reading</i> <i>How will the understanding of different types of reading and text comprehension strategies be used to interpret a variety of level-appropriate texts? etc.</i> <i>(Week 12)</i> <i>i. Grammar</i> <i>What teaching strategies can be used to teach lessons in conjunctions in order to enhance learners' communication skills (writing and speaking skills)? etc.</i>	
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	<i>teaching minor word classes?</i> ▪ <i>How do minor word classes, such as articles, conjunctions, and prepositions, influence the clarity and effectiveness of spoken and written communication?</i> ii. <i>Writing</i> ▪ <i>How can the process of comparing and contrasting different issues or situations deepen our understanding of complex topics?</i> ▪ <i>What strategies and structures can be employed when composing texts that compare and contrast various issues or situations effectively?</i> ▪ <i>How does the act of composing texts to compare given issues or situations enhance our ability to communicate ideas clearly and convincingly?</i> iii. <i>Literature</i> ▪ <i>How does the sequencing of events impact the overall meaning or message conveyed in different texts?</i> ▪ <i>"What role does the order of events play in shaping the tone, themes, or character</i>	ii. <i>Writing</i> <i>How can the process of comparing and contrasting different issues or situations deepen our understanding of complex topics? etc.</i> iii. <i>Literature</i> <i>How does the sequencing of events impact the overall meaning or message conveyed in different texts? etc.</i>	
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	<i>development within a story or narrative?</i> ▪ <i>How do different authors strategically use the sequence of events to create suspense, convey emotions, or emphasize certain ideas? etc.</i> b) <i>Literature-in-English (Week 11)</i> i. <i>How will learners will learners use knowledge of prose in drama?</i> ii. <i>How will learners apply elements of drama in a text?</i> iii. <i>How will learners apply elements of drama in real life? etc.</i> <i>(Week 12)</i> i. <i>What strategies will be used to teach conflict in drama?</i> ii. <i>How will learners identify various conflicts in drama?</i> iii. <i>How does conflict in drama move the play forward?</i> iv. <i>How will setting be significant to the development of drama text? etc.</i> 2.4 Ask teachers to discuss at least two key notes on differentiation for Weeks 11 and 12 (English Language and Literature-in-English) (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>Hint:</i>	b) <i>Literature-in-English (Week 11)</i> <i>How will learners will learners use knowledge of prose in drama? etc.</i> <i>(Week 12)</i> <i>What strategies will be used to teach conflict in drama? etc.</i> 2.4 Discuss at least two key notes on differentiation for Weeks 11 and 12 (English Language and Literature-in-English) (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>Hint:</i>	
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	<i>Activities for differentiation must focus on learning tasks, pedagogy and key assessment.</i> <i>Note:</i> <i>Remind teachers to refer to the teacher manual for more examples.</i> <i>E.g.</i> <i>English Language (week 11)</i> <i>Oral Language</i> <i>a) Learning Tasks:</i> <i>i. Learners identify nasal sounds from sampled texts</i> <i>ii. Learners articulate nasal sounds (consider manner and place of articulation)</i> <i>iii. Learners use nasal sounds accurately in speech, forming new words, and using them to construct sentences, etc.</i> <i>b) Pedagogy:</i> <i>i. Collaborative Learning: In pairs/groups, learners watch or listen to audio-visual materials and identify nasals sounds in sample spoken texts, etc.</i> <i>ii. Task-based learning: Learners in mixed-ability groups, through video or visual presentation, watch or listen to correct production of nasal sounds and repeat them (taking into consideration place and manner of articulation)</i>	<i>Activities for differentiation must focus on learning tasks, pedagogy and key assessment.</i> <i>Note:</i> <i>Refer to the teacher manual for more examples.</i> <i>E.g.</i> <i>English Language (week 11)</i> <i>Oral Language</i> <i>a) Learning Tasks:</i> <i>Learners identify nasal sounds from sampled texts, etc.</i> <i>b) Pedagogy:</i> <i>Collaborative Learning: In pairs/groups, learners watch or listen to audio-visual materials and identify nasals sounds in sample spoken texts, etc.</i>	
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	iii. <i>Talk for Learning:</i> <i>Learners in pairs</i> <i>examine nasal sounds</i> <i>and use them accurately</i> <i>in connected speech,</i> <i>forming new words and</i> <i>using them to construct</i> <i>sentences, etc.</i> c) <i>Key assessment:</i> i. <i>Level 1: Recall</i> <i>Identify words with</i> <i>nasal sounds in</i> <i>sentences</i> ▪ <i>The <u>mouse</u> is <u>under</u></i> <i>the <u>mat</u>.</i> ▪ <i>The girls <u>made</u> their</i> <i><u>homes lovely</u>.</i> ▪ <i>She <u>performed</u></i> <i>beautiful <u>songs</u>.</i> ▪ <i>Afia sells <u>mangoes</u> at</i> <i>the <u>Makola Market</u>.</i> ii. <i>Level 2: Skills of</i> <i>conceptual</i> <i>understanding</i> <i>Describe the production</i> <i>of the nasal sounds (</i> <i>/m/, /n/, /ŋ/)</i> iii. <i>Level 3: Strategic</i> <i>reasoning:</i> <i>Examine five words</i> <i>containing nasal sounds</i> <i>and use them to form</i> <i>sentences.</i> <i>(moon, mouth, summer,</i> <i>comb, mine), etc.</i> <i>Refer to the teacher manual</i> <i>for examples of key notes on</i> <i>differentiation for the other</i> <i>focal areas</i> <i>Week 12</i> <i>Grammar usage</i> <i>a) Learning Tasks:</i>	c) <i>Key Assessment</i> <i>Level 1: Recall</i> <i>Identify words with nasal</i> <i>sounds in sentences</i> ▪ <i>The <u>mouse</u> is <u>under</u></i> <i>the <u>mat</u>, etc.</i> ▪ <i>The girls <u>made</u> their</i> <i><u>homes lovely</u>, etc.</i> <i>Refer to the teacher manual</i> <i>for examples of key notes on</i> <i>differentiation for the other</i> <i>focal areas</i> <i>Week 12</i> <i>Grammar usage</i> <i>a) Learning Tasks:</i>	
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	i. Learners identify a list of conjunctions from a given text, etc. ii. Learners identify the forms of conjunctions and give at least two examples each, etc. iii. Learners use the various forms of conjunctions to form sentences, etc. b) Pedagogy: <i>Experiential learning:</i> i. In mixed-ability/gender groups, learners scan a sample text to identify the conjunctions used ii. Learners in mixed-ability groups discuss their experiences of the use of conjunctions on varied topics iii. Learners listen and share ideas, supporting/encouraging one another to identify conjunctions as one of the minor word classes, and give examples, etc. c) Key assessment: i. Level 1 Recall: Underline the conjunctions in the following sentences ▪ Kofi and his pet will be here soon ▪ Ali is brilliant but very arrogant ▪ Ama though respectful, can sometimes be annoying.	Learners identify a list of conjunctions from a given text, etc. b) Pedagogy: <i>Experiential learning:</i> In mixed-ability/gender groups, learners scan a sample text to identify the conjunctions used, etc. c) Key assessment: Level 1 Recall: Underline the conjunctions in the following sentences ▪ Kofi and his pet will be here soon ▪ Ali is brilliant but very arrogant, etc.	
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	ii. <i>Level 2 Skills of conceptual understanding: Connect phrases and clauses with the appropriate conjunctions to form sentences</i> iii. <i>Level 3 Strategic reasoning: Form two sentences each with the forms of conjunctions, etc.</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas Literature-in-English (Week 11)</i> a) <i>Learning Tasks</i> i. <i>Learners review elements of prose.</i> ii. <i>Learners read given portions of their prescribed drama texts.</i> iii. <i>Learners discuss the elements of drama in them.</i> b) <i>Pedagogy: Talk for Learning</i> i. <i>Learners in (mixed-ability/gender) groups brainstorm the elements of prose and share their findings with the class. The mixed-ability grouping will enable learners to embrace diversity and inclusion as they work together.</i> ii. <i>Learners note the elements that can be applicable in the</i>	<i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas Literature-in-English (Week 11)</i> a) <i>Learning Tasks</i> <i>Learners review elements of prose, etc.</i> b) <i>Pedagogy: Talk for Learning</i> <i>Learners in (mixed-ability/gender) groups brainstorm the elements of prose and share their findings with the class. The mixed-ability grouping will enable learners to embrace diversity and inclusion as they work together.</i>	
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	<i>discussion of drama texts.</i> <i>iii. Learners pick and read portions of their prescribed drama texts or stories of interest to them.</i> <i>c) Key Assessment</i> <i>i. Level 1: Reproduction/Recall</i> ▪ <i>Mention some elements of prose.</i> ▪ <i>Identify them in simple drama text.</i> <i>ii. Level 2: Skills of conceptual understanding</i> <i>Discuss plot and setting as elements of drama.</i> <i>iii. Level 3: Strategic reasoning</i> <i>Give an oral presentation on the differences between plot in prose and drama with textual evidence.</i> <i>iv. Level 4: Extended critical thinking and reasoning: Analyse five elements that are both applied in prose and drama texts.</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> <i>Week 12</i> <i>a) Learning Tasks:</i> <i>i. Learners identify types of conflicts in dramatic texts.</i> <i>ii. Have learners do a class debate on which of the types of conflicts are more difficult to resolve</i>	<i>c) Key Assessment</i> <i>Level 1: Reproduction/Recall</i> <i>Mention some elements of prose, etc.</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> <i>Week 12</i> <i>a) Learning Tasks:</i> <i>Learners identify types of conflicts in dramatic texts, etc.</i>	
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	<i>iii. Learners discuss how conflicts in their written drama texts move the plot forward</i> <i>b) Pedagogy:</i> <i>i. Experiential Learning</i> Learners watch a film or read a dramatic text to review their knowledge on conflict and identify examples in it. This activity will develop critical thinking skills. <i>ii. Brainstorming</i> Learners brainstorm ideas to come up with the explanation of conflict and identify the types with examples. <i>iii. Collaborative Learning</i> Learners in their mixed-ability/gender groups apply the knowledge gained in explaining how conflicts move the plot forward in a prescribed dramatic text or any story of interest. While in groups, they develop the ability to learn from others, to understand and respect the needs, perspectives and actions of others. <i>iv. Problem-Based Learning</i> Learners are tasked with a project to discuss the effect of plot on the prescribed dramatic, text. <i>c) Key Assessment:</i> <i>i. Level 1</i> Reproduction/Recall	<i>b) Pedagogy:</i> Experiential Learning Learners watch a film or read a dramatic text to review their knowledge on conflict and identify examples in it. This activity will develop critical thinking skills, etc. <i>c) Key Assessment:</i> Level 1 Reproduction/Recall	
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	<i>Identify some examples of conflict in drama.</i> <i>ii. Level 2 Skills of conceptual understanding</i> <i>Categorise the types of conflicts using evidence from prescribed text.</i> <i>iii. Level 3 Strategic reasoning</i> <i>Use the PEE format to highlight conflicts found in given texts.</i> <i>iv. Level 4 Extended critical thinking and reasoning</i> ▪ <i>Draw excerpts from a simplified drama showcasing conflict.</i> ▪ <i>Discuss how conflicts in their written drama texts move the plot forward, etc.</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> 2.5 Ask teachers in their subject groups or as individuals to complete the learning planners for Weeks 11 and 12 (English Language and Literature-in-English) with essential questions, teaching and learning activities, key notes on differentiation, assessment strategies, closure and reflection, taking into consideration cross-cutting issues (NTS 3a, 3e-3g and 3k).	<i>Identify some examples of conflict in drama, etc.</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> 2.5 In your subject groups or as individuals, complete the learning planners for Weeks 11 and 12 (English Language and Literature-in-English) with essential questions, teaching and learning activities, key notes on differentiation, assessment strategies, closure and reflection, taking into consideration cross-cutting issues (NTS 3a, 3e-3g and 3k).	
3. Peer-review of learning planners.	3.1 Ask teachers to review the content of a colleague's learning plan in their department to check for	3.1 Review the content of a colleague's learning plan in your department to check for alignment with the LOs and	10 mins

● Review planner to ensure alignment between course manual and learning planner based on the templates provided.	alignment with the LOs and LIs in the teacher manual (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>Alignment among curriculum, teacher manual and learning planner</i> b) <i>Innovativeness of pedagogical choices</i> c) <i>Incorporation of GESI, SEL and national core values</i> d) <i>Application of 21st century skills</i> e) <i>Differentiated pedagogy and assessment</i> 3.2 Ask teachers to incorporate the accepted recommendations in their subject-specific learning plans (NTS 1b).	LIs in the teacher manual (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>Alignment among curriculum, teacher manual and learning planner</i> b) <i>Innovativeness of pedagogical choices</i> c) <i>Incorporation of GESI, SEL and national core values</i> d) <i>Application of 21st century skills</i> e) <i>Differentiated instruction and assessment</i> 3.2 Incorporate the accepted recommendations in your subject-specific learning plans (NTS 1b).	
4. Reflection on the session: ● Reflect on what has been learnt in the session. ● Advance preparation towards next PLC session.	4.1 Ask teachers to reflect on what has been done in the session and share their views and feelings with the larger group (NTS 1a). 4.2 Encourage teachers to complete their learning plan(s) before the next DPLC session (NTS 3a). 4.3 Remind teachers to read the content of Weeks 13 and 14 (English Language and Literature-in-English) in the teacher manual and DPLC Session 8 in preparation for the next session and bring along their DPLC Handbook	4.1 Reflect on what has been done in the session and share your views and feelings with the larger group (NTS 1a). 4.2 Remember to complete your learning plan(s) before the next DPLC session (NTS 3a). 4.3 Remember to read the content of Weeks 13 and 14 (English Language and Literature-in-English) in the teacher manual and DPLC Session 8 in preparation for the next session and bring along your DPLC Handbook	10 mins

	and teacher manuals (NTS 1a, 1b).	and teacher manual (NTS 1a, 1b).	
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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 DPLC session	1.1 Start the session by asking teachers to share two things they implemented based on the DPLC Session 7, <i>developing learning plans for Weeks 11 and 12 (English Language and Literature-in-English)</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 during DPLC Session 7, <i>developing learning plans for Weeks 11 and 12 (English Language and Literature-in-English)</i> supported learning (NTS 1a - 1c).	1.1 Share two things you implemented based on the DPLC Session 7, <i>developing learning plans for Weeks 11 and 12 (English Language and Literature-in-English)</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As a critical friend, discuss why you think what a colleague did through the application of lessons during DPLC Session 7, <i>developing learning plans for Weeks 11 and 12 (English Language and Literature-in-English)</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	2.1 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to support English teachers to develop subject-specific learning plans for English lessons using the teacher manual for Weeks 13 and 14 (English Language and	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to support English teachers to develop subject-specific learning plans for English lessons using the teacher manual for Weeks 13 and 14 (English Language and	60 mins

and national values (2 learning planners to be completed per session)	Literature-in-English). This session will cover the following subject-specific focal areas: <i>a) English Language:</i> <i>i. Oral language - Extracting and constructing meaning from oral communication</i> <i>ii. Reading -Summarising as a technique for text comprehension</i> <i>iii. Grammar usage - using grammatical forms in speech and writing- preposition and types of prepositions</i> <i>b) Literature-in-English:</i> <i>i. Characterisation in dramatic texts</i> <i>ii. How to Write a Character Comparison in 8 Steps.</i> <i>iii. Elements of Drama</i> <i>iv. Elements of Drama- literary devices</i> LO1: Develop subject–specific learning plans for teaching Weeks 13 and 14 (English language and Literature-in-English) lessons using the teacher manual, taking into consideration GESI, ICT, SEL, National Values and other cross-cutting issues (NTS 3a, 3d-3g, 3j and 3k). LI 1.1 Ask teachers to discuss the aspects in Weeks 13 and 14 (English Language and Literature-in-English) lessons in the teacher manual and	Literature-in-English).This session will cover the following subject-specific focal areas: <i>a) English Language:</i> <i>i. Oral language - Extracting and constructing meaning from oral communication</i> <i>ii. Reading -Summarising as a technique for text comprehension</i> <i>iii. Grammar usage - using grammatical forms in speech and writing- preposition and types of prepositions</i> <i>b) Literature-in-English:</i> <i>i. Characterisation in dramatic texts</i> <i>ii. How to Write a Character Comparison in 8 Steps.</i> <i>iii. Elements of Drama</i> <i>iv. Elements of Drama- literary devices</i> LO1: Develop subject–specific learning plans for teaching Weeks 13 and 14 (English language and Literature-in-English) lessons using the teacher manual, taking into consideration GESI, ICT, SEL, National Values and other cross-cutting issues (NTS 3a, 3d-3g, 3j and 3k) LI 1.1 Discuss the aspects in Weeks 13 and 14 (English Language and Literature-in-English) lessons in the	
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	relate them to the learning planner. LI 1.2 Ask teachers to complete the learning planners for Weeks 13 and 14 (English Language and Literature-in-English) lessons with essential questions, key notes on differentiation, teaching and learning activities, assessment strategies, closure and reflection, taking into consideration cross-cutting issues. LO 2: Review the learning plans for Weeks 13 and 14 (English Language and Literature-in-English) lessons in line with the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f; 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Peer-review the content such as essential questions, key notes on differentiation, teaching and learning activities, assessment strategies, closure and reflection of the learning plans for Weeks 13 and 14 (English Language and Literature-in-English) in line with the LOs and LIs in the teacher manual. LI 2.2 Implement the recommendations made by a peer-reviewer to the learning plans for Weeks 13 and 14 (English Language and Literature-in-English) in line with the LOs and LIs in the	teacher manual and relate them to the learning planner. LI 1.2 Complete the learning planners for Weeks 13 and 14 (English Language and Literature-in-English) lessons with essential questions, key notes on differentiation, teaching and learning activities, assessment strategies, closure and reflection, taking into consideration cross-cutting issues. LO 2: Review the learning plans for Weeks 13 and 14 (English Language and Literature-in-English) lessons in line with the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f; 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Peer-review the content such as essential questions, key notes on differentiation, teaching and learning activities, assessment strategies, closure and reflection of the learning plans for Weeks 13 and 14 (English Language and Literature-in-English) in line with the LOs and LIs in the teacher manual. LI 2.2 Implement the recommendations made by a peer-reviewer to the learning plans for Weeks 13 and 14 (English Language and Literature-in-English) in line with the LOs and LIs in the	
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	teacher manual where appropriate. 2.2 Ask teachers in groups to identify and share aspects of Weeks 13 and 14 (English Language and Literature-in-English) lessons in their teacher manual that have been captured in the learning planner (NTS 1a, 2c, 2f and 3d-3g). <i>E.g.</i> <i>i. Learning indicator(s)</i> <i>ii. Learning outcome(s)</i> <i>iii. Content standard, etc.</i> 2.3 Ask teachers to discuss at least two essential questions that will guide the activities for Weeks 13 and 14 (English Language and Literature-in-English) lessons (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>E.g.</i> <i>a) English Language (Week 13)</i> <i>i. What are the basic listening skills and learner strategies needed to extract information and construct varied levels of meaning from any oral communication in contexts (important and non-important ideas)?</i> <i>ii. How can learners apply the concept of summarising as a technique for text comprehension?</i> <i>iii. What are learners' limitations in using simple and complex</i>	teacher manual where appropriate. 2.2 In your groups, identify and share aspects of Weeks 13 and 14 (English Language and Literature-in-English) lessons in your teacher manual that have been captured in the learning planner (NTS 1a, 2c, 2f and 3d-3g). <i>E.g.</i> <i>Learning indicator(s), etc.</i> 2.3 Discuss at least two essential questions that will guide the activities for Weeks 13 and 14 (English Language and Literature-in-English) lessons (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>E.g.</i> <i>a) English Language (Week 13)</i> <i>What are the basic listening skills and learner strategies needed to extract information and construct varied levels of meaning from any oral communication in contexts (important and non-important ideas)? etc.</i>	
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	<i>prepositions in speech and writing?</i> <i>(Week 14)</i> <i>i. How will I support learners to use the different types of prepositions to communicate effectively?</i> <i>ii. What are the connections between prepositions and meaning of sentences?</i> <i>iii. What pedagogical strategies and resources will best help in teaching the concept of phonics?</i> <i>iv. To what extent can the knowledge of phonics help learners in decoding and reading words fluently?</i> <i>b) Literature-in-English (Week 13)</i> <i>i. How will learners identify the types of characters in a selected drama text?</i> <i>ii. How will learners differentiate the types of characters in a selected drama text?</i> <i>iii. How will learners make distinction between direct and indirect characterization in a selected drama text? etc.</i> <i>(Week 14)</i> <i>i. How do the characters develop or change throughout the story?</i>	<i>(Week 14)</i> <i>How will I support learners to use the different types of prepositions to communicate effectively? etc.</i> <i>b) Literature-in-English (Week 13)</i> <i>How will learners identify the types of characters in a selected drama text? etc.</i> <i>(Week 14)</i> <i>How do the characters develop or change throughout the story? etc.</i>	
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	ii. <i>How does the author use literary devices such as imagery, symbolism, metaphor or irony to convey a message or theme?</i> iii. <i>How does the story reflect or challenge your own assumptions and opinions?</i> 2.4 Ask teachers to discuss at least two key notes on differentiation for Weeks 3 and 4 (English Language and Literature-in-English) lessons using the example of English Language as a guide (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>Hint:</i> Activities for differentiation must focus on learning tasks, pedagogy and key assessment. <i>Note:</i> Remind teachers to refer to the teacher manual for more examples. <i>E.g.</i> English Language Oral Language a) <i>Learning Tasks:</i> i. <i>Learners pay attention to speaking cues (Today we will focus on..., the story is about..., Let's move on to..., In other words..., the result of this is...,</i> ii. <i>Learners pay attention to the beginning and end of a conversation and to paralinguistic features (tone of voice, stressed/unstressed words) and non-verbal</i>	2.4 Discuss at least two key notes on differentiation for Weeks 13 and 14 (English Language and Literature-in-English) lessons using the example of English Language as a guide (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>Hint:</i> Activities for differentiation must focus on learning tasks, pedagogy and key assessment. <i>Note:</i> Refer to the teacher manual for more examples. <i>E.g.</i> English Language Oral Language a) <i>Learning Tasks:</i> <i>Learners pay attention to speaking cues (Today we will focus on..., the story is about..., Let's move on to..., In other words..., the result of this is..., , etc.</i>	
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	<i>cues (gestures, facial expressions).</i> <i>iii. Learners pay attention to speakers' use of descriptive terms and examples (Explanation, illustrations, statistical information, adjectives and adverbs) which normally introduce subsidiary ideas in communication.</i> <i>b) Pedagogy:</i> <i>Gamification:</i> <i>i. Sorting of word cards: Learners in mixed ability/gender groups, sort words on cards into similar sound groups.</i> <i>ii. Word chain: Learners in groups create words with similar sounds at initial, medial and final, emphasising the part with similar sounds (check, cheque, big, bin, pop, hop, hot, dot). In groups, learners sort important and less important information written on sheets of paper</i> <i>c) Key assessment:</i> <i>i. Level 1 Recall: Identify the main ideas from examples on a given oral text.</i> <i>ii. Level 2 Skills of Conceptual Understanding: Distinguish supporting sentences from topic sentences in oral text.</i>	<i>b) Pedagogy:</i> <i>Gamification:</i> <i>Sorting of word cards: Learners in mixed ability/gender groups, sort words on cards into similar sound groups, etc.</i> <i>c) Key assessment:</i> <i>Level 1 Recall: Identify the main ideas from examples on a given oral text, etc.</i>	
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	iii. <i>Level 3 Strategic Reasoning:</i> <i>Differentiate between main ideas from illustrations.</i> iv. <i>Level 4 Extended Critical Thinking and Reasoning:</i> <i>What makes certain information more important than others</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> <i>Week 14</i> <i>Grammar usage</i> a) <i>Learning Task:</i> i. <i>Learners identify determiners and interjections from passages and other write ups, Old Newspapers</i> ii. <i>Learners construct sentences using determiners and interjections.</i> iii. <i>Use determiners in sentences and paragraphs.</i> <i>Complete the sentences with the right determiners</i> A ...cat is very fat. B ...apple fell from the tree. C Is ... coffee on the counter? iv. <i>Learners compose texts for various purposes while making accurate use of determiners and interjections, etc.</i>	<i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> <i>Week 14</i> <i>Grammar usage</i> a) <i>Learning Task:</i> <i>Learners identify determiners and interjections from passages and other write ups, old newspapers, etc.</i>	
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	<i>b) Pedagogy:</i> <i>i. Group Work: Learners work in mixed - ability groups, ensuring collaboration and respecting one another's view on determiners and interjections in context. Learners examine sample essays and passages from books and journals to identify determiners and interjections and their use in different grammatical structures.</i> <i>ii. Task-Based Learning: Teacher guides learners through varied activities in which learners focus on the appropriate use of determiners and interjections in context, etc.</i> <i>c) Key Assessment:</i> <i>i. Level 1 Recall: Identify determiners and interjections from a variety of given texts</i> <i>ii. Level 2 Skills of Conceptual Understanding: Write sentences that have determiners and interjections</i> <i>iii. Level 3 Strategic Reasoning: Write paragraphs on a given topic using determiners and interjections</i> <i>iv. Assessment Level 4 Extended Critical Thinking and Reasoning: Analyse the various types of determiners</i>	<i>b) Pedagogy:</i> <i>Group Work: Learners work in mixed - ability groups, ensuring collaboration and respecting one another's view on determiners and interjections in context. Learners examine sample essays and passages from books and journals to identify determiners and interjections and their use in different grammatical structures, etc.</i> <i>c) Key Assessment:</i> <i>Level 1 Recall: Identify determiners and interjections from a variety of given texts, etc.</i>	
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	<i>and interjections and their uses, etc.</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> <i>Literature-in-English (Week 13)</i> <i>a) Learning Tasks:</i> <i>i. Learners identify the types of characters in a selected drama text</i> <i>ii. Learners differentiate the types of characters in the text</i> <i>iii. Learners contrast direct and indirect characterisation in a selected drama text</i> <i>b) Pedagogy:</i> <i>i. Brainstorming Learners identify the types of characters in a drama text</i> <i>ii. Collaborative learning</i> <i>▪ Learners in mixed-ability groups differentiate the types of characters in a text</i> <i>▪ In groups, learners make distinction between direct and indirect characterization in a drama text</i> <i>iii. Talk for Learning</i> <i>Learners analyse the similarities between characters in a drama text</i>	<i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> <i>Literature-in-English (Week 13)</i> <i>a) Learning Tasks:</i> <i>Learners identify the types of characters in a selected drama text</i> <i>b) Pedagogy:</i> <i>Brainstorming Learners identify the types of characters in a drama text</i>	
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	c) <i>Key Assessment:</i> i. <i>Level 1</i> ▪ <i>Explain character in your own words</i> ▪ <i>Mention three examples of characters in any book you have read</i> ▪ <i>Mention three types of characters</i> ii. <i>level 2</i> <i>Explain three types of characters with examples from any books you have read</i> iii. <i>level 3</i> <i>Pick any three types of characters and write a drama with characters that reflect those traits</i> iv. <i>level 4</i> <i>Which characters in the set books would appropriately exemplify the types of characters in a drama piece</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> (Week 14) a) <i>Learning Task:</i> <i>Using a prescribed text or any suggested by the teacher, have a debate on the most important of the three elements discussed and defend your stance on which of them must be emphasised.</i> b) <i>Pedagogy:</i> i. <i>Brainstorming</i>	c) <i>Key Assessment:</i> <i>Level 1</i> <i>Explain character in your own words</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> (Week 14) a) <i>Learning Task:</i> <i>Using a prescribed text or any suggested by the teacher, have a debate on the most important of the three elements discussed and defend your stance on which of them must be emphasised.</i> b) <i>Pedagogy:</i> <i>Brainstorming</i>	
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	<i>Identify the use of plot, setting and characters in dramatic texts</i> ii. <i>Experiential Learning</i> ▪ <i>Have learners watch a drama piece to review the knowledge on elements of drama e.g., plot, setting and character</i> ▪ <i>In task groups, learners brainstorm and discuss the importance of plot, setting and characterisation. This activity should guide learners to be conscious of teamwork, inclusivity and use of appropriate language, etc.</i> c) <i>Key assessment:</i> i. <i>Level 1: Narrate the plot of a given text, story or movie</i> ii. <i>Level 2: Explain the five components of plot</i> iii. <i>Level 3: Identify the five components of plot in the story given</i> iv. <i>Level 4: Create a drama piece that incorporates all five components of plot, etc.</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> 2.5 Ask teachers in their subject groups or as individuals to complete the learning planners for Weeks	<i>Identify the use of plot, setting and characters in dramatic texts.</i> c) <i>Key assessment:</i> <i>Level 1: Narrate the plot of a given text, story or movie, etc.</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> 2.5 In your subject groups or as individuals, complete the learning planners for Weeks 13 and 14 (English Language	
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	13 and 14 (English Language and Literature-in-English) with essential questions, teaching and learning activities, key notes on differentiation, assessment strategies, closure and reflection, taking into consideration cross-cutting issues (NTS 3a, 3e-3g and 3k).	and Literature-in-English) with essential questions, teaching and learning activities, key notes on differentiation, assessment strategies, closure and reflection, taking into consideration cross-cutting issues (NTS 3a, 3e-3g and 3k).	
3. Peer-review of learning planners. ● Review planner to ensure alignment between course manual and learning planner based on the templates provided.	3.1 Ask teachers to review the content of a colleague's learning plan in their department to check for alignment with the LOs and LIs in the teacher manual (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>Alignment among curriculum, teacher manual and learning planner</i> b) <i>Innovativeness of pedagogical choices</i> c) <i>Incorporation of GESI, SEL and national core values</i> d) <i>Application of 21st century skills</i> e) <i>Differentiated pedagogy and assessment</i> 3.2 Ask teachers to incorporate the accepted recommendations in their subject-specific learning plans (NTS 1b).	3.1 Review the content of a colleague's learning plan in your department to check for alignment with the LOs and LIs in the teacher manual (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>Alignment among curriculum, teacher manual and learning planner</i> b) <i>Innovativeness of pedagogical choices</i> c) <i>Incorporation of GESI, SEL and national core values</i> d) <i>Application of 21st century skills</i> e) <i>Differentiated pedagogy and assessment</i> 3.2 Incorporate the accepted recommendations in your subject-specific learning plans (NTS 1b).	10 mins
4. Reflection on the session:	4.1 Ask teachers to reflect on what has been done in the	4.1 Reflect on what has been done in the session and	10 mins

● Reflect on what has been learnt in the session. ● Advance preparation towards next PLC session.	session and share their views and feelings with the larger group (NTS 1a). 4.2 Encourage teachers to complete their learning plan(s) before the next DPLC session (NTS 3a). 4.3 Remind teachers to read the content of Weeks 15 and 16 (English Language and Literature-in-English) in the teacher manual and DPLC Session 8 in preparation for the next session and bring along their DPLC Handbook and teacher manuals (NTS 1a, 1b).	share your views and feelings with the larger group (NTS 1a). 4.2 Remember to complete your learning plan(s) before the next DPLC session (NTS 3a) 4.3 Remember to read the content of Weeks 15 and 16 (English Language and Literature-in-English) in the teacher manual and DPLC Session 9 in preparation for the next session and bring along your DPLC Handbook and teacher manual (NTS 1a, 1b).	
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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 ideas from the last DPLC session	1.1 Start the session by asking teachers to share two things they implemented based on the DPLC Session 8, <i>developing learning plans for Weeks 13 and 14 (English Language and Literature-in-English)</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 during DPLC Session 8, <i>developing learning plans for Weeks 13 and 14 (English Language and Literature-in-English)</i>, supported learning (NTS 1a - 1c).	1.1 Share two things you implemented based on the DPLC Session 8, <i>developing learning plans for Weeks 13 and 14 (English Language and Literature-in-English)</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As a critical friend, discuss why you think what a colleague did through the application of lessons learnt during DPLC Session 8, <i>developing learning plans for Weeks 13 and 14 (English Language and Literature-in-English)</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	2.1 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to support English teachers to develop subject-specific learning plans for English lessons using the teacher manual for Weeks 15 and 16 (English Language and	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to support English teachers to develop subject-specific learning plans for English lessons using the teacher manual for Weeks 15 and 16 (English Language and	60 mins

and national values (2 learning planners to be completed per session)	Literature-in-English). This session will cover the following subject-specific focal areas: <i>a) English Language:</i> <i>i. Informal letter writing-Features (Writing)</i> <i>ii. Elements of plot and plot structure (Literature)</i> <i>iii. Structure of a plot</i> <i>b) Literature-in-English:</i> <i>i. How themes are developed</i> <i>ii. Elements of style</i> <i>iii. Dramatic devices;</i> <i>iv. Style in drama texts,</i> <i>v. Performing monologues</i> <i>vi. Performing sketches</i> <i>vii. Sketch writing</i> LO1: Develop subject-specific learning plans for teaching Weeks 15 and 16 (English language and Literature-in-English) lessons using the teacher manual, taking into consideration GESI, ICT, SEL, National Values and other cross-cutting issues (NTS 3a, 3d-3g, 3j and 3k). LI 1.1 Discuss the aspects in Weeks 15 and 16 (English Language and Literature-in-English) lessons in the teacher manual and relate them to the learning planner. LI 1.2 Complete the learning planners for Weeks 15 and 16 (English Language and Literature-in-English) lessons with essential questions, key notes on differentiation,	Literature-in-English). This session will cover the following subject-specific focal areas: <i>a) English Language:</i> <i>i. Informal letter writing-Features (Writing)</i> <i>ii. Elements of plot</i> <i>iii. Plot structure (Literature)</i> <i>b) Literature-in-English:</i> <i>i. How themes are developed</i> <i>ii. Elements of style</i> <i>iii. Dramatic devices;</i> <i>iv. Style in drama texts,</i> <i>v. Performing monologues</i> <i>vi. Performing sketches</i> <i>vii. Sketch writing</i> LO1: Develop subject-specific learning plans for teaching Weeks 15 and 16 (English language and Literature-in-English) lessons using the teacher manual, taking into consideration GESI, ICT, SEL, National Values and other cross-cutting issues (NTS 3a, 3d-3g, 3j and 3k). LI 1.1 Discuss the aspects in Weeks 15 and 16 (English Language and Literature-in-English) lessons in the teacher manual and relate them to the learning planner. LI 1.2 Complete the learning planners for Weeks 15 and 16 (English Language and Literature-in-English) lessons with essential questions, key notes on differentiation,	
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	teaching and learning activities, assessment strategies, closure and reflection, taking into consideration cross-cutting issues. LO 2: Review the learning plans for Weeks 15 and 16 (English Language and Literature-in-English) lessons in line with the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f; 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Peer-review the content such as essential questions, key notes on differentiation, teaching and learning activities, assessment strategies, closure and reflection of the learning plans for Weeks 15 and 16 (English Language and Literature-in-English) in line with the LOs and LIs in the teacher manual. LI 2.2 Ask teachers to implement the recommendations made by a peer-reviewer to the learning plans for Weeks 15 and 16 (English Language and Literature-in-English) in line with the LOs and LIs in the teacher manual where appropriate. 2.2 Ask teachers in groups to identify and share aspects of Weeks 15 and 16 (English Language and Literature-in-English) lessons in their teacher manual that have	teaching and learning activities, assessment strategies, closure and reflection, taking into consideration cross-cutting issues. LO 2: Review the learning plans for Weeks 15 and 16 (English Language and Literature-in-English) lessons in line with the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f; 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Peer-review the content such as essential questions, key notes on differentiation, teaching and learning activities, assessment strategies, closure and reflection of the learning plans for Weeks 15 and 16 (English Language and Literature-in-English) in line with the LOs and LIs in the teacher manual. LI 2.2 Implement the recommendations made by a peer-reviewer to the learning plans for Weeks 15 and 16 (English Language and Literature-in-English) in line with the LOs and LIs in the teacher manual where appropriate. 2.2 In your groups, identify and share aspects of Weeks 15 and 16 (English Language and Literature-in-English) lessons in your teacher manual that have been	
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	been captured in the learning planner (NTS 1a, 2c, 2f and 3d-3g). <i>E.g.</i> <i>a) Learning indicator(s)</i> <i>b) Learning outcome(s)</i> <i>c) Content standard, etc.</i> 2.3 Ask teachers to discuss at least two essential questions that will guide the activities for Weeks 15 and 16 (English Language and Literature-in-English) lessons (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>E.g.</i> <i>a) English Language (Week 15)</i> <i>i. How can learners be supported to use different writing skills to communicate in different contexts in real-life situations (writing informal letters)?</i> <i>ii. What differentiated planning approach can be used in teaching informal letters in order to meet the diverse needs of learners?</i> <i>(Week 16)</i> <i>i. How can the use of ICT tools enhance the effective teaching of the plot structure of a story/literary work?</i> <i>ii. Why do learners have to present their essays/stories sequentially?</i> <i>iii. How will learners effectively use the knowledge gained in the study of the plot</i>	captured in the learning planner (NTS 1a, 2c, 2f and 3d-3g). <i>E.g.</i> <i>Learning indicator(s), etc.</i> 2.3 Discuss at least two essential questions that will guide the activities for Weeks 15 and 16 (English Language and Literature-in-English) lessons (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>E.g.</i> <i>a) English Language (Week 15)</i> <i>How can learners be supported to use different writing skills to communicate in different contexts in real-life situations (writing informal letters)? etc.</i> <i>(Week 16)</i> <i>How can the use of literary language of genres help learners in developing the sequence of events across texts to achieve meaning? etc.</i>	
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	<i>structure to create a meaningful story/literary work?</i> iv. <i>How can the use of ICT tools enhance the effective teaching of the plot structure of a story/literary work?</i> v. <i>Why do learners have to present their essays/stories sequentially?</i> vi. <i>How will learners effectively use the knowledge gained in the study of the plot structure to create a meaningful story/literary work?</i> b) <i>Literature-in-English (Week 15)</i> i. <i>How will learners effectively develop themes in drama texts to address the main concerns?</i> ii. <i>In what ways do dramatic devices contribute to conveying themes in various drama texts?</i> iii. <i>How will learners identify and analyse the development of themes in drama texts?</i> <i>(Week 16)</i> i. <i>How will students effectively convey the themes and emotions of a chosen scene through monologues and skits?</i> ii. <i>How will the performance of skits enhance students'</i>	b) <i>Literature-in-English (Week 15)</i> <i>How will learners effectively develop themes in drama texts to address the main concerns? etc.</i> <i>(Week 16)</i> <i>How will students effectively convey the themes and emotions of a chosen scene through monologues and skits? etc.</i>	
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	<i>understanding of dramatic elements?</i> iii. <i>How does writing and performing original skits contribute to students' creative expression and understanding of drama?</i> 2.4 Ask teachers to discuss at least two key notes on differentiation for Weeks 15 and 16 (English Language and Literature-in-English) lessons using the example of Literature-in-English as a guide (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>Hint:</i> <i>Activities for differentiation must focus on learning tasks, pedagogy and key assessment.</i> <i>Note:</i> <i>Remind teachers to refer to the teacher manual for more examples.</i> <i>E.g.</i> <i>English Language (Week 15)</i> <i>a) Learning Tasks:</i> <i>i. Learners identify the people they write to.</i> <i>ii. Learners write the features of an informal letter.</i> <i>iii. Learners compose the introductory, body and concluding paragraphs of a letter to a friend, classmate, sibling.</i> <i>iv. Learners practice writing an informal letter to a friend, sibling, classmate.</i>	2.4 Discuss at least two key notes on differentiation for Weeks 15 and 16 (English Language and Literature-in-English) lessons using the example of Literature-in-English as a guide (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>Hint:</i> <i>Activities for differentiation must focus on learning tasks, pedagogy and key assessment.</i> <i>Note:</i> <i>Refer to the teacher manual for more examples.</i> <i>E.g.</i> <i>English Language (Week 15)</i> <i>a) Learning Tasks:</i> <i>Learners identify the people they write to.</i>	
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	<i>b) Pedagogy:</i> <i>i. Brainstorming: Learners in mixed-ability groups to brainstorm the letter writing, encouraging one another to explain and give instances of letter writing, taking into consideration their cultural backgrounds.</i> <i>ii. Group Work: Learners work in mixed-ability groups, ensuring collaboration and respecting one another's view to identify the features of informal letters in context.</i> <i>iii. Task-Based Learning: Teacher guides learners through varied activities in which learners focus on the appropriate writing of introductory, body and concluding paragraphs, etc.</i> <i>c) Key Assessment:</i> <i>i. Level 1 Recall: Identify the features of an informal letter.</i> <i>ii. Level 2 Skills of Conceptual Understanding: Plan and present a PowerPoint/ oral presentation on the outline/features of an informal letter on a given topic.</i> <i>iii. Level 3 Strategic Reasoning: Write the introductory paragraph of a letter to your elder sibling abroad asking for</i>	<i>b) Pedagogy:</i> <i>Brainstorming: Learners in mixed-ability groups to brainstorm the letter writing, encouraging one another to explain and give instances of letter writing, taking into consideration their cultural backgrounds, etc.</i> <i>c) Key assessment:</i> <i>Level 1: Explain theme with two examples, etc.</i>	
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	money to pay for your fees and other needs. iv. <i>Level 4 Extended Critical Thinking and Reasoning:</i> Write a letter to your friend in another school discussing 3 reasons for your choice of school. Use appropriate format and expressions to ensure coherence, etc. Refer to the teacher manual for examples of key notes on differentiation for the other focal areas English Language (Week 16) a) <i>Learning Tasks:</i> i. Learners trace the sequence of events in at least 3 films/ stories. ii. Learners identify the structural elements in the plots of the films watched/ stories read. iii. Learners outline the sequence of events in a film/ text story and use the knowledge gained to create their own stories, etc. b) <i>Pedagogy:</i> i. <i>Brainstorming:</i> In mixed ability /gender groups, learners identify and discuss the plot structure of a film / short story ii. <i>Talk for learning</i> Learners in groups explain the structure of the plot in order: Rising Action, climax, falling action, resolution iii. <i>Collaborative Learning</i>	Refer to the teacher manual for examples of key notes on differentiation for the other focal areas English Language (Week 16) a) <i>Learning Tasks:</i> Learners trace the sequence of events in at least 3 films/ stories. b) <i>Pedagogy:</i> <i>Brainstorming:</i> In mixed ability /gender groups, learners identify and discuss the plot structure of a film / short story	
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	<i>With the experience of tracing the plot, learners collaboratively create their own storylines following a sequence, etc.</i> c) <i>Key Assessment:</i> i. <i>Level 1 Recall</i> <i>State the structural elements in a plot</i> ii. <i>Level 2 Skills of Conceptual Understanding:</i> <i>Trace the sequence of events of a film/story</i> iii. <i>Level 3 Strategic Reasoning:</i> iv. <i>Write a short story following the order of the plot structure, etc.</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> <i>Literature-in-English-Week 15</i> a) <i>Learning Tasks:</i> i. <i>Reread portions of your selected texts</i> ii. <i>Make a glossary of related issues</i> iii. <i>Group them under selected themes, etc.</i> b) <i>Pedagogy:</i> <i>Problem-Based Learning</i> i. <i>Learners in task groups (mixed/gender) review knowledge on theme and style</i> ii. <i>Learners think critically as they explore themes and style in given texts. The groups discuss these</i>	c) <i>Key Assessment:</i> i. <i>Level 1 Recall</i> <i>State the structural elements in a plot</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> <i>Literature-in-English-Week 15</i> a) <i>Learning Tasks:</i> <i>Reread portions of your selected texts</i> b) <i>Pedagogy:</i> <i>Problem-Based Learning</i> <i>Learners in task groups (mixed/gender) review knowledge on theme and style</i>	
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	<i>using ethically-accepted language</i> <i>Mixed-ability grouping</i> <i>In groups, learners explore how themes and style are developed to bring out the concerns of selected drama texts, etc.</i> c) <i>Key assessment</i> i. <i>Level 1: Explain theme with two examples</i> ii. <i>Level 2: What is the theme of your favourite movie?</i> iii. <i>Level 3: Justify what makes the choice of theme for your favourite story accurate?</i> iv. <i>Level 4: With copious instances, bring out two themes in a prescribed dramatic text, etc.</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> <i>(Literature-in-English Week 16)</i> a) <i>Learning Tasks:</i> i. <i>Discuss the term monologue with examples</i> ii. <i>Discuss the process for performing a monologue</i> iii. <i>Perform selected monologues from prescribed texts, etc.</i> b) <i>Pedagogy:</i> i. <i>Using project- based learning, learners</i>	c) <i>Key assessment</i> <i>Level 1: Explain theme with two examples</i> <i>Refer to the teacher manual for examples of key notes on differentiation</i> <i>(Literature-in-English Week 16)</i> a) <i>Learning Tasks:</i> <i>Discuss the term monologue with examples.</i> b) <i>Pedagogy:</i> <i>Brainstorming:</i>	
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	<i>compile at least 2 monologues from drama texts</i> <i>ii. In mixed -ability groups, learners read and reflect on the plot and themes of the selected monologues</i> <i>iii. In interest groups, put up performances on the selected monologues, etc.</i> <i>c) Key Assessment:</i> <i>i. Level 1: Explain monologue and state the structure of a monologue</i> <i>ii. Level 2: Distinguish between monologue and soliloquy</i> <i>iii. Level 3: Create a monologue to be performed in class on a popular discipline in your school, etc.</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> 2.5 Ask teachers in their subject groups or as individuals to complete the learning planners for Weeks 15 and 16 (English Language and Literature-in-English) with essential questions, teaching and learning activities, key notes on differentiation, assessment strategies, closure and reflection, taking into consideration cross-cutting issues (NTS 3a, 3e-3g and 3k).	<i>In mixed ability /gender groups, learners identify and discuss the plot structure of a film / short story</i> <i>c) Key Assessment:</i> <i>Level 1: State the structural elements in a plot, etc.</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> 2.5 In your subject groups or as individuals, complete the learning planners for Weeks 15 and 16 (English Language and Literature-in-English) with essential questions, teaching and learning activities, key notes on differentiation, assessment strategies, closure and reflection, taking into consideration cross-cutting issues (NTS 3a, 3e-3g and 3k).	
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3. Peer-review of learning planners. ● Review planner to ensure alignment between course manual and learning planner based on the templates provided.	3.1 Ask teachers to review the content of a colleague's learning plan in their department to check for alignment with the LOs and LIs in the teacher manual (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>Alignment among curriculum, teacher manual and learning planner</i> b) <i>Innovativeness of pedagogical choices</i> c) <i>Incorporation of GESI, SEL and national core values</i> d) <i>Application of 21st century skills</i> e) <i>Differentiated pedagogy and assessment</i> 3.2 Ask teachers to incorporate the accepted recommendations in their subject-specific learning plans (NTS 1b).	3.1 Review the content of a colleague's learning plan in your department to check for alignment with the LOs and LIs in the teacher manual (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>Alignment among curriculum, teacher manual and learning planner</i> b) <i>Innovativeness of pedagogical choices</i> c) <i>Incorporation of GESI, SEL and national core values</i> d) <i>Application of 21st century skills</i> e) <i>Differentiated pedagogy and assessment</i> 3.2 Incorporate the accepted recommendations in your subject-specific learning plans (NTS 1b).	10 mins
4. Reflection on the session: ● Reflect on what has been learnt in the session. ● Advance preparation towards next PLC session.	4.1 Ask teachers to reflect on what has been done in the session and share their views and feelings with the larger group (NTS 1a). 4.2 Encourage teachers to complete their learning plan(s) before the next DPLC session (NTS 3a). 4.3 Remind teachers to read the content of Weeks 17 and 18 (English Language and Literature-in-English) in the teacher manual and DPLC Session 10 in preparation for	4.1 Reflect on what has been done in the session and share your views and feelings with the larger group (NTS 1a). 4.2 Remember to complete your learning plan(s) before the next DPLC session (NTS 3a) 4.3 Remember to read the content of Weeks 17 and 18 (English Language and Literature-in-English) in the teacher manual and DPLC Session 10 in preparation for	10 mins

	the next session and bring along their DPLC Handbook and teacher manuals (NTS 1a, 1b).	the next session and bring along your DPLC Handbook and teacher manuals (NTS 1a, 1b).	
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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 DPLC session	1.1 Start the session by asking teachers to share two things they implemented based on the DPLC Session 9, <i>developing learning plans for Weeks 15 and 16 (English Language and Literature-in-English)</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 during DPLC Session 9, <i>developing learning plans for Weeks 15 and 16 (English Language and Literature-in-English)</i>, supported learning (NTS 1a - 1c).	1.1 Share two things you implemented based on the DPLC Session 9, <i>developing learning plans for Weeks 15 and 16 (English Language and Literature-in-English)</i>, which you think impacted learning positively (NTS 1a, 1b). 1. 2 As a critical friend, discuss why you think what a colleague did through the application of lessons learnt during DPLC Session 9, <i>developing learning plans for Weeks 15 and 16 (English Language and Literature-in-English)</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	2.1 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to support English teachers to develop subject-specific learning plans for English lessons using the teacher manual for Weeks 17 and 18 (English Language and	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to support English teachers to develop subject-specific learning plans for English lessons using the teacher manual for Weeks 17 and 18 (English Language and	60 mins

and national values (2 learning planners to be completed per session)	Literature-in-English). This session will cover the following subject-specific focal areas: <i>a) English Language:</i> <i>i. Oral Language – Conversation/communication in context</i> <i>ii. Reading Comprehension -</i> <i>b) Literature-in-English:</i> <i>i. Literary sketches</i> <i>ii. Writing and producing plays</i> <i>iii. Poetry analysis</i> LO1: Develop subject-specific learning plans for teaching Weeks 17 and 18 (English language and Literature-in-English) lessons using the teacher manual, taking into consideration GESI, ICT, SEL, National Values and other cross-cutting issues (NTS 3a, 3d-3g, 3j and 3k). LI 1.1 Discuss the aspects in Weeks 17 and 18 (English Language and Literature-in-English) lessons in the teacher manual and relate them to the learning planner. LI 1.2 Complete the learning planners for Weeks 17 and 18 (English Language and Literature-in-English) lessons with essential questions, key notes on differentiation, teaching and learning activities, assessment strategies, closure and reflection, taking into	Literature-in-English). This session will cover the following subject-specific focal areas: <i>a) English Language:</i> <i>i. Oral Language – Conversation/communication in context</i> <i>ii. Reading Comprehension</i> <i>b) Literature-in- English:</i> <i>i. Literary sketches</i> <i>ii. Writing and producing plays</i> <i>iii. Poetry analysis</i> LO1: Develop subject-specific learning plans for teaching Weeks 17 and 18 (English language and Literature-in-English) lessons using the teacher manual, taking into consideration GESI, ICT, SEL, National Values and other cross-cutting issues (NTS 3a, 3d-3g, 3j and 3k). LI 1.1 Discuss the aspects in Weeks 17 and 18 (English Language and Literature-in-English) lessons in the teacher manual and relate them to the learning planner. LI 1.2 Complete the learning planners for Weeks 17 and 18 (English Language and Literature-in-English) lessons with essential questions, key notes on differentiation, teaching and learning activities, assessment strategies, closure and reflection, taking into	
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	consideration cross-cutting issues. LO 2: Review the learning plans for Weeks 17 and 18 (English Language and Literature-in-English) lessons in line with the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Peer-review the content such as essential questions, key notes on differentiation, teaching and learning activities, assessment strategies, closure and reflection of the learning plans for Weeks 17 and 18 (English Language and Literature-in-English) in line with the LOs and LIs in the teacher manual. LI 2.2 Implement the recommendations made by a peer-reviewer to the learning plans for Weeks 17 and 18 (English Language and Literature-in-English) in line with the LOs and LIs in the teacher manual where appropriate. 2.2 Ask teachers in groups to identify and share aspects of Weeks 17 and 18 (English Language and Literature-in-English) lessons in their teacher manual that have been captured in the learning planner (NTS 1a, 2c, 2f and 3d-3g).	consideration cross-cutting issues. LO 2: Review the learning plans for Weeks 17 and 18 (English Language and Literature-in-English) lessons in line with the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Peer-review the content such as essential questions, key notes on differentiation, teaching and learning activities, assessment strategies, closure and reflection of the learning plans for Weeks 17 and 18 (English Language and Literature-in-English) in line with the LOs and LIs in the teacher manual. LI 2.2 Implement the recommendations made by a peer-reviewer to the learning plans for Weeks 17 and 18 (English Language and Literature-in-English) in line with the LOs and LIs in the teacher manual where appropriate. 2.2 In your groups, identify and share aspects of Weeks 17 and 18 (English Language and Literature-in-English) lessons in your teacher manual that have been captured in the learning planner (NTS 1a, 2c, 2f and 3d-3g).	
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	<i>E.g.</i> <i>a) Learning indicator(s)</i> <i>b) Learning outcome(s)</i> <i>c) Content standard, etc.</i> 2.3 Ask teachers to discuss at least two essential questions that will guide the activities for Weeks 17 and 18 (English Language and Literature-in-English) lessons (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>E.g.</i> <i>a) English Language (Week 17)</i> <i>i. How will listening comprehension improve meaningful conversation/communication?</i> <i>ii. How will language be used appropriately in different speech situation?</i> <i>iii. What strategies can be employed in the teaching of conversation?</i> <i>b) English Language (Week 18)</i> <i>i. What strategies can be to use to teach reading comprehension effectively?</i> <i>ii. How can reading comprehension improve speaking skills?</i> <i>iii. How will learners apply appropriate part of speech to communicate effectively? etc.</i>	<i>E.g.</i> <i>Learning indicator(s), etc.</i> 2.3 Discuss at least two essential questions that will guide the activities for Weeks 17 and 18 (English Language and Literature-in-English) lessons (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>E.g.</i> <i>a) English Language (Week 17)</i> <i>How will listening comprehension improve meaningful conversation/communication? etc.</i>	
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	c) <i>Literature-in-English (Week 17)</i> i. <i>What are the real-life applications of communication strategies in a variety of speech contexts (formal and informal situations)?</i> ii. <i>How well does the script follow the standard format and conventions of a stage play?</i> iii. <i>How would one translate a read text into a play? etc.</i> <i>(Week 18)</i> i. <i>How do the elements used evoke the emotions of the audience?</i> ii. <i>How does the setting of the script affect the story and characters in the play?</i> iii. <i>How would knowledge gained in plot structure help build tension and resolution in the play? etc.</i> 2.4 Ask teachers to discuss at least two key notes on differentiation for Weeks 17 and 18 (English Language and Literature-in-English) lessons (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>Hint:</i> <i>Activities for differentiation must focus on learning tasks, pedagogy and key assessment.</i>	b) <i>Literature-in-English (Week 17)</i> <i>What are the real-life applications of communication strategies in a variety of speech contexts (formal and informal situations)? etc.</i> 2.4 Discuss at least two key notes on differentiation for Weeks 17 and 18 (English Language and Literature-in-English) lessons using the example of Literature-in-English as a guide (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>Hint:</i> <i>Activities for differentiation must focus on learning tasks, pedagogy and key assessment.</i>	
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	<i>Note:</i> Remind teachers to refer to the teacher manual for more examples. <i>E.g.</i> English Language (Week 17) a) <i>Learning Tasks:</i> i. <i>Learner state at least, two contexts under which conversation can take place.</i> ii. <i>Learners explain the context of language used in a conversation using a given text/video.</i> iii. <i>Learners use the given video/video to outline the features appropriate to the context.</i> b) <i>Pedagogy:</i> <i>Talk for learning:</i> <i>Learners, in mixed-ability groups, engage in practical demonstrations of everyday discourse to state at least, two contexts under conversation can take place.</i> <i>Group work:</i> i. <i>Learners watch short video/read short story and explain the context of language used in the video/short story. (E.g., formal, semi-formal or informal contexts).</i> ii. <i>Learners in mixed-ability and gender groups outline the features of the language used in the story, etc.</i>	<i>Note:</i> Refer to the teacher manual for more examples. <i>E.g.</i> English Language (Week 17) a) <i>Learning Tasks:</i> <i>Learner state at least, two contexts under which conversation can take place.</i> b) <i>Pedagogy:</i> <i>Talk for learning:</i> <i>Learners, in mixed-ability groups, engage in practical demonstrations of everyday discourse to state at least, two contexts under conversation can take place, etc.</i>	
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	c) <i>Key Assessment:</i> i. <i>Level 1 state at least 3 contexts under which a conversation can take place (formal, semi-formal, etc.)</i> ii. <i>Level 2 State and explain the contexts of communication in the video/short story.</i> iii. <i>Level 2 Outline the features of the language used in the video/short story, etc.</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> <i>English Language (Week 18)</i> a) <i>Learning Tasks:</i> i. <i>Learners predict the main ideas of a passage / story by describing pictures.</i> ii. <i>Learners read given short passages aloud and answer questions.</i> iii. <i>Learners read text and connect it to real life situations.</i> b) <i>Pedagogy:</i> <i>Collaborative learning/ Activity based learning</i> i. <i>In mixed ability groups, learners watch video or listen to audio recording, brainstorm the main ideas and discuss them in pairs. Selected texts should reflect varied cultural backgrounds, values, interests, affiliations</i> ii. <i>In mixed gender group learners read text aloud</i>	c) <i>Key Assessment:</i> <i>Level 1 state at least 3 contexts under which a conversation can take place (formal, semi-formal, etc.), etc.</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> <i>English Language (Week 18)</i> a) <i>Learning Tasks:</i> <i>Learners predict the main ideas of a passage / story by describing pictures, etc.</i> b) <i>Pedagogy:</i> <i>Collaborative learning/ Activity based learning</i> <i>In mixed ability groups, learners watch video or listen to audio recording, brainstorm the main ideas and discuss them in pairs. Selected texts should reflect varied cultural backgrounds, values, interests, affiliations, etc.</i>	
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	<i>and discuss the main ideas in the text it among themselves.</i> iii. <i>In mixed ability group, learners read text, identify the main ideas and connect them to real life situations, etc.</i> c) <i>Key Assessment:</i> i. <i>Level 3 Strategic reasoning:</i> <i>Discuss the importance of prediction in real life situations using the moral lessons from the passage.</i> ii. <i>Level 3: strategic reasoning</i> <i>Analyse a given text and bring out the important ideas based on your prediction.</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> <i>Literature-in-English Week 17</i> a) <i>Learning Tasks:</i> i. <i>Find the meaning of the following</i> ▪ <i>Skits</i> ▪ <i>Sketches</i> ▪ <i>Play</i> ▪ <i>Script</i> ii. <i>Choose any one of the above and write a script on it</i> b) <i>Pedagogy:</i> <i>Learners use an ICT tool to search for the meaning of a list of terms:</i> i. <i>Skits</i>	c) <i>Key Assessment:</i> <i>Level 3 Strategic reasoning:</i> <i>Discuss the importance of prediction in real life situations using the moral lessons from the passage.</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> <i>Literature-in-English Week 17</i> a) <i>Learning Tasks:</i> i. <i>Find the meaning of the following</i> ▪ <i>Skits</i> ▪ <i>Sketches</i> ▪ <i>Play</i> ▪ <i>Script</i> b) <i>Pedagogy:</i> <i>Learners use an ICT tool to search for the meaning of a list of terms:</i> i. <i>Skits</i>	
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	ii. Sketches iii. Play iv. Script <i>In groups, think-pair-share their findings, etc.</i> c) Key Assessment: i. Level 1: Explain the following terms: ▪ Skits ▪ Sketches ▪ Play ▪ Script ii. Level 2: List the steps in script writing iii. Level 3: Enumerate the steps in script writing iv. Level 4: Create a skit on a popular Ghanaian value in your community, etc. <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> (Week 18 -Literature-in-English) a) Learning Tasks: i. Search for some forms of narrative poems and their examples ii. Differentiate forms of narrative poems (Epics, Ballads, Idyll, lay) with examples, for meaning and effect. b) Pedagogy: Task-Based learning i. Review learners' knowledge on oral poetic forms and their features. ii. In groups, learners work on a given oral poetic	ii. Sketches, etc. c) Key Assessment: i. Level 1: Explain the following terms: ▪ Skits ▪ Sketches ▪ Play ▪ Script, etc. <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> (Week 18 -Literature-in-English) a) Learning Tasks: i. Search for some forms of narrative poems and their examples b) Pedagogy: Task-Based learning i. Review learners' knowledge on oral poetic forms and their features.	
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	<i>form, discuss the features and present findings.</i> c) <i>Key Assessment:</i> <i>Level 1: Explain Poetry in your own words</i> <i>Level 2: Explain three types of poems with examples</i> <i>Level 3: Create a type of poem</i> 2.5 Ask teachers in their subject groups or as individuals to complete the learning planners for Weeks 17 and 18 (English Language and Literature-in-English) with essential questions, teaching and learning activities, key notes on differentiation, assessment strategies, closure and reflection, taking into consideration cross-cutting issues (NTS 3a, 3e-3g and 3k).	c) <i>Key Assessment:</i> <i>Level 1: Explain Poetry in your own words</i> 2.5 In your subject groups or as individuals, complete the learning planners for Weeks 17 and 18 (English Language and Literature-in-English) with essential questions, teaching and learning activities, key notes on differentiation, assessment strategies, closure and reflection, taking into consideration cross-cutting issues (NTS 3a, 3e-3g and 3k).	
3. Peer-review of learning planners. Review planner to ensure alignment between course manual and learning planner based on the templates provided.	3.1 Ask teachers to review the content of a colleague's learning plan in their department to check for alignment with the LOs and LIs in the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review</i> <i>Alignment among curriculum, teacher manual and learning planner</i> <i>Innovativeness of pedagogical choices</i> <i>Incorporation of GESI, SEL and national core values</i>	3.1 Review the content of a colleague's learning plan in your department to check for alignment with the LOs and LIs in the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review</i> <i>Alignment among curriculum, teacher manual and learning planner</i> <i>Innovativeness of pedagogical choices</i> <i>Incorporation of GESI, SEL and national core values</i>	10 mins

	<i>d) Application of 21st century skills</i> <i>e) Differentiated pedagogy and assessment</i> 3.2 Ask teachers to incorporate the accepted recommendations in their subject-specific learning plans (NTS 1b).	<i>d) Application of 21st century skills</i> <i>e) Differentiated pedagogy and assessment</i> 3.2 Incorporate the accepted recommendations in your subject-specific learning plans (NTS 1b).	
4. Reflection on the session: ● Reflect on what has been learnt in the session. ● Advance preparation towards next PLC session.	4.1 Ask teachers to reflect on what has been done in the session and share their views and feelings with the larger group (NTS 1a). 4.2 Encourage teachers to complete their learning plan(s) before the next DPLC session (NTS 3a). 4.3 Remind teachers to read the content of Weeks 19 and 20 (English Language and Literature-in-English) in the teacher manual and DPLC Session 11 in preparation for the next session and bring along their DPLC Handbook and teacher manuals (NTS 1a, 1b).	4.1 Reflect on what has been done in the session and share your views and feelings with the larger group (NTS 1a). 4.2 Remember to complete your learning plan(s) before the next DPLC session (NTS 3a) 4.3 Remember to read the content of Weeks 19 and 20 (English Language and Literature-in-English) in the teacher manual and DPLC Session 11 in preparation for the next session and bring along your DPLC Handbook and teacher manual (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 DPLC session	1.1 Start the session by asking teachers to share two things they implemented based on the DPLC Session 10, <i>developing learning plans for Weeks 17 and 18 (English Language and Literature-in-English)</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 during DPLC Session 10, <i>developing learning plans for Weeks 17 and 18 (English Language and Literature-in-English)</i>, supported learning (NTS 1a - 1c).	1.1 Share two things you implemented based on the DPLC Session 10, <i>developing learning plans for Weeks 17 and 18 (English Language and Literature-in-English)</i>, which you think impacted learning positively (NTS 1a, 1b). 1. 2 As a critical friend, discuss why you think what a colleague did through the application of lessons learnt during DPLC Session 10, <i>developing learning plans for Weeks 17 and 18 (English Language and Literature-in-English)</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	2.1 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to support English teachers to develop subject-specific learning plans for English lessons using the teacher manual for Weeks 19 and 20 (English Language and	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to support English teachers to develop subject-specific learning plans for English lessons using the teacher manual for Weeks 19 and 20 (English Language and	60 mins

and national values (2 learning planners to be completed per session)	Literature-in-English). This session will cover the following subject-specific focal areas: <i>a) English Language:</i> <i>i. Subject and predicates</i> <i>ii. Writing -Text types and purposes (memo, email, agenda, minutes)</i> <i>b) Literature-in-English:</i> <i>i. Forms of poetry;</i> <i>ii. Interpreting poetry</i> LO1: Develop subject-specific learning plans for teaching Weeks 19 and 20 (English language and Literature-in-English) lessons using the teacher manual, taking into consideration GESI, ICT, SEL, National Values and other cross-cutting issues (NTS 3a, 3d-3g, 3j and 3k). LI 1.1 Ask teachers to discuss the aspects in Weeks 19 and 20 (English Language and Literature-in-English) lessons in the teacher manual and relate them to the learning planner. LI 1.2 Ask teachers to complete the learning planners for Weeks 19 and 20 (English Language and Literature-in-English) lessons with essential questions, key notes on differentiation, teaching and learning activities, assessment strategies, closure and reflection, taking into	Literature-in-English). This session will cover the following subject-specific focal areas: <i>a) English Language:</i> <i>i. Subject and predicates</i> <i>ii. Writing -Text types and purposes (memo, email, agenda, minutes)</i> <i>b) Literature-in-English:</i> <i>i. Forms of poetry;</i> <i>ii. interpreting poetry</i> LO1: Develop subject-specific learning plans for teaching Weeks 19 and 20 (English language and Literature-in-English) lessons using the teacher manual, taking into consideration GESI, ICT, SEL, National Values and other cross-cutting issues (NTS 3a, 3d-3g, 3j and 3k). LI 1.1 Discuss the aspects in Weeks 19 and 20 (English Language and Literature-in-English) lessons in the teacher manual and relate them to the learning planner. LI 1.2 Complete the learning planners for Weeks 19 and 20 (English Language and Literature-in-English) lessons with essential questions, key notes on differentiation, teaching and learning activities, assessment strategies, closure and reflection, taking into consideration cross-cutting issues.	
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	consideration cross-cutting issues. LO 2: Review the learning plans for Weeks 19 and 20 (English Language and Literature-in-English) lessons in line with the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Peer-review the content such as essential questions, key notes on differentiation, teaching and learning activities, assessment strategies, closure and reflection of the learning plans for Weeks 19 and 20 (English Language and Literature-in-English) in line with the LOs and LIs in the teacher manual. LI 2.2 Implement the recommendations made by a peer-reviewer to the learning plans for Weeks 19 and 20 (English Language and Literature-in-English) in line with the LOs and LIs in the teacher manual where appropriate. 2.2 Ask teachers in groups to identify and share aspects of Weeks 19 and 20 (English Language and Literature-in-English) lessons in their teacher manual that have been captured in the learning planner (NTS 1a, 2c, 2f and 3d-3g).	LO 2: Review the learning plans for Weeks 19 and 20 (English Language and Literature-in-English) lessons in line with the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Peer-review the content such as essential questions, key notes on differentiation, teaching and learning activities, assessment strategies, closure and reflection of the learning plans for Weeks 19 and 20 (English Language and Literature-in-English) in line with the LOs and LIs in the teacher manual. LI 2.2 Implement the recommendations made by a peer-reviewer to the learning plans for Weeks 19 and 20 (English Language and Literature-in-English) in line with the LOs and LIs in the teacher manual where appropriate. 2.2 In your groups, identify and share aspects of Weeks 19 and 20 (English Language and Literature-in-English) lessons in your teacher manual that have been captured in the learning planner (NTS 1a, 2c, 2f and 3d-3g).	
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	<i>E.g.</i> <i>a) Learning indicator(s)</i> <i>b) Learning outcome(s)</i> <i>c) Content standard, etc.</i> 2.3 Ask teachers to discuss at least two essential questions that will guide the activities for Weeks 19 and 20 (English Language and Literature-in-English) lessons (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>E.g.</i> <i>a) English Language (Week 19)</i> <i>i. What strategies can be employed to teach a sentence effectively?</i> <i>ii. How will learners use the knowledge gained in the study of a sentence to communicate effectively?</i> <i>iii. Why is it necessary to have knowledge in sentence constructions?</i> <i>(Week 20)</i> <i>i. Why should email, memorandum and agenda be incorporated in writing?</i> <i>ii. How will the knowledge gain in writing enhance communication in specific situations?</i> <i>iii. What strategies can be employed in the teaching of email, memorandum and agenda, minutes writing?etc.</i>	<i>E.g.</i> <i>Learning indicator(s), etc.</i> 2.3 Discuss at least two essential questions that will guide the activities for Weeks 19 and 20 (English Language and Literature-in-English) lessons (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>E.g.</i> <i>a) English Language (Week 19)</i> <i>How can learners apply the concept of subject and predicate to construct different sentence structures? etc.</i> <i>(Week 20)</i> <i>Why should email, memorandum and agenda be incorporated in writing? etc.</i>	
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	<i>b) Literature-in-English (Week 19)</i> <i>i. How do themes in narrative and lyrical poems resonate with universal human experiences or cultural context?</i> <i>ii. How does the brevity and intensity of expression in lyrical poems distinguish them from other poetic forms?</i> <i>iii. How does the use of dialogue contribute to the development of characters and the progression of the narrative in a poem? etc.</i> <i>(Week 20)</i> <i>i. How do personal experiences and emotions influence one's interpretation and appreciation of a poem?</i> <i>ii. How does the use of figurative language contribute to the depth and beauty of poetry?</i> <i>iii. How does the interpretation of a poem vary among readers based on individual perspectives, beliefs and cultural backgrounds? etc.</i> 2.4 Ask teachers to discuss at least two key notes on differentiation for Weeks 19 and 20 (English Language and Literature-in-English)	<i>b) Literature-in-English (Week 19)</i> <i>How do themes in narrative and lyrical poems resonate with universal human experiences or cultural context? etc.</i> <i>(Week 20)</i> <i>How can I support learners to understand the multiple meaning and central ideas of poems in different contexts? etc.</i> 2.4 Discuss at least two key notes on differentiation for Weeks 19 and 20 (English Language and Literature-in-English) lessons (NTS 1a, 2c, 2e, 2f and 3d-3g).	
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	lessons (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>Hint:</i> Activities for differentiation must focus on learning tasks, pedagogy and key assessment. <i>Note:</i> Remind teachers to refer to the teacher manual for more examples. <i>E.g.</i> English Language (Week 19) a) Learning Tasks: - Define sentence - Give examples of sentences and identify their parts b) Pedagogy: - Collaborative Learning/Group work In mixed-ability groups and ensuring collaboration and respecting one another's views, learners explain the meaning of a sentence - Problem-Based Learning: Learners in mixed-ability groups work by communicating and collaborating through different tasks, listening to and sharing ideas with one another to identify the various parts of the sentence. The value of tolerance will be achieved as they work together, etc.	<i>Hint:</i> Activities for differentiation must focus on learning tasks, pedagogy and key assessment. <i>Note:</i> Refer to the teacher manual for more examples. <i>E.g.</i> English Language (Week 19) a) Learning Tasks: Define sentence b) Pedagogy: Collaborative Learning/Group work In mixed-ability groups and ensuring collaboration and respecting one another's views, learners explain the meaning of a sentence, etc.	
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	c) <i>Key Assessment</i> i. <i>Level 1: Recall</i> ▪ <i>Define a sentence.</i> ▪ <i>Give three (3) examples of a sentence.</i> ▪ <i>Identify the parts of a sentence.</i> ii. <i>Level 2: Skills of conceptual understanding</i> ▪ <i>Differentiate between a subject and a predicate.</i> ▪ <i>Underline the subjects in the following sentences.</i> ○ <i>The laptop and the phone are mine</i> ▪ <i>Underline predicates in the following sentences.</i> ○ <i>Kofi is singing a nice song.</i> ○ <i>Abu washed the car.</i> ○ <i>The laptop and the phone are mine</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> <i>English Language (Week 20)</i> a) <i>Learning Tasks:</i> i. <i>Learners explain what an email is and how it is used to transmit messages</i> ii. <i>Learners explain what a memorandum is and identify at least, four features</i>	c) <i>Key Assessment</i> <i>Level 1: Recall</i> i. <i>Define a sentence.</i> ii. <i>Give three (3) examples of a sentence.</i> iii. <i>Identify the parts of a sentence, etc.</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> <i>English Language (Week 20)</i> a) <i>Learning Tasks:</i> <i>Learners explain what an email is and how it is used to transmit messages, etc.</i>	
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	iii. <i>Learners explain what an agenda, minute, report is, stating the features, etc.</i> b) <i>Pedagogy:</i> <i>Talk-for-Learning (TfL)/ Collaborative learning</i> i. <i>Learners collaborating with one another in mixed-ability groups examine sample materials discussing the features.</i> ii. <i>In mixed-ability groups, learners explain what an email is and how it transmits messages.</i> iii. <i>In mixed-ability and gender groups and ensuring collaboration and respecting one another's views, learners explain what an agenda is, outlining the features.</i> c) <i>Key Assessment</i> i. <i>Level 1 Recall:</i> ▪ <i>Write a memo using the appropriate features.</i> ▪ <i>As a club secretary, write an agenda for a meeting.</i> ii. <i>Level 2 Skills of conceptual understanding</i> <i>Write an application letter to seek for job.</i> iii. <i>Level 3 Strategic reasoning:</i> <i>As the secretary of your club, write the minutes of meeting held a week ago, etc.</i>	b) <i>Pedagogy:</i> <i>Talk-for-Learning (TfL)/ Collaborative learning</i> <i>Learners collaborating with one another in mixed-ability groups examine sample materials discussing the features, etc.</i> c) <i>Key Assessment</i> <i>Level 1 Recall:</i> <i>Write a memo using the appropriate features, etc.</i>	
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	<i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> <i>(Week 19-Literature-in-English)</i> a) <i>Learning Tasks:</i> <i>Distinguish between the features of narrative poems and lyrical poems in context using an ICT tool.</i> b) <i>Pedagogy:</i> <i>Enquiry- Based Learning:</i> <i>Teacher plays a traditional/ highlife song that tells a full story and have students listen and retell the stories in the song and discuss the narrative elements such as setting, characters, themes and moral lessons in the story (song).</i> c) <i>Key Assessment:</i> i. <i>Level 1:</i> ▪ <i>Explain lyrical poem</i> ▪ <i>Explain Narrative poems</i> ii. <i>Level 2: Differentiate between lyrical and narrative poem</i> iii. <i>Level 3: Create a lyrical poem using its features, etc.</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i>	<i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> <i>(Week 19-Literature-in-English)</i> a) <i>Learning Tasks:</i> <i>Distinguish between the features of narrative poems and lyrical poems in context using an ICT tool.</i> b) <i>Pedagogy:</i> <i>Enquiry- Based Learning:</i> <i>Teacher plays a traditional/ highlife song that tells a full story and have students listen and retell the stories in the song and discuss the narrative elements such as setting, characters, themes and moral lessons in the story (song).</i> c) <i>Key Assessment:</i> <i>Level 1:</i> <i>Explain lyrical poem, etc.</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i>	
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	<i>(Week 20-Literature-in-English)</i> a) <i>Learning Tasks:</i> i. <i>Learners use an ICT tool to find the steps used to interpret poems beyond literal meanings</i> ii. <i>Learners interpret a given poem using the steps listed above and present to the class, etc.</i> b) <i>Pedagogy:</i> <i>Building on What Others Say:</i> <i>Learners in groups discuss connotative meaning of a given poem</i> <i>Learners discuss the denotative meanings of a poem with practical and relatable examples in carousel activities, etc.</i> c) <i>Key Assessment:</i> i. <i>Level 1: What are the steps used to analyse a poem</i> ii. <i>Level 2: Explain these steps with examples</i> iii. <i>Level 3: Analyse a poem using the steps used to analyse poems, etc</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> 2.5 Ask teachers in their subject groups or as individuals to complete the learning planners for Weeks 19 and 20 (English Language and Literature-in-English) with essential questions, teaching and learning	<i>(Week 20-Literature-in-English)</i> a) <i>Learning Tasks:</i> iii. <i>Learners use an ICT tool to find the steps used to interpret poems beyond literal meanings, etc.</i> b) <i>Pedagogy:</i> <i>Building on What Others Say:</i> <i>Learners in groups discuss connotative meaning of a given poem, etc.</i> c) <i>Key Assessment:</i> <i>Level 1: What are the steps used to analyse a poem, etc.</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> 2.5 In your subject groups or as individuals, complete the learning planners for Weeks 19 and 20 (English Language and Literature-in-English) essential questions, teaching and learning activities, key notes on differentiation,	
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	activities, key notes on differentiation, assessment strategies, closure and reflection, taking into consideration cross-cutting issues (NTS 3a, 3e-3g and 3k).	assessment strategies, closure and reflection, taking into consideration cross-cutting issues (NTS 3a, 3e-3g and 3k).	
3. Peer-review of learning planners. ● Review planner to ensure alignment between course manual and learning planner based on the templates provided.	3.1 Ask teachers to review the content of a colleague's learning plan in their department to check for alignment with the LOs and LIs in the teacher manual (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>Alignment among curriculum, teacher manual and learning planner</i> b) <i>Innovativeness of pedagogical choices</i> c) <i>Incorporation of GESI, SEL and national core values</i> d) <i>Application of 21st century skills</i> e) <i>Differentiated pedagogy and assessment</i> 3.2 Ask teachers to incorporate the accepted recommendations in their subject-specific learning plans (NTS 1b).	3.1 Review the content of a colleague's learning plan in your department to check for alignment with the LOs and LIs in the teacher manual (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>Alignment among curriculum, teacher manual and learning planner</i> b) <i>Innovativeness of pedagogical choices</i> c) <i>Incorporation of GESI, SEL and national core values</i> d) <i>Application of 21st century skills</i> e) <i>Differentiated pedagogy and assessment</i> 3.2 Incorporate the accepted recommendations in your subject-specific learning plans (NTS 1b).	10 mins
4. Reflection on the session: ● Reflect on what has been learnt in the session. ● Advance preparation	4.1 Ask teachers to reflect on what has been done in the session and share their views and feelings with the larger group (NTS 1a). the larger group. (NTS 1a, 1b and 3b)	4.1 Reflect on what has been done in the session and share your views and feelings with the larger group (NTS 1a).	10 mins

towards next PLC session.	4.2 Encourage teachers to complete their learning plan(s) before the next DPLC session (NTS 3a). 4.3 Remind teachers to read the content of Weeks 21 and 22 (English Language and Literature-in-English) in the teacher manual and DPLC Session 12 in preparation for the next session and bring along their DPLC Handbook and teacher manuals (NTS 1a, 1b).	4.2 Remember to complete your learning plan(s) before the next DPLC session (NTS 3a) 4.3 Remember to read the content of Weeks 21 and 22 (English Language and Literature-in-English) in the teacher manual and DPLC Session 12 in preparation for the next session and bring along your DPLC Handbook and teacher manuals (NTS 1a, 1b).	
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DPLC Session 12: Developing learning planners for Weeks 21 and 22 (English Language and Literature-in-English)

<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 the DPLC Session 11, <i>developing learning plans for Weeks 19 and 20 (English Language and Literature-in-English)</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 during DPLC Session 11, <i>developing learning plans for Weeks 19 and 20 (English Language and Literature-in-English)</i>, supported learning (NTS 1a - 1c).	1.1 Share two things you implemented based on the DPLC Session 10, <i>developing learning plans for Weeks 19 and 20 (English Language and Literature-in-English)</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As a critical friend, discuss why you think what a colleague did through the application of lessons learnt during DPLC Session 11, <i>developing learning plans for Weeks 19 and 20 (English Language and Literature-in-English)</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	2.1 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to support English teachers to develop subject-specific learning plans for English lessons using the teacher manual for Weeks 21 and 22 (English Language and	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to support English teachers to develop subject-specific learning plans for English lessons using the teacher manual for Weeks 21 and 22 (English Language and	60 mins

and national values (2 learning planners to be completed per session)	Literature-in-English). This session will cover the following subject-specific focal areas: <i>a) English Language:</i> <i>i. Literature - Narrative, Drama, Poetry (Elements of Poetry)</i> <i>ii. Oral Language - Listening Comprehension</i> <i>b) Literature-in-English:</i> <i>i. Dominant themes</i> <i>ii. Using the Point Evidence Explain (PEE) format to analyse questions</i> <i>iii. Journaling</i> LO1: Develop subject-specific learning plans for teaching Weeks 21 and 22 (English language and Literature-in-English) lessons using the teacher manual, taking into consideration GESI, ICT, SEL, National Values and other cross-cutting issues (NTS 3a, 3d-3g, 3j and 3k). LI 1.1 Discuss the aspects in Weeks 21 and 22 (English Language and Literature-in-English) lessons in the teacher manual and relate them to the learning planner. LI 1.2 Complete the learning planners for Weeks 21 and 22 (English Language and Literature-in-English) lessons with essential questions, key notes on differentiation, teaching and learning activities, assessment	Literature-in-English). This session will cover the following subject-specific focal areas: <i>a) English Language:</i> <i>i. Literature - Narrative, Drama, Poetry (Elements of Poetry)</i> <i>ii. Oral Language - Listening Comprehension</i> <i>b) Literature-in-English:</i> <i>i. Dominant themes</i> <i>ii. Using the Point Evidence Explain (PEE) format to analyse questions</i> <i>iii. Journaling</i> LO1: Develop subject-specific learning plans for teaching Weeks 21 and 22 (English language and Literature-in-English) lessons using the teacher manual, taking into consideration GESI, ICT, SEL, National Values and other cross-cutting issues (NTS 3a, 3d-3g, 3j and 3k). LI 1.1 Discuss the aspects in Weeks 21 and 22 (English Language and Literature-in-English) lessons in the teacher manual and relate them to the learning planner. LI 1.2 Complete the learning planners for Weeks 21 and 22 (English Language and Literature-in-English) lessons with essential questions, key notes on differentiation, teaching and learning activities, assessment	
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	strategies, closure and reflection, taking into consideration cross-cutting issues. LO 2: Review the learning plans for Weeks 21 and 22 (English Language and Literature-in-English) lessons in line with the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f; 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Ask teachers to peer-review the content such as essential questions, key notes on differentiation, teaching and learning activities, assessment strategies, closure and reflection of the learning plans for Weeks 21 and 22 (English Language and Literature-in-English) in line with the LOs and LIs in the teacher manual. LI 2.2 Ask teachers to implement the recommendations made by a peer-reviewer to the learning plans for Weeks 21 and 22 (English Language and Literature-in-English) in line with the LOs and LIs in the teacher manual where appropriate. 2.2 Ask teachers in groups to identify and share aspects of Weeks 21 and 22 (English Language and Literature-in-English) lessons in their teacher manual that have been captured in the learning	strategies, closure and reflection, taking into consideration cross-cutting issues. LO 2: Review the learning plans for Weeks 21 and 22 (English Language and Literature-in-English) lessons in line with the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f; 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Peer-review the content such as essential questions, key notes on differentiation, teaching and learning activities, assessment strategies, closure and reflection of the learning plans for Weeks 21 and 22 (English Language and Literature-in-English) in line with the LOs and LIs in the teacher manual. LI 2.2 Implement the recommendations made by a peer-reviewer to the learning plans for Weeks 21 and 22 (English Language and Literature-in-English) in line with the LOs and LIs in the teacher manual where appropriate. 2.2 In your groups, identify and share aspects of Weeks 21 and 22 (English Language and Literature-in-English) lessons in your teacher manual that have been captured in the learning	
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	planner (NTS 1a, 2c, 2f and 3d-3g). <i>E.g.</i> <i>a) Learning indicator(s)</i> <i>b) Learning outcome(s)</i> <i>c) Content standard, etc.</i> 2.3 Ask teachers to discuss at least two essential questions that will guide the activities for Weeks 21 and 22 (English Language and Literature-in-English) lessons (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>E.g.</i> <i>a) English Language Week 21</i> <i>i. How can literary texts improve knowledge and understanding of language?</i> <i>ii. To what extent does exploring themes of a literary text facilitate comprehension of the text?</i> <i>iii. How can knowledge gain on themes enhance /facilitate language acquisition?</i> <i>Week 22</i> <i>i. What strategies can be used to help improve listening skills in learners?</i> <i>ii. How will oral and visual narratives enhance effective communication in real life situations?</i> <i>iii. How can listening comprehension improve speaking skills?</i>	planner (NTS 1a, 2c, 2f and 3d-3g). <i>E.g.</i> <i>Learning indicator(s), etc.</i> 2.3 Discuss at least two essential questions that will guide the activities for Weeks 21 and 22 (English Language and Literature-in-English) lessons (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>E.g.</i> <i>a) English Language (Week 21)</i> <i>How can literary texts improve knowledge and understanding of language? etc.</i> <i>Week 22</i> <i>What strategies can be used to help improve listening skills in learners? etc.</i>	
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	<i>b) Literature-in-English (Week 21)</i> <i>i. How does the PEE approach help learners analyse poems?</i> <i>ii. How does background knowledge of the poet's life and historical context play in understanding and appreciating a poem?</i> <i>iii. How does the rhythm, sound and musicality of language contribute to the overall appreciation of poetry?</i> <i>(Week 22)</i> <i>i. How will learners focus on the process of reflective learning for literary appreciation?</i> <i>ii. How will the point evidence explanation format support strong and exhaustive textual evidence?</i> <i>iii. How will learners apply the (PEE) format in personal analysis of simple poems? etc.</i> 2.4 Ask teachers to discuss at least two key notes on differentiation for Weeks 21 and 22 (English Language and Literature-in-English) lessons (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>Hint:</i> <i>Activities for differentiation must focus on learning tasks, pedagogy and key assessment.</i>	<i>b) Literature-in-English (Week 21)</i> <i>How does the PEE approach help learners analyse poems? etc.</i> <i>(Week 22)</i> <i>How will learners focus on the process of reflective learning for literary appreciation? etc.</i> 2.4 Discuss at least two key notes on differentiation for Weeks 21 and 22 (English Language and Literature-in-English) lessons (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>Hint:</i> <i>Activities for differentiation must focus on learning tasks, pedagogy and key assessment.</i>	
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	<i>Note:</i> Remind teachers to refer to the teacher manual for more examples. <i>E.g.</i> English Language (Week 21) <i>a) Learning Tasks:</i> <i>i. Learners explain theme as a literary/ poetic element</i> <i>ii. Learners state at least two themes in a given poem</i> <i>iii. Learners explain how themes relate to meanings of a given poem</i> <i>b) Pedagogy:</i> <i>i. In mixed ability groups, learners brainstorm the meaning of a theme as a literary/poetic element</i> <i>ii. In a mixed ability group, learners discuss African poems and articulate the themes in them.</i> <i>iii. Using think pair share, learners brainstorm on how themes contribute to meaning of given poems, etc.</i> <i>c) Key Assessment:</i> <i>i. Level 2: Skills and Conceptual Understanding: Learners explain a theme as a literary element.</i> <i>ii. Level 3: Strategic Reasoning: Identify at least two themes of a given African poem</i> <i>iii. Level 3: Strategic Reasoning:</i>	<i>Note:</i> Refer to the teacher manual for more examples. <i>E.g.</i> Literature-in-English (Week 21) <i>a) Learning tasks:</i> Learners explain theme as a literary/poetic element, etc. <i>b) Pedagogy:</i> In mixed ability groups, learners brainstorm the meaning of a theme as a literary/poetic element, etc. <i>c) Key assessment:</i> Level 2: Skills and Conceptual Understanding: Learners explain a theme as a literary element, etc.	
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	▪ <i>How does the theme of a poem contribute to its meaning?</i> ▪ <i>Explain the theme of a given poem, etc.</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> <i>English Language (Week 22)</i> <i>a) Learning Tasks:</i> <i>i. Learners listen to audio/video narratives and identify the main ideas</i> <i>ii. Learners suggest suitable titles to oral texts listened to.</i> <i>iii. Learners summarise oral communicative texts in different words/expressions, etc.</i> <i>b) Pedagogy:</i> <i>i. In mixed gender groups, learners listen to oral communicative texts and identify the main ideas discussed in it.</i> <i>ii. Using think pair share, learners give suggested suitable titles to oral communication texts.</i> <i>iii. Using group discussion, learners collaborate in mixed ability groups to summarise oral communication texts they have listened to in their own words, etc.</i> <i>c) Key Assessment:</i> <i>Level 2: Skills and Conceptual Understanding</i>	<i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> <i>English Language (Week 22)</i> <i>a) Learning Tasks:</i> <i>Learners listen to audio/video narratives and identify the main ideas, etc.</i> <i>b) Pedagogy:</i> <i>In mixed gender groups, learners listen to oral communicative texts and identify the main ideas discussed in it, etc.</i> <i>c) Key Assessment:</i> <i>Level 2: Skills and Conceptual Understanding</i>	
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	i. Learners watch video and identify the themes in it either in oral or written form ii. Identify at least two main ideas in the audio conversation iii. Suggest a suitable title to the oral narrative text iv. In your own words, summarise the audio/video narrative you have listened to, etc. Refer to the teacher manual for examples of key notes on differentiation for the other focal areas Literature-in-English (Week 21) a) Learning tasks: i. Discuss theme and subject matter in poetry ii. Steps used in discussing subject matter and theme iii. Discuss the main idea/subject matter and repeated elements in a sample poem in line with the steps given, etc. b) Pedagogy: Collaborative Learning i. Learners brainstorm and discuss on subject matter and themes in a sample text using a suggested format ii. Learners create a poem based on a given them, etc. c) Key assessment: i. Level 1: What is theme in poetry	Learners watch video and identify the themes in it either in oral or written form, etc. Refer to the teacher manual for examples of key notes on differentiation for the other focal areas Literature-in-English (Week 21) a) Learning tasks: Discuss theme and subject matter in poetry, etc., b) Pedagogy: Collaborative Learning Learners brainstorm and discuss on subject matter and themes in a sample text using a suggested format, etc. c) Key assessment: Level 1: What is theme in poetry, etc.	
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	ii. <i>Level 2: Give an example of a theme in a given short poem</i> iii. <i>Level 3: Differentiate between the theme and subject matter in the given poem</i> iv. <i>Level 4: Pick a theme and create a poem with it.</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> <i>(Week 22)</i> a) <i>Learning Tasks:</i> i. <i>Brainstorming</i> <i>Learners brainstorm the meaning of PEE format</i> ii. <i>Collaborative learning</i> <i>Learners use PEE format to create structured arguments</i> b) <i>Pedagogy:</i> i. <i>Brainstorming</i> <i>Learners brainstorm with prompts the meaning and explanation of PEE</i> ii. <i>Collaborative learning</i> ▪ <i>Learners in groups use the PEE format to answer a sample essay question on a prescribed text</i> ▪ <i>Learners present their essay response to the whole class for critiquing.</i> c) <i>Key Assessment:</i> i. <i>Level 1: What does PEE stand for?</i>	<i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> <i>(Week 22)</i> a) <i>Learning Tasks:</i> <i>Brainstorming</i> <i>Learners brainstorm the meaning of PEE format, etc.</i> b) <i>Pedagogy:</i> i. <i>Brainstorming</i> <i>Learners brainstorm with prompts the meaning and explanation of PEE, etc.</i> c) <i>Key Assessment:</i> <i>Level 1: What does PEE stand for? etc.</i>	
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	ii. <i>Level 2: Explain PEE in your own words and relate it to the essays written in school</i> iii. <i>Level 3: Using the PEE format, write a two-paragraph essay on a given question.</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> 2.5 Ask teachers in their subject groups or as individuals to complete the learning planners for Weeks 21 and 22 (English Language and Literature-in-English) with essential questions, teaching and learning activities, key notes on differentiation, assessment strategies, closure and reflection, taking into consideration cross-cutting issues (NTS 3a, 3e-3g and 3k).	<i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> 2.5 In your subject groups or as individuals, complete the learning planners for Weeks 21 and 22 (English Language and Literature-in-English) with essential questions, teaching and learning activities, key notes on differentiation, assessment strategies, closure and reflection, taking into consideration cross-cutting issues (NTS 3a, 3e-3g and 3k).	
3. Peer-review of learning planners. Review planner to ensure alignment between course manual and learning planner based on the templates provided.	3.1 Ask teachers to review the content of a colleague's learning plan in their department to check for alignment with the LOs and LIs in the teacher manual (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>Alignment among curriculum, teacher manual and learning planner</i> b) <i>Innovativeness of pedagogical choices</i>	3.1 Review the content of a colleague's learning plan in your department to check for alignment with the LOs and LIs in the teacher manual (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>Alignment among curriculum, teacher manual and learning planner</i> b) <i>Innovativeness of pedagogical choices</i>	10 mins

	c) <i>Incorporation of GESI, SEL and national core values</i> d) <i>Application of 21st century skills</i> e) <i>Differentiated pedagogy and assessment</i> 3.2 Ask teachers to incorporate the accepted recommendations in their subject-specific learning plans (NTS 1b).	c) <i>Incorporation of GESI, SEL and national core values</i> d) <i>Application of 21st century skills</i> e) <i>Differentiated instruction and assessment</i> 3.2 Incorporate the accepted recommendations in your subject-specific learning plans (NTS 1b).	
4. Reflection on the session: ● Reflect on what has been learnt in the session. ● Advance preparation towards next PLC session.	4.1 Ask teachers to reflect on what has been done in the session and share their views and feelings with the larger group (NTS 1a). 4.2 Encourage teachers to complete their learning plan(s) before the next DPLC session (NTS 3a). 4.3 Remind teachers to read the content of Weeks 23 and 24 (English Language and Literature-in-English) in the teacher manual and DPLC Session 13 in preparation for the next session and bring along their DPLC Handbook and teacher manuals (NTS 1a, 1b).	4.1 Reflect on what has been done in the session and share your views and feelings with the larger group (NTS 1a). 4.2 Remember to complete your learning plan(s) before the next DPLC session (NTS 3a) 4.3 Remember to read the content of Weeks 23 and 24 (English Language and Literature-in-English) in the teacher manual and DPLC Session 13 in preparation for the next session and bring along your DPLC Handbook and teacher manuals (NTS 1a, 1b).	10 mins

DPLC Session 13: Developing learning planners 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 the DPLC Session 12, <i>developing learning plans for Weeks 21 and 22 (English Language and Literature-in-English)</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 during DPLC Session 12, <i>developing learning plans for Weeks 21 and 22 (English Language and Literature-in-English)</i>, supported learning (NTS 1a - 1c).	1.1 Share two things you implemented based on the DPLC Session 12, <i>developing learning plans for Weeks 21 and 22 (English Language and Literature-in-English)</i>, which you think impacted learning positively (NTS 1a, 1b). 1. 2 As a critical friend, discuss why you think what a colleague did through the application of lessons learnt during DPLC Session 12, <i>developing learning plans for Weeks 21 and 22 (English Language and Literature-in-English)</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	2.1 Ask a teacher to read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to support English teachers to develop subject-specific learning plans for English lessons using the teacher manual for Weeks 23 and 24 (English Language and	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of this session is to support English teachers to develop subject-specific learning plans for English lessons using the teacher manual for Weeks 23 and 24 (English Language and	60 mins

and national values (2 learning planners to be completed per session)	Literature-in-English). This session will cover the following subject-specific focal areas: <i>a) English Language:</i> <i>i. Reading - Reading Comprehension (Analysing texts)</i> <i>ii. Writing - Text types and purposes (Article writing)</i> <i>b) Literature-in-English:</i> <i>i. Spoken word</i> <i>ii. Reconstruction of poetry</i> <i>iii. Creating short poems</i> LO1: Develop subject-specific learning plans for teaching Weeks 23 and 24 (English language and Literature-in-English) lessons using the teacher manual, taking into consideration GESI, ICT, SEL, National Values and other cross-cutting issues (NTS 3a, 3d-3g, 3j and 3k). LI 1.1 Discuss the aspects in Weeks 23 and 24 (English Language and Literature-in-English) lessons in the teacher manual and relate them to the learning planner. LI 1.2 Complete the learning planners for Weeks 23 and 24 (English Language and Literature-in-English) lessons with essential questions, key notes on differentiation, teaching and learning activities, assessment strategies, closure and reflection, taking into	Literature-in-English). This session will cover the following subject-specific focal areas: <i>a) English Language:</i> <i>i. Reading - Reading Comprehension (Analysing texts)</i> <i>ii. Writing - Text types and purposes (Article writing)</i> <i>b) Literature-in-English:</i> <i>i. Spoken word</i> <i>ii. Reconstruction of poetry</i> <i>iii. Creating short poems</i> LO1: Develop subject-specific learning plans for teaching Weeks 23 and 24 (English language and Literature-in-English) lessons using the teacher manual, taking into consideration GESI, ICT, SEL, National Values and other cross-cutting issues (NTS 3a, 3d-3g, 3j and 3k). LI 1.1 Discuss the aspects in Weeks 23 and 24 (English Language and Literature-in-English) lessons in the teacher manual and relate them to the learning planner. LI 1.2 Complete the learning planners for Weeks 23 and 24 (English Language and Literature-in-English) lessons with essential questions, key notes on differentiation, teaching and learning activities, assessment strategies, closure and reflection, taking into	
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	consideration cross-cutting issues. LO 2: Review the learning plans for Weeks 23 and 24 (English Language and Literature-in-English) lessons in line with the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f; 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Peer-review the content such as essential questions, key notes on differentiation, teaching and learning activities, assessment strategies, closure and reflection of the learning plans for Weeks 23 and 24 (English Language and Literature-in-English) in line with the LOs and LIs in the teacher manual. LI 2.2 Implement the recommendations made by a peer-reviewer to the learning plans for Weeks 23 and 24 (English Language and Literature-in-English) in line with the LOs and LIs in the teacher manual where appropriate. 2.2 Ask teachers in groups to identify and share aspects of Weeks 23 and 24 (English Language and Literature-in-English) lessons in their teacher manual that have been captured in the learning planner (NTS 1a, 2c, 2f and 3d-3g).	consideration cross-cutting issues. LO 2: Review the learning plans for Weeks 23 and 24 (English Language and Literature-in-English) lessons in line with the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f; 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Peer-review the content such as essential questions, key notes on differentiation, teaching and learning activities, assessment strategies, closure and reflection of the learning plans for Weeks 23 and 24 (English Language and Literature-in-English) in line with the LOs and LIs in the teacher manual. LI 2.2 Implement the recommendations made by a peer-reviewer to the learning plans for Weeks 23 and 24 (English Language and Literature-in-English) in line with the LOs and LIs in the teacher manual where appropriate. 2.2 In your groups, identify and share aspects of Weeks 23 and 24 (English Language and Literature-in-English) lessons in your teacher manual that have been captured in the learning planner (NTS 1a, 2c, 2f and 3d-3g).	
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	<i>E.g.</i> <i>a) Learning indicator(s)</i> <i>b) Learning outcome(s)</i> <i>c) Content standard, etc.</i> 2.3 Ask teachers to discuss at least two essential questions that will guide the activities for Weeks 23 and 24 (English Language and Literature-in-English) lessons (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>E.g.</i> <i>a) English Language (Week 23)</i> <i>i. What are the key text comprehension strategies for analysing both fiction and non-fiction texts?</i> <i>ii. What is the role of critical thinking and prediction in employing text comprehension strategies for both fiction and non-fiction?</i> <i>iii. How does summarization function as a text comprehension strategy in analysing fiction and non-fiction texts? etc.</i> <i>(Week 24)</i> <i>i. How will the knowledge gained in an informal letter writing help in the writing of an article?</i> <i>ii. Why are vocabulary and reading skills relevant to writing?</i> <i>iii. How can the knowledge of writing be applied in specific life situations? etc.</i>	<i>E.g.</i> <i>Learning indicator(s), etc.</i> 2.3 Discuss at least two essential questions that will guide the activities for Weeks 23 and 24 (English Language and Literature-in-English) lessons (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>E.g.</i> <i>a) English Language (Week 23)</i> <i>How can different types of reading and text comprehension strategies be taught to enhance learners' literacy skills? etc.</i> <i>(Week 24)</i> <i>Which resources will be appropriate in teaching article writing? etc.</i>	
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	b) <i>Literature-in-English (Week 23)</i> i. <i>How will knowledge gained on poetry style help to enhance learners' communicative and critical thinking skills?</i> ii. <i>How will learners reconstruct a poem into another creative expression (song, painting, parodies, etc.?)</i> iii. <i>How will learners perform parts of a selected poems? etc.</i> <i>(Week 24)</i> i. <i>How will the concept of poetry and poetry genres be taught to meet the diverse needs of the learners to enable create their own short poems?</i> ii. <i>How can learners apply the understanding of PEE technique to analyse content and contextual assessment in poetry? etc.</i> 2.4 Ask teachers to discuss at least two key notes on differentiation for Weeks 23 and 24 English Language and Literature-in-English lessons (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>Hint:</i> <i>Activities for differentiation must focus on learning tasks, pedagogy and key assessment.</i> <i>Note:</i> <i>Remind teachers to refer to the teacher manual for more examples.</i>	b) <i>Literature-in-English (Week 23)</i> <i>How will knowledge gained on poetry style help to enhance learners' communicative and critical thinking skills? etc.</i> <i>(Week 24)</i> <i>How will the concept of poetry and poetry genres be taught to meet the diverse needs of the learners to enable create their own short poems? etc.</i> 2.4 Discuss at least two key notes on differentiation for Weeks 23 and 24 English Language and Literature-in-English lessons (NTS 1a, 2c, 2e, 2f and 3d-3g). <i>Hint:</i> <i>Activities for differentiation must focus on learning tasks, pedagogy and key assessment.</i> <i>Note:</i> <i>Refer to the teacher manual for more examples.</i>	
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	<i>E.g.</i> <i>English Language (Week 23)</i> a) <i>Learning Tasks:</i> i. <i>Learners read both fiction and non-fiction texts meaningfully stating the main ideas.</i> ii. <i>Learners predict the next events in the plot of texts based on context clues.</i> iii. <i>Learners summarise the sequence of events in texts in different words/ expressions.</i> b) <i>Pedagogy:</i> <i>Brainstorming/ Group work/ KWL</i> i. <i>In mixed gender groups, learners read and identify the central idea of a given text.</i> ii. <i>In mixed ability groups, learners think pair and share to predict the subsequent events of a given text using contextual clues.</i> iii. <i>In groups, learners summarize the sequence of events of a given texts using the KWL strategy, etc.</i> c) <i>Key Assessment:</i> i. <i>Level 2: Skills and Conceptual Understanding</i> ▪ <i>Read texts and identify the major ideas in it either in oral or written form.</i> ▪ <i>Identify the subject matter of the given short narrative text.</i>	<i>E.g.</i> <i>English Language (Week 23)</i> a) <i>Learning Tasks:</i> <i>Learners read both fiction and non-fiction texts meaningfully stating the main ideas, etc.</i> b) <i>Pedagogy:</i> <i>Brainstorming/ Group work/ KWL</i> <i>In mixed gender groups, learners read and identify the central idea of a given text, etc.</i> c) <i>Key Assessment:</i> i. <i>Level 2: Skills and Conceptual Understanding</i> ▪ <i>Read texts and identify the major ideas in it either in oral or written form</i> ▪ <i>Identify the subject matter of the given short narrative text, etc.</i>	
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	ii. <i>Level 3 Strategic reasoning:</i> ▪ <i>Give another suggested suitable title for the text.</i> ▪ <i>Write in your own words what the text is about.</i> ▪ <i>Make logical predictions at the beginning, middle and end of the narrative text, etc.</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> <i>English Language (Week 24)</i> a) <i>Learning Tasks:</i> i. <i>Learners explain what article writing is and mention the three forms of articles for publication.</i> ii. <i>Learners state and explain at least, four features of an article for publication.</i> iii. <i>Learners develop at least, two of the features using a given topic, etc.</i> b) <i>Pedagogy:</i> i. <i>In mixed-ability groups, learners brainstorm to come out with the definition of an article for publication and mention the three forms of article for publication.</i> ii. <i>Using talk for learning, learners state and explain at least four features of an article for publication.</i> iii. <i>Individually and in their groups, learners develop</i>	<i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> <i>English Language (Week 24)</i> a) <i>Learning Tasks:</i> i. <i>Learners explain what article writing is and mention the three forms of articles for publication, etc.</i> b) <i>Pedagogy:</i> i. <i>In mixed-ability groups, learners brainstorm to come out with the definition of an article for publication and mention the three forms of article for publication.</i> ii. <i>Using talk for learning, learners state and explain at least four features of an article for publication.</i> iii. <i>Individually and in their groups, learners develop</i>	
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	<i>at least, the title and the introduction of an article for publication on a given topic, etc.</i> c) Key Assessment: i. Level 1 Recall: ▪ What are the features of an article? ▪ Mention the three types of articles for publication ii. Level 2 Skills of conceptual understanding: ▪ Plan an essay on article writing on a given topic. ▪ Write an article for publication in a local magazine on a given topic. iii. Level 3 Strategic reasoning: Write an article suitable for publication in a national magazine /newspaper on a given topic. iv. Level 4 Extended critical thinking and reasoning: Write an article suitable for publication in an international magazine on a given topic, etc. <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> Literature-in-English (Week 23) a) Learning Task:	<i>at least, the title and the introduction of an article for publication on a given topic, etc.</i> c) Key Assessment: i. Level 1 Recall: ▪ What are the features of an article? ▪ Mention the three types of articles for publication, etc. <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> Literature-in-English (Week 23) a) Learning Task:	
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	<i>In groups, choose a poem from a poem from the prescribed text and perform</i> b) <i>Pedagogy:</i> i. <i>In groups, learners memorize and recite parts of poems with the appropriate intonation and rhythm and act out portions of poems</i> ii. <i>Learners apply knowledge practically in performance as they develop their gifts and talents, etc.</i> c) <i>Key Assessment</i> i. <i>Level 1: Why should poetry be performed?</i> ii. <i>Level 2: Explain the techniques used to enhance poetry performance</i> iii. <i>Level 3: Perform your favourite poem in class</i> iv. <i>Level 4: Create a dirge and perform it in class, etc.</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> <i>Literature-in-English (Week 24)</i> a) <i>Learning Tasks:</i> <i>Learners are given templates of poetic forms to practise writing. E.g., Limerick</i> i. <i>Length: 5 lines</i> ii. <i>Stanzas: 1 quintain</i> iii. <i>Metre: none</i>	<i>In groups, choose a poem from a poem from the prescribed text and perform, etc.</i> b) <i>Pedagogy:</i> <i>In groups, learners memorize and recite parts of poems with the appropriate intonation and rhythm and act out portions of poems, etc.</i> c) <i>Key Assessment</i> <i>Level 1: Why should poetry be performed? etc.</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> <i>Literature-in-English (Week 24)</i> a) <i>Learning Tasks:</i> <i>Learners are given templates of poetic forms to practise writing. E.g., Limerick</i> i. <i>Length: 5 lines</i> ii. <i>Stanzas: 1 quintain, etc.</i>	
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	iv. <i>Rhyme Scheme:</i> <i>AABBA</i> b) <i>Pedagogy:</i> <i>Talk-for-Learning and collaborative learning: Learners in mixed-ability groups use a given template of a particular poetic form to create their own poem.</i> c) <i>Key Assessment:</i> i. <i>Level 1: Explain short poems in your own words</i> <i>What is the title of the shortest poem you have ever heard or written?</i> ii. <i>Level 2 and 3: Explain the qualities of s short poem in line with a short poem you know</i> iii. <i>Level 4: Create a short poem that mirrors the features of a short poem, etc.</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal areas</i> 2.5 Ask teachers in their subject groups or as individuals to complete the learning planners for Weeks 23 and 24 (English Language and Literature-in-English) with essential questions, teaching and learning activities, key notes on differentiation, assessment strategies, closure and reflection, taking into consideration cross-cutting issues (NTS 3a, 3e-3g and 3k).	d) <i>Pedagogy:</i> <i>Talk-for-Learning and collaborative learning: Learners in mixed-ability groups use a given template of a particular poetic form to create their own poem, etc.</i> c) <i>Key Assessment:</i> <i>Level 1: Explain short poems in your own words</i> <i>What is the title of the shortest poem you have ever heard or written? etc.</i> <i>Refer to the teacher manual for examples of key notes on differentiation for the other focal area.</i> 2.5 In your subject groups or as individuals, complete the learning planners for Weeks 23 and 24 (English Language and Literature-in-English) with essential questions, teaching and learning activities, key notes on differentiation, assessment strategies, closure and reflection, taking into consideration cross-cutting issues (NTS 3a, 3e-3g and 3k).	
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3. Peer-review of learning planners. ● Review planner to ensure alignment between course manual and learning planner based on the templates provided.	3.1 Ask teachers to review the content of a colleague's learning plan in their department to check for alignment with the LOs and LIs in the teacher manual (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>Alignment among curriculum, teacher manual and learning planner</i> b) <i>Innovativeness of pedagogical choices</i> c) <i>Incorporation of GESI, SEL and national core values</i> d) <i>Application of 21st century skills</i> e) <i>Differentiated pedagogy and assessment</i> 3.2 Ask teachers to incorporate the accepted recommendations in their subject-specific learning plans (NTS 1b).	3.1 Review the content of a colleague's learning plan in your department to check for alignment with the LOs and LIs in the teacher manual (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>Alignment among curriculum, teacher manual and learning planner</i> b) <i>Innovativeness of pedagogical choices</i> c) <i>Incorporation of GESI, SEL and national core values</i> d) <i>Application of 21st century skills</i> e) <i>Differentiated instruction and assessment</i> 3.2 Incorporate the accepted recommendations in your subject-specific learning plans (NTS 1b).	10 mins
4. Reflection on the session: ● Reflect on what has been learnt in the session. ● Advance preparation towards next PLC session.	4.1 Ask teachers to reflect on what has been done in the session and share their views and feelings with the larger group (NTS 1a). 4.2 Encourage teachers to complete their learning plan(s) before the next DPLC session (NTS 3a). 4.3 Remind teachers to reflect on what have been done in the DPLC sessions 1 to 13 and share with their	4.1 Reflect on what has been done in the session and share your views and feelings with the larger group (NTS 1a). 4.2 Remember to complete your learning plan(s) before the next DPLC session (NTS 3a) 4.3 Remember to reflect on what have been done in the DPLC sessions 1 to 13 and share with your colleagues	10 mins

	colleagues how the knowledge gained during the sessions has enhanced their professional development and practice in preparation for the next PLC Handbook (NTS 1a, 1b).	how the knowledge gained during the sessions has enhanced your professional development and practice in preparation for the next PLC Handbook (NTS 1a, 1b).	
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Appendix 1

English Language

Learning Planner							
Subject	English Language	Week	1	Duration	60mins	Form	1
Strand	Oral Language Reading Grammar	Sub-Strand	English Speech Sounds Reading Comprehension Grammar Usage				
Content Standard	a) Demonstrate knowledge and understanding of speech sounds in oral communication. b) Demonstrate understanding of different types of reading and text comprehension strategies and use them to interpret a variety of appropriate level texts. c) Demonstrate knowledge, understanding and use of grammatical forms in speech and writing.						
Learning Outcome(s)	a) Articulate English pure vowel and consonant sounds effectively in oral communication. b) Employ knowledge of reading and text comprehension strategies to retrieve and interpret different kinds of texts. c) Apply knowledge of word classes and their functions in communication.						
Learning Indicator(s)	a) Use pure vowel sounds (short vowels) in connected speech. b) Retrieve specific information and interpret a variety of simple texts. c) Use nouns accurately in speech and writing.						
Essential Question(s)	Oral Language – English Speech Sounds a) How will pure vowels be taught in order to meet the diverse needs of learners? b) How will learners apply the use of vowel sounds in speech and writing to boost their confidence? c) How will the incorporation of GESI/SEL, 21 st Century skills and competencies as well as ICT encourage learners with the appropriate use of vowel sounds in communication? d) How will learners articulate the short vowel sounds accurately in connected speech? Reading – Reading Comprehension a) How will the understanding of different types of reading and text comprehension strategies be used to interpret a variety of level-appropriate texts? b) How will the understanding of different types of reading techniques be used to interpret given texts? c) How will learners use the reading techniques to retrieve key information from given texts? d) How will learners be encouraged to apply reading techniques in text comprehension?						

	<i>Grammar – Grammar Usage</i> a) <i>How will the knowledge gained by learners in the study of nouns be applied appropriately to enhance their communication competencies (through practical speech and writing situations)?</i> b) <i>How will learners be guided to effectively apply the appropriate part of speech in communication?</i> c) <i>How will learners identify, classify and use nouns effectively in connected speech?</i> d) <i>How will learners identify nouns from given texts and use them effectively in communications.</i>
Pedagogical Strategies	<u>Oral Language – English Speech Sounds</u> <i>Collaborative Learning- learners work in pairs and/ groups in mixed ability levels and gender.</i> <i>Listening Challenge game- in groups (ability and mixed ability), learners listen to audio and articulate target sounds</i> <i>Activity-Based Learning: in a small group, large group, in mixed ability group</i> <u>Reading:</u> <i>Group work/Collaborative Learning, think-pair-share- learners work in pairs and/ groups in mixed ability levels through brainstorming, talk for learning approaches, activity-based learning</i> <u>Grammar</u> <i>Activity-based learning, brainstorming, group work, conversation drills- in ability and mixed ability, mixed-gender</i>
Teaching & Learning Resources	<u>Oral Language:</u> <i>Podcasts (e.g.: Lyrics Training, Listening Notes, Accent Rosie, Teach Videos, etc.) Audio recordings (e.g. online stories, teacher recorded texts, etc.) Book extracts or Reading passages for read aloud activities.</i> <u>Reading:</u> <i>A collection of texts from social media: Instagram, Facebook, Twitter, etc. (giving interesting and positive information about popular personalities in Ghana) on passages across the various subject areas (on themes that learners can find interesting). Books or articles from social media, newspapers, magazines, etc., speeches from personalities, etc.</i> <u>Grammar:</u> <i>Word/Sentence cards, Word Walls, Real objects and pictures, Selected passages, Teacher made passages, Technology tools such as computer, mobile phones, projector, radio, TV, films and narratives etc. Passages that reveal various forms of nouns, Old newspapers etc.</i>
Key Notes on Differentiation	

Oral Language – English Speech Sounds

Learning Tasks

1. Learners articulate short vowel sounds /ɪ/, /e/, /æ/, /ə/, /ʌ/, /ɒ/, /ʊ/ accurately in connected speech.
2. Learners identify short vowel sounds in sample texts and use them in connected speech.
3. Learners use words with specific sounds to form sentences.
4. Learners play the 'Confinement Game' to identify short vowel sounds in different environments of given words such as: simplicity, seminar, accurate, again, absurd, aggregate, hullabaloo, cucumber and pedagogical.

Pedagogical Exemplars

1. Collaborative learning:

- a. in pairs/groups, learners listen to and identify the short vowels of the English language (eg, /ɪ/, /e/, /æ/, /ə/, /ʌ/, /ɒ/, /ʊ/) in sample spoken texts (eg, tape recordings, podcasts, radio, read aloud exercises, tongue twisters, YouTube videos on vowel sounds). Learners pay attention to the unique qualities of each sound.
- b. working in mixed-ability groups, learners identify short vowel sounds in sample texts and use them in connected speech.
- c. in mixed-ability/gender groups, learners form at least five sentences with each sound represented in each of the words used to form the sentences (i.e /ɪ/ - His lip is pink. /i:/ - He eats meat).

2. **Talk for learning:** in groups, learners listen to a pair of words and identify the words with short vowels. eg, ship/sheep, cat/cart, cot/court, pull/pool.

3. **Building on what others say:** learners articulate short vowel sounds (eg, /ɪ/, /e/, /æ/, /ə/, /ʌ/, /ɒ/, /ʊ/) accurately in connected speech. **For example:**

- a. Can you can, as a canner cans a can?
- b. Near an ear, a nearer ear, a nearly eerie ear.

4. **Think - Pair - Share:** in pairs and groups, learners use short vowel sounds in words and connected speech through conversations and tongue twisters as in the examples below:

- a. You know New York, you need New York, you know you need New York.
- b. Nine nice night nurses nursing nicely.
- c. I saw a kitten eating chicken in the kitchen.

Key Assessment

1. Assessment Level 1: Reproduction and Recall

- a. Identify the short vowels in the following words: *can, put, look, lust, lend*.
- b. Write two (2) examples, each corresponding to the following sounds:
/ɪ/, /e/, /æ/, /ə/, /ʌ/, /ɒ/, /ʊ/.

2. **Assessment level 2 - skills building (formative):** group the following words under the short vowels: *family, pot, pick, about, dog, difficult, socks, pat, flat, system, cut, result, neck, hut, complete*.

3. Assessment Level 3: Strategic Thinking (Formative)

Use the following words in sentences:

- A. result
- B. neck

- C. hut
- D. complete
- E. socks

Reading – Reading Comprehension

Learning Tasks:

1. Learners use scanning and skimming to retrieve key information from given texts.
2. Learners close-read given passages, examine and interpret short texts.
3. Learners apply close reading techniques in retrieving key information from given passages and/or newspapers.

Pedagogical Exemplars

1. **Collaborative learning:** guide learners to work collaboratively in pairs and mixed-ability groups to glance through short stories with simple texts (including texts from social media) for specific information (date of birth, place of birth, keywords), tolerating and respecting each other's views.
2. **Brainstorming:** in convenient mixed gender/ability groups, learners collaborate to survey texts for the general idea.
3. **Partner talk:** learners through partner talk, use features such as the title of a story, illustrations (eg, pictures), boldface words, headings and subheadings, topic sentences and concluding sentences of paragraphs, first and last paragraphs to critically examine a variety of texts (eg, social media, biographies) by examining them for the gist of the story.
4. **Think-pair-share:** teacher guides learners to use questions at the end of texts to derive the gist of the text.
5. **Talking circles:** learners read and interpret texts from familiar backgrounds and connect the messages of the texts to their personal lives with teacher's support.
6. **Group Work:**
 - a. Guide learners in groups to download (or search newspapers for) positive stories from social media about familiar and popular personalities in the country, such as musicians, political leaders, and use the texts to practise scanning and skimming techniques in class.
 - b. In groups, learners work collaboratively to close-read, examine and interpret level-appropriate short texts with support from the teacher.
 - c. Learners work collaboratively in pairs to interpret a variety of texts using a combination of the three reading strategies, i.e., they scan, skim and close-read texts.

NOTE: Some suggested pedagogical strategies include Brainstorming, Talking Circles, Partner Talk, Think-Pair-Share to enable learners to talk more and be part of the lesson.

Teachers can find sample level appropriate short stories/passages from other subjects such as Social Studies, Agriculture and Geography and guide learners in applying the reading techniques to retrieve information and interpret the variety of texts.

Key Assessment

1. **Assessment Level 1 Reproduction/Recall (Formative):** Read the passage carefully, scanning for specific information such as names, phone numbers, places, features and so on.
2. **Assessment Level 2 Skills Building (Formative):** Read the given passage carefully, skimming to retrieve important or specific information to answer given questions.
3. **Assessment Level 3 Extended Thinking (Formative):** Apply the steps in close reading to retrieve specific information and discern meaning of given words/expressions.

Note: Depending on the choice of text, learners may answer comprehension questions such as:

1. Suggest a suitable title for the passage.
2. What is the writer's mood?

Grammar – Grammar Usage

Learning Tasks

1. Learners identify and classify nouns from given texts
2. Learners identify, classify and use nouns in connected speech
3. Learners identify, classify and use nouns appropriately in communication

Pedagogical Exemplars

1. **Collaborative learning and brainstorming:**
 - a. In mixed-ability/gender groups, through brainstorming, guide learners to discuss the concept of nouns.
 - b. Learners in mixed-ability groups collaboratively classify nouns from selected passages into noun types/forms.
2. **Talk-for-Learning:** Using talk for learning, guide learners to use nouns in connected speech.

Brainstorming: Through brainstorming, guide learners to use nouns appropriately in communication

Key Assessment

1. **Assessment Level 1 Recall:** Explain the meaning of nouns/explain nouns in your own words and give three examples. of nouns.
2. **Assessment Level 2 Skills of Conceptual Understanding:** Identify and classify different types of nouns into the respective forms from given texts and selected passages.
3. **Assessment Level 3 Strategic Reasoning:** Use both singular and plural forms of nouns in sentences.,etc

Keywords

Oral Language – English Speech Sounds

Vowel sounds, pure vowels, short vowels, long vowels, initial, medial and final vowels

	<u>Reading – Reading Comprehension</u> Comprehension, reading, interpret, text, subject matter/ controlling idea, paragraph, topic sentence, support sentences, skimming, scanning, moral lessons	
	<u>Grammar – Grammar Usage</u> Nouns, count/ non-count, abstract, concrete, common, proper, grammar usage, regular and irregular, singular and plural, collective	
Lesson 1		
Main Lesson drawing on Concepts, Skills and Competencies to reinforce as in the Subject Teacher Manual		
Teacher Activity	Learner Activity	
Starter <u>Activity (10 minutes)</u>		
Play ‘My Left Hand is Empty Game’ to review pure vowel sounds. Learners pick word cards to identify the vowel name and use them in other word examples. The game is played in the form of ‘DANCING CHAIRS’		
<u>Introductory Activity (15minutes)</u> Help learners to mention words that were met during the starter and their corresponding vowel sound through leading questions.	<u>Introductory Activity (15minutes)</u> Listen attentively and mention words, identifying the corresponding sounds as displayed on cards	
<u>Activity 1 (40 minutes)</u> Guide learners to identify English pure vowels (short and long) and articulate them accurately in connected speech (using the characteristics of pure vowels projected on the screen)	<u>Activity 1 (40 minutes)</u> In mixed-ability and gender groups, learners identify and articulate vowel sounds accurately. Learners listen carefully to audio and video displayed and identify English pure vowels (short and long) articulating them accurately as illustrated on the screen.	
<u>Activity 2 (40 minutes)</u> Using videos or audios, display sound cards for learners to pick, articulate and combine into meaningful words. Offer the opportunity for the class to ask questions and make contributions to the presentations. Encourage learners to comment on how confident and effective their friends presented their work including the use of the right vocabulary for the concept being treated.	<u>Activity 2 (40 minutes)</u> Learners watch videos and listen to audios. They pick sound cards in turns, articulate the sounds and blend them to form meaningful words.eg butter. pull, cot, fill, next, again, band. Ask questions and make contributions to the activity. Tell how confident and effective their friends presented their work including the use of the right vocabulary and articulation for the concept being treated.	

Assessment DoK aligned to the Curriculum and Subject Teacher Manual	
Level 1 Recall: 1. Identify the short vowels in the following words, cat, cart, bed, bird, pick, good, path, park, bus, pet, butter, fill, absurd, around, water, bag, test, should, put, but, love. Level 2 Skills of conceptual understanding: 2. Which of the following vowels contrast., /ɪ/, /e/, /æ/, /ə/, /ʌ/, /ɒ/, /ʊ/ Give examples. Level 3 strategic reasoning: 3. Play an audio test for learners to identify words based on pure vowels. (Oral English, Test 1)	
Lesson Closure <i>In completing this part, refer to the Essential Questions to check that learning has taken place.</i>	
Activity (15 minutes) <i>Have learners summarise the key points in the lesson in their own words. Learners answer questions to make connections to deepen their understanding of the lesson on pure vowels.</i>	
Reflection & Remarks <i>The use of the games, ICT tools and activities made the learning of the lesson on pure vowels interesting and engaging.</i> <i>Some learners found it difficult to differentiate between the short vowels /æ/ as in fan and /ʌ/ as in fun and more attention needs to be given to such learners in remedial lessons.</i>	
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) <i>Start lesson by narrating a short story, ask learners to state the title, and message, moral, values etc.</i>	
Introductory activity (25 minutes) <i>Through leading questions, ask learners to identify title, message, moral lessons, values in a short narrative</i> Activity 1 (25 minutes) <i>Engage learners to work collaboratively in pairs and mixed ability groups to glance through short stories or passages with simple texts (including texts from social media) for specific information (date of birth, place of birth, keywords etc.)</i>	Introductory activity (25 minutes) <i>Learners in pairs/ groups identify and state the title, message, moral lessons, values in the short narrative. Learners suggest other suitable titles.</i> Activity 1(30 minutes) <i>Learners work collaboratively in pairs and mixed ability groups to glance through short stories or passages with simple texts (including texts from social media) for specific information (date of birth, place of birth,</i>

<i>tolerating and respecting each other's views.</i> <u>Activity 2 (25 minutes)</u> <i>In groups (in pairs, ability, mixed ability and gender) guide learners to work collaboratively to closely read, examine and interpret level appropriate short texts using the various reading techniques paying attention to vocabulary.</i> <u>Activity 3 (25 minutes)</u> <i>Give learners old newspapers of varied news items to read, analyse and come out with the main ideas, moral lessons and values learnt in the texts.</i>	<i>keywords etc.) tolerating and respecting each other's views.</i> <u>Activity 2 (25 minutes)</u> <i>Learners work collaboratively (in pairs, ability, mixed ability and gender) to closely read, examine and interpret level appropriate short texts using the various reading techniques paying attention to vocabulary.</i> <u>Activity 3 (25 minutes)</u> <i>Learners in mixed ability/gender groups read texts applying the reading techniques, brainstorm and answer questions paying attention to vocabulary and offering support for one another.</i>
Assessment DoK aligned to the Curriculum and Subject Teacher Manual	
Level 2 Skills of conceptual Understanding: E.g., 1. Suggest a suitable title to the text. 2. What is the writer's mood? 3. What moral lessons/ values are learnt from the text?	
Lesson Closure <i>In completing this part, refer to the Essential Questions to check that learning has taken place.</i>	
<u>Activity (15 minutes)</u> <i>Give learners a text to analyse and come out with the main idea in the text. The feedback will help identify a remedy and help improve performance in the next lesson.</i>	
Reflection & Remarks <i>The text used was level appropriate, so learners were able to grasp the main ideas in the text. The use of skits, short stories and social media texts made the lessons interesting and engaging. Slow readers were given some supports during the lessons.</i>	
Lesson 3	
Main Lesson drawing on Concepts, Skills and Competencies to reinforce as in the Subject Teacher Manual	
Teacher Activity	Learner Activity
<u>Starter Activity (10 minutes)</u> <i>Start lesson by asking learners to name things they see around them, in school and at home. Learners sing the 'toosa – toosa' song to rap their names and those of their friends.</i>	
<u>Introductory activity (25 minutes)</u>	<u>Introductory activity (25 minutes)</u> <i>Learners through building on what others say, name things they can see around them</i>

Help learners to name things they can see around them both in school and at home and group them. Activity 1 (25 minutes) Have learners work in mixed ability/gender groups, ensuring collaboration and respecting one another's views to explain the concept of nouns giving more examples. Guide learners to identify nouns in context (old newspapers, selected passages, stories etc.) and use them in speech and writing tolerating and respecting each other's views. Activity 2 (25 minutes) Guide learners in mixed ability groups to collaboratively classify nouns from selected passages or sentences into noun types/forms. Activity 3 (25 minutes) Guide learners in mixed ability groups to classify nouns from selected passages or sentences into noun types/forms. Brainstorms the functions of the noun with learners.	both in school and at home grouping them into names of persons, places, things etc. Activity 1(30 minutes) Learners brainstorm in mixed ability/gender groups ensuring collaboration and respecting one another's views, explain the concept of nouns, taking turns to give more examples. Learners in pairs identify nouns and use them in context . Activity 2 (25 minutes) Learners in mixed ability groups collaboratively classify nouns from selected passages or sentences into noun types/forms. Activity 3 (25 minutes) Learners in mixed ability groups discuss and classify nouns from selected passages or sentences into noun types/forms. Learners role play the functions of the noun in context – subject, object, complement, appositive, object of preposition and give examples.
Assessment DoK aligned to the Curriculum and Subject Teacher Manual	
Level 1 Recall: Underline the nouns in each sentence: <u>Amina</u> is a <u>girl</u>. The <u>boy</u> is washing the <u>car</u>. Level 2 Skills of conceptual understanding: State the types of nouns you know giving 2 examples each. Level 3 Strategic reasoning: - Classify the nouns into their various types: China, team, staff, Ghana, table, chair, Tv, laptop, love, freedom, friendship, honesty, pen, water, knowledge, - State the grammatical name and function of the underlined expressions: <u>Kodwo</u> sang a song at the wedding. Mother served <u>desert</u> after supper. Afi sent <u>her brother</u> <u>a post card</u>.	

Lesson Closure

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

Give written and oral questions on forms of nouns to ascertain their level of understanding to end the lesson. Ask learners in pairs to form meaningful sentences with given nouns.

Reflection & Remarks

Learners had no difficulty grasping the lesson since materials used in the lesson were readily available within the school. The use of games/activities made the lesson interesting, engaging and full participation of all learners.

Learning Plan							
Subject	LITERATURE – IN - ENGLISH	Week	1	Duration	60mins	Form	1
Strand	Exploring Literature	Sub-Strand	General knowledge in literature				
Content Standard	Demonstrate understanding and interest in Literature-in-English and make meaningful connections to text and life.						
Learning Outcome(s)	Use knowledge and understanding of concepts, types, importance of literature and literary genres in relation to oral and written literature						
Learning Indicator(s)	1. Explain the concepts, types, and importance of literature 2. Differentiate between oral and written literature.						
Essential Question(s)	Lesson 1 iv. What appropriate strategies can be used to teach the concepts, types and importance of literature? v. How will learners relate the concepts, types and importance of literature to real life situations (including career opportunities in studying literature)? vi. How will the knowledge of literature help to develop positive values in society? etc. Lesson 2 a) What strategy can be used to guide learners to appreciate oral and written literature in their community? b) How will learners relate oral and written literature to certain values of society? c) How will the knowledge of oral and written literature guide learners in their daily activities?						
Pedagogical Strategies	Brainstorming, Talk for Learning, Think-Pair-Share, etc.						
Teaching & Learning Resources	Leaflets, short stories, Chart/template to distinguish the genres of literature Films Skits Songs Poems Songs, films, short stories, charts, etc.						

Key Notes on Differentiation

Lesson 1

a) Learning Task

1. Explain literature in a broad sense.
2. Give examples of texts that are considered as literature.
3. Classify and analyse the different types of texts into those that can be recited, acted, or read.

b) Pedagogy

- i. Share different materials such as leaflets, manuals and textbooks on different subjects to learners in their mixed ability groups.
- ii. Learners brainstorm in pairs to identify these as examples of literature.
- iii. Learners in groups share with others stories they know and enjoy and discuss the different meanings of literature to arrive at the meaning “literature is life”, following this procedure: Life” using the procedure in the teacher manual.

c) Key Assessment

- v. Assessment Level 1: Reproduction/Recall
 - State the differences between written and oral literature.
 - Classify given literary works and examples during the lesson into oral and written Literature
- vi. Assessment Level 2: Skills of Conceptual understanding
 - Explain the many ways literature can be defined (and why it might be different from other texts) – extension: explain some / all its functions.
- vii. Assessment Level 3: Strategic Reasoning
 - Evaluate the most important and least important functions of literature, justifying opinions – extension: provide an example literature text.
- viii. Assessment Level 4: Extended thinking and reasoning
 - Evaluate the statement, with examples: ‘literature does not change societies; it is no different from other ways of receiving information – social media does more to change the world’. Preparation by the teacher/guide is important to raise the level of this debate.

Lesson 2

d) Learning Tasks

- iv. Give examples of oral and written literature.
- v. Give brief oral/written descriptions and synopsis of some oral and written works highlighting its differences
- vi. Perform a dirge/tell a folktale/read a poem in class.

e) Pedagogical exemplars

- ii. Talk for Learning
 - Learners in mixed ability groups, discuss written literature and its types from different examples of texts varying from complex to simple to tailor different interests.
 - Learners collaboratively review and explore knowledge on the different types of oral literature with examples in their culture such as myths, folklore, oral drama, Cantata, Concert Party, religious rituals, dirges, proverbs among others.

▪ Learners in groups should make a collection of an exhaustive list of types of written and oral literature under each major type. f) Key Assessment i. Assessment Level 1: Reproduction/Recall ▪ <i>List some features of oral literature</i> ▪ <i>What makes these features different from written literature in your reflective journals.</i> ii. Assessment Level 2: Skills of Conceptual understanding <i>Classify and explain titles of books, titles of songs, proverbs, riddles under oral or written literature as an assignment.</i> iii. Assessment Level 3: Strategic Reasoning <i>Differentiate between oral and written literature through multimedia presentations.</i> iv. Assessment Level 4: Extended critical thinking and reasoning <i>Show how folktales can be the oral versions of short stories in a two-paragraph essay.</i>	
Keywords	<i>Oral literature, written literature, fiction, non-fiction, poetry, prose, drama, genre, etc.</i> <i>Folktales, folklore, dirges, journal, biographies etc</i>
Lesson 1	
Main Lesson drawing on Concepts, Skills and Competencies to reinforce as in the Subject Teacher Manual	
Teacher Activity	Learner Activity
<u>Starter Activity (10 minutes)</u> <i>Welcome learners with the ‘welcome song’. Learners welcome one another with the welcome song.</i>	
<u>Introductory Activity (15minutes)</u> <i>Review learners’ previous knowledge by asking them to write down/mention a title/titles of as many books, poems and/or drama (plays) they have heard of, read or seen on sheets of papers.</i> <u>Activity 1 (40 minutes)</u> <i>Guide learners to mention written materials which inform and entertain us such as magazines, novels, textbooks, leaflets, manuals, flyers and newspapers.</i>	<u>Introductory Activity (15minutes)</u> <i>Learners refresh their memories by writing down/mentioning a title/titles of as many books, poems and/or drama (plays) they have heard of, read or seen on sheets of papers.</i> <u>Activity 1 (40 minutes)</u> <i>Mention written materials which inform and entertain us such and explain their usefulness. Using the diverse materials at hand, tease out your own definition of what literature is.</i>

Share different materials, e.g., leaflets, manuals, textbooks on different subjects and guide learners to bring out their own definitions of what literature is about. Assist learners to tease out the definition and meaning of literature and literature-in-English as a subject and clarify some misconceptions about it. <u>Activity 2 (40 minutes)</u> Through Talk For Learning (TFL), guide learners to explore various types of oral forms of literature and give some examples they know such as myths and proverbs. Use mixed-ability groupings to explore a variety of written forms of literature such as plays, novels, biographies and poems giving examples of ones they have read. Engage learners in the benefits of studying literature in school to their academic work and the world of work. Ask learners to discuss important careers in the creative space in Ghana and link it to the importance of studying literature.	Think-pair-share some performances during occasions like funerals, festivals and tease out the genres of literature (prose, poetry, drama). <u>Activity 2 (40 minutes)</u> In mixed-ability groups, explore a variety of written forms of literature such as plays, novels, biographies and poems giving examples of ones they have read. In groups, learners discuss the benefits of studying literature in school to your academic work. Learners brainstorm important careers in the creative space in Ghana and link it to the importance of studying literature
Assessment DoK aligned to the Curriculum and Subject Teacher Manual	
Level 1 Recall/Reproduction Establish the meaning of literature and literature-in-English as a subject. Skills of conceptual building Classify and analyse the listed performances into those which can be recited, acted, or read under the following headings Prose (P), Drama (D) and Poetry (P). Mention some importance of literature to life. Level 3 Strategic thinking Discuss the concepts types and importance of literature and its relation to real life.	
Lesson Closure In completing this part, refer to the Essential Questions to check that learning has taken place.	
<u>Activity (15 minutes)</u> Ask learners to summarize the key points on the concepts, types/genre and importance of literature in their own words. Ask learners to make connections between what they have learned and their prior knowledge on the concepts, types/genre and importance of literature to help reinforce and deepen their understanding. Use appropriate assessment strategies to assess learners' understanding and identify areas that may need further clarification.	

Remind learners to read on the differences between oral and written literature for the next lesson.	
Reflection & Remarks	
<i>Observation is that because learners brought their experiences to bear in the classroom, it helped them understand the lesson and made the lesson interesting.</i> <i>There was evidence of collaboration, teamwork, shared experiences and creativity.</i>	
Lesson 2	
Main Lesson drawing on Concepts, Skills and Competencies to reinforce as in the Subject Teacher Manual	
Teacher Activity	Learner Activity
<u>Starter Activity (10 minutes)</u> Review learners' previous knowledge by asking them recall what they did during the previous lesson. Ask learners to give real life examples of oral and written literature and categorise them under their respective genres.	
<u>Introductory activity (25 minutes)</u> Present learners with different texts to scan through and guess what the day's lesson is about, taking cue from the previous lesson. <u>Activity 1 (25 minutes)</u> In groups, ask learners to go through the different samples of texts, and state their genres with other examples of texts within the same genre and/or different genres and present their findings to the larger group. <u>Activity 2 (25 minutes)</u> In mixed ability groupings guide learners to discuss written literature and its types among themselves <u>Activity 3 (25 minutes)</u> Guide learners to think pair and share the difference between oral and written literature <i>In groups guide learners to think pair and share the difference between genres in oral and written literature</i>	<u>Introductory activity (25 minutes)</u> Scan through the different texts presented to you and guess what the day's lesson is about, taking cue from the previous lesson. <u>Activity 1(30 minutes)</u> In groups, go through the different samples of texts, and state their genres with other examples of texts within the same genre and/or different genres and present their findings to the larger group <u>Activity 2 (25 minutes)</u> In mixed ability groupings guide learners to discuss written literature and its types among themselves <u>Activity 3 (25 minutes)</u> Guide learners to think pair and share the difference between oral and written literature <i>Learners think pair and share the difference between genres in oral and written literature</i>
Assessment DoK aligned to the Curriculum and Subject Teacher Manual	
Level 1	

Differentiate between oral and written literature with examples
Identify three similarities and difference between oral and written literature

Level 3

Create your own work of at least one genre each of the types of literature

Lesson Closure

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

Activity (15 minutes)

Ask learners to list some features of written literature

Learners show conceptual understanding and difference between oral and written literature

Ask learners identify similarities between oral and written literature

Learners work to differentiate between oral and written forms of literature with their examples

Reflection & Remarks

Observation is that because learners brought their experiences to bear in the classroom, it helped them to understand the lesson and made the lesson interesting.

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

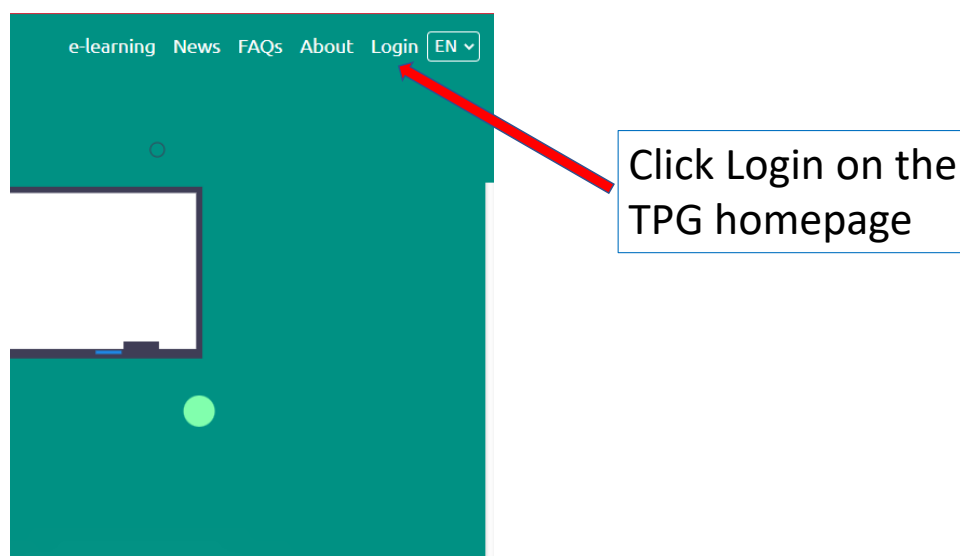
22. Areas for development

23. Next steps for teacher

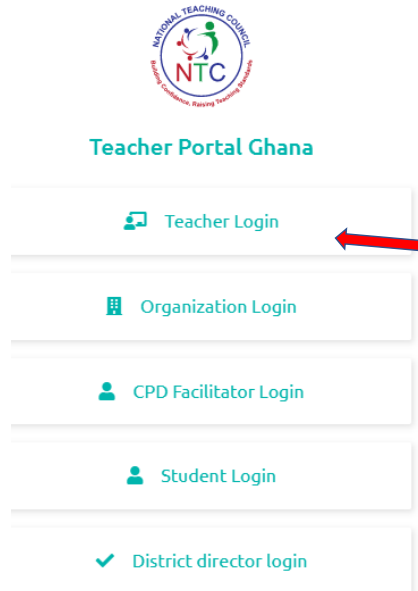
24. Additional Notes (on teacher's actions, the flow of activities, etc.)

HOW TO AWARD CPD POINTS TO DESERVING TEACHERS

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

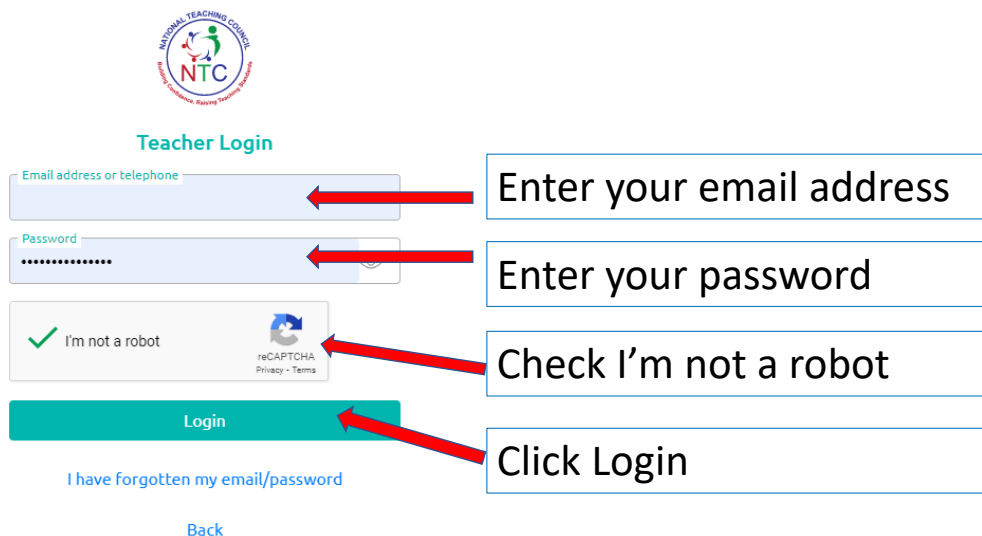


2. On the Login page, click Teacher Login



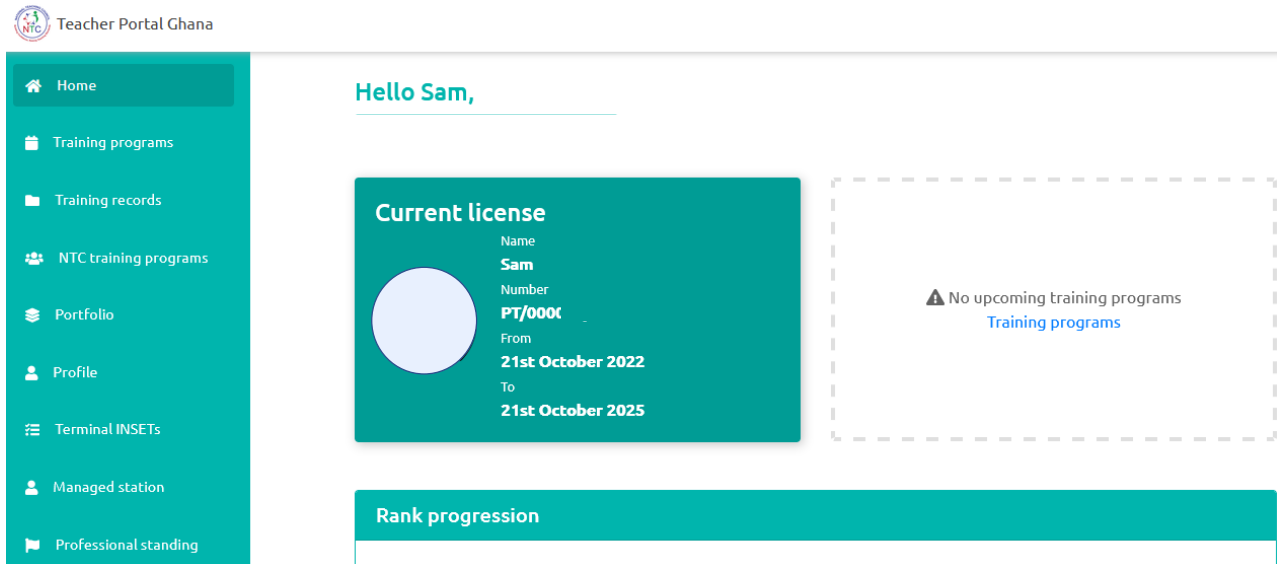
The image shows the 'Teacher Portal Ghana' login page. At the top is the NTC logo with the text 'NATIONAL TEACHING COUNCIL' and 'NTC' in the center. Below the logo is the title 'Teacher Portal Ghana'. There are five login options listed in a vertical stack: 'Teacher Login' (with a laptop icon), 'Organization 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

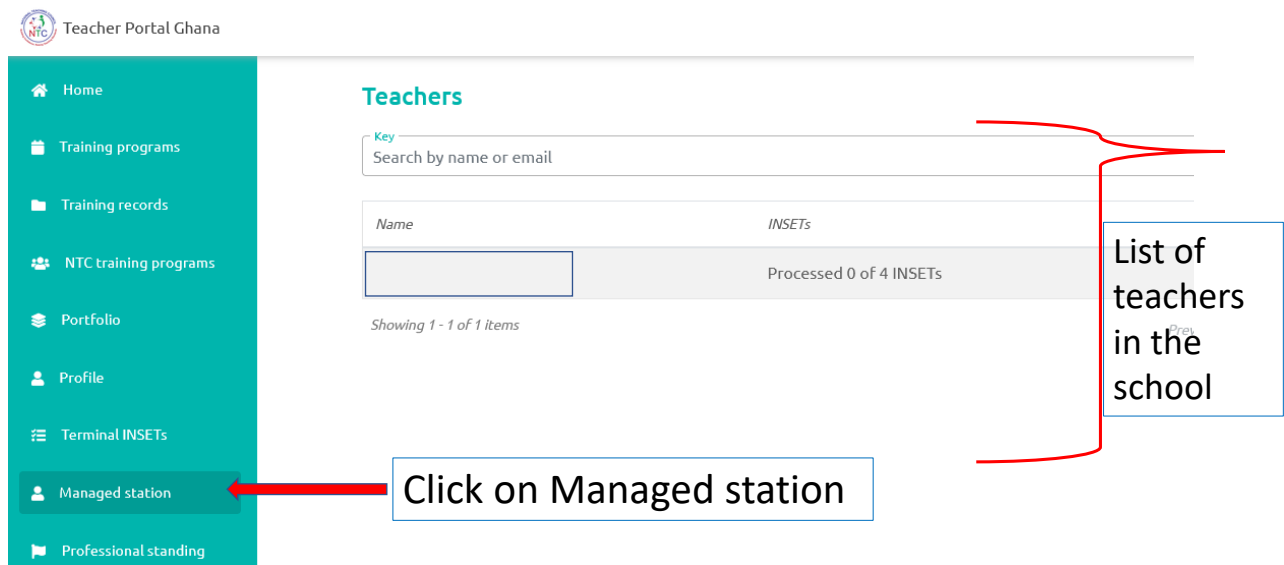


The image shows the 'Teacher Login' page. At the top is the NTC logo. Below the logo is the title 'Teacher Login'. There are four main sections: 1. 'Email address or telephone' input field with a red arrow pointing to it from a text box 'Enter your email address'. 2. 'Password' input field with a red arrow pointing to it from a text box 'Enter your password'. 3. A reCAPTCHA box with a green checkmark and the text 'I'm not a robot', with a red arrow pointing to it from a text box 'Check I'm not a robot'. 4. A teal 'Login' button with a red arrow pointing to it from a text box 'Click Login'. Below the 'Login' button is a link 'I have forgotten my email/password' and a 'Back' link at the bottom.

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)

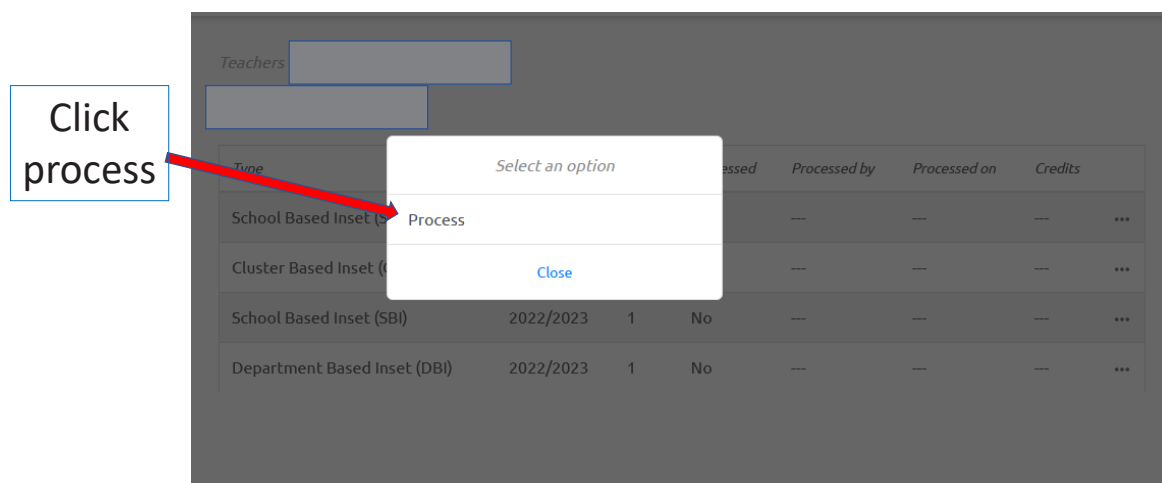
Teachers /

Click here to process

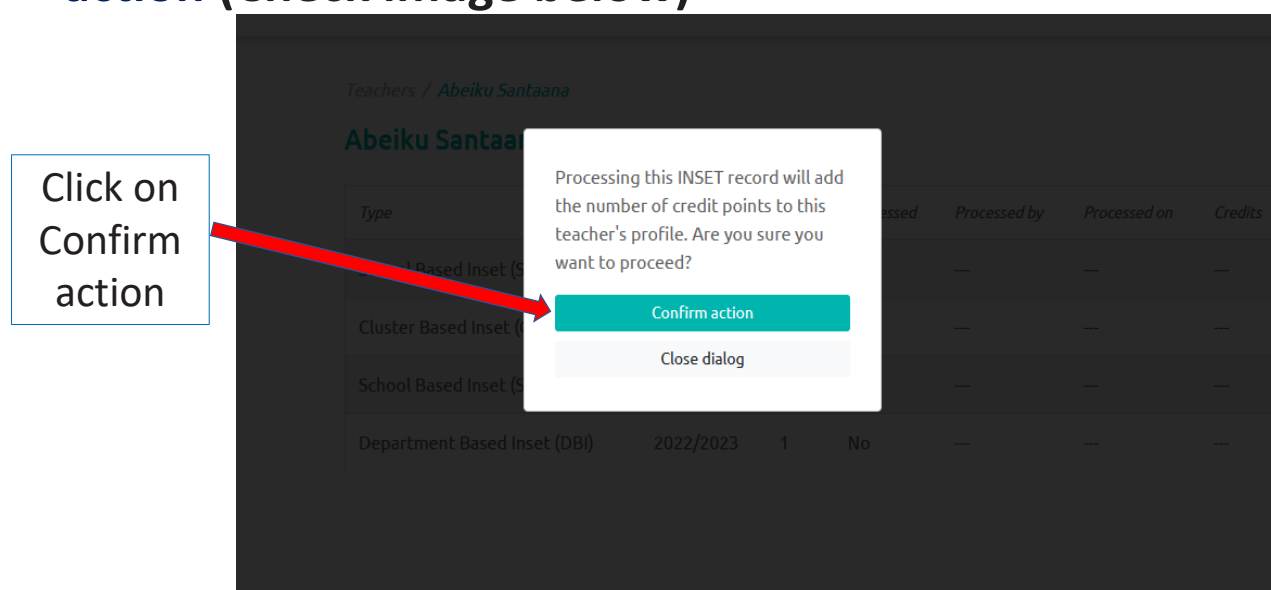
Type	Year	Term	Processed	Processed by	Processed on	Credits	
School Based Inset (SBI)	2022/2023	1	No	---	---	---	...
Cluster Based Inset (CBI)	2022/2023	1	No	---	---	---	...
School Based Inset (SBI)	2022/2023	1	No	---	---	---	...
Department Based Inset (DBI)	2022/2023	1	No	---	---	---	...

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 /

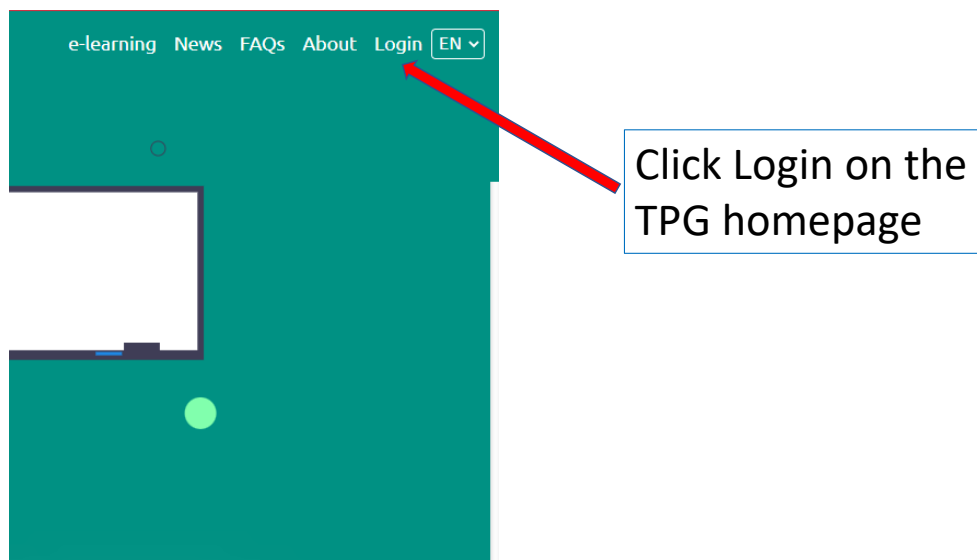
Points processed

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	---	---	---	...

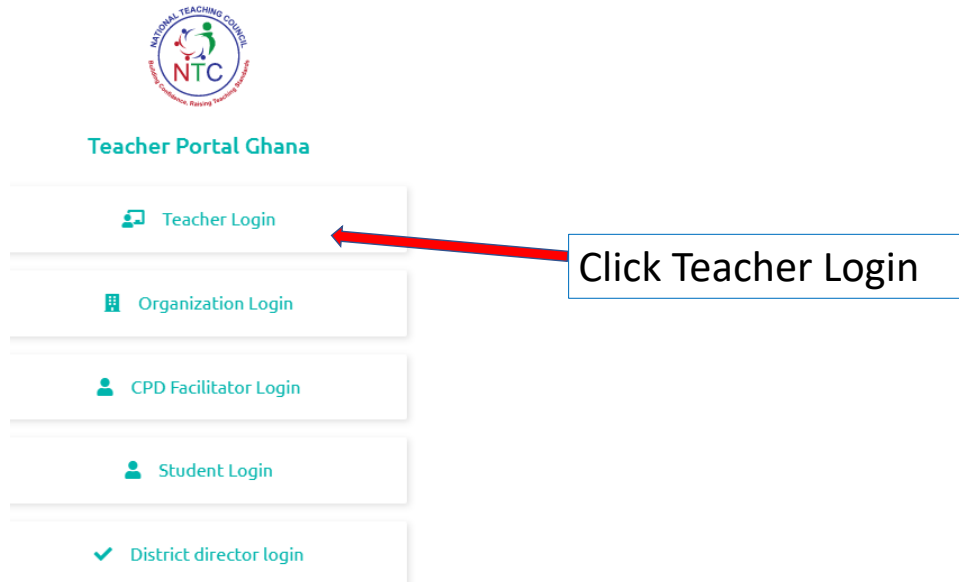
THANK YOU

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

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

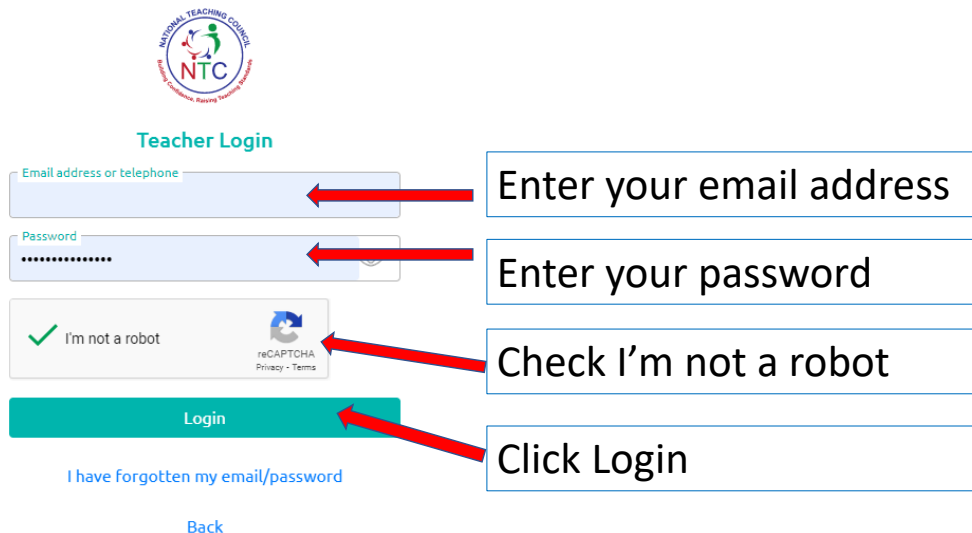


2. On the Login page, click Teacher Login



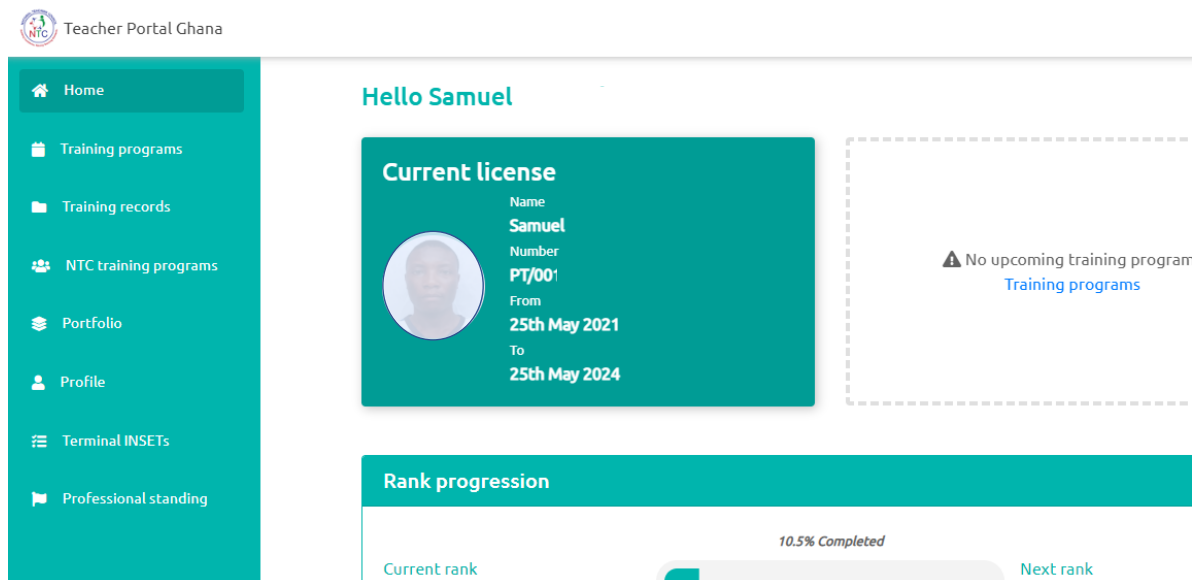
The image shows the 'Teacher Portal Ghana' login page. At the top is the NTC logo with the text 'NATIONAL TEACHING COUNCIL' and 'NTC' in the center. Below the logo is the title 'Teacher Portal Ghana'. There are five login options listed in a vertical stack: 'Teacher Login' (with a person icon), 'Organization 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)

The screenshot shows the Teacher Portal Ghana interface. On the left is a teal side menu with the following items: Home, Training programs, Training records, NTC training programs, Portfolio, Profile, Terminal INSETs, and Professional standing. The 'Training records' item is highlighted, and a red arrow points to it from a box below that says 'Click to view training records'. The main content area is titled 'Training records' with the subtitle 'Records for training programs registered and/or attended'. It shows a total of 1.8988 points. Below this is a list of training programs:

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

A red bracket on the right side of the list of programs points to a box labeled 'List of training programs'.

THANK YOU