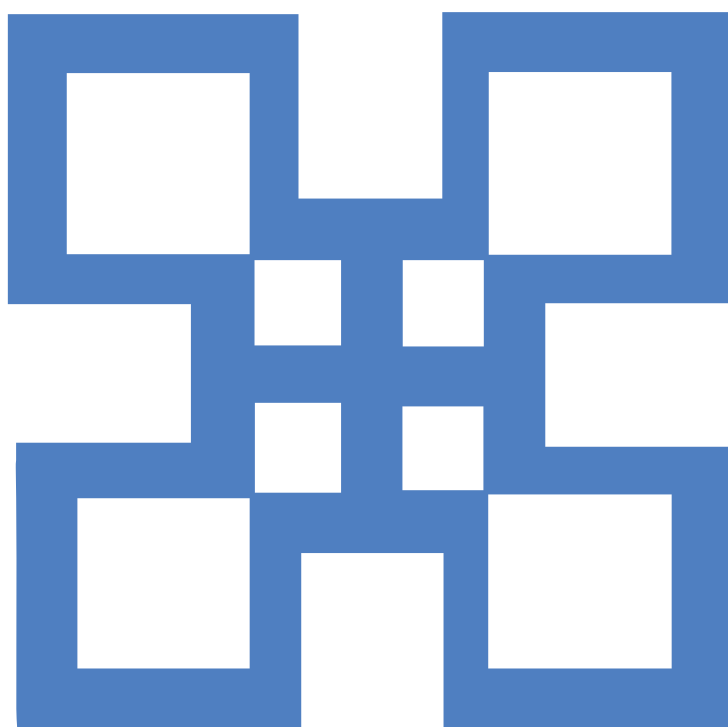


Departmental Professional Learning Community Handbook

HOME ECONOMICS

HANDBOOK FOR TEACHERS



Wisdom, Knowledge
and Prudence



Ghana Education
Service (GES)





GOVERNMENT OF GHANA



mastercard
foundation



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

**DEPARTMENTAL PROFESSIONAL LEARNING
COMMUNITY HANDBOOK**

HOME ECONOMICS

Teacher Version

DEPARTMENTAL PROFESSIONAL LEARNING COMMUNITY HANDBOOK

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

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

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

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

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

Session 1: Reviewing Knowledge on previous PLC sessions

Session 2: Learning Plans for weeks 1 & 2

Session 3: Learning Plans for weeks 3 & 4

Session 4: Learning Plans for weeks 5 & 6

Session 5: Learning Plans for weeks 7 & 8

Session 6: Learning Plans for weeks 9 & 10

Session 7: Learning Plans for weeks 11 & 12

Session 8: Learning Plans for weeks 13 & 14

Session 9: Learning Plans for weeks 15 & 16

Session 10: Learning Plans for weeks 17 & 18

Session 11: Learning Plans for weeks 19 & 20

Session 12: Learning Plans for weeks 21 & 22

Session 13: Learning Plans for weeks 23 & 24

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

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

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

Prof Edward Appiah

Director-General

National Council for Curriculum and Assessment (NaCCA)

ACKNOWLEDGEMENTS

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

The writing team was made up of the following members:

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

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

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

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

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

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

CONTENTS

[illegible]

DPLC Session 1: Reviewing Knowledge and Skills Acquired from Previous PLC Sessions

<i>The sections below provide the frame for what is to be done in the session.</i>	Guidance Notes on 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, and introducing the Departmental PLC Handbook	1.1 Respond to video, photograph, etc., of related activities as an introduction to the PLC session. 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>Develop the spirit of team work to share knowledge and expertise through collaborative study, etc.</i> 1.3 Read the purpose of the DPLC Handbook (NTS 1b). 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 School (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 the DPLC is to: • Build on Session 12, <i>introduction of 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 plan • Support teachers to use the year one teacher manuals to develop learning plans for all year one lessons in the SHS, SHTS and STEM curriculum using the learning planner • Provide opportunities for teachers to discuss the year one learning plans and align them with the year one teacher manuals • Give teachers enough time to study the year one subjects in the SHS, SHTS and STEM curriculum and how these will be taught effectively and efficiently The Handbook is thus principally aimed at helping Home Economics teachers to continue to enhance their	20mins

	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 Home Economics teachers will be encouraged to use their subject specialist and context specific teaching experience to make connections between the teaching and learning of the related subjects in their department. The Handbook contains 13 topics which cover all the 24 weekly learning plans in year one as follows: 1. Reviewing knowledge and skills acquired from previous PLC Sessions 2. Developing learning plans for Weeks 1 & 2 3. Developing learning plans for Weeks 3 & 4 4. Developing learning plans for Weeks 5 & 6 5. Developing learning plans for Weeks 7 & 8 6. Developing learning plans for Weeks 9 & 10 7. Developing learning plans for Weeks 11 & 12 8. Developing learning plans for Weeks 13 & 14 9. Developing learning plans for Weeks 15 & 16 10. Developing learning plans for Weeks 17 & 18 11. Developing learning plans for Weeks 19 & 20 12. Developing learning plans for Weeks 21 & 22 13. Developing learning plans 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 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b). Purpose: The purpose of the session is to support Home Economics teachers to collectively reflect on the knowledge and skills they acquired in the previous PLC Handbooks on <i>Working to the National Teachers' Standards and Introduction to the SHS, SHTS, and STEM curriculum</i>. This will help the teachers to appreciate the use of the experiences gained to effectively develop lessons that integrate GESI, SEL, ICT, 21st century skills and competencies, differentiation and other cross-cutting issues for quality teaching and learning of all learners. L O: Apply the knowledge, skills and experiences gained from the PLC Handbooks on <i>Working to the National Teachers' Standards and Introduction to the SHS/SHTS/STEM curriculum</i> to effectively develop lessons that integrate GESI, SEL, ICT, 21st century skills and competencies, differentiation and other cross-cutting issues (NTS 2c, 2e, 2f, 3k and 3m).	30mins

	LI 1 Discuss at least three teaching and learning resources used in the previous PLC sessions and employed in their teaching and learning. LI 2 Examine at least four pedagogical and assessment strategies that they acquired from the previous PLC sessions and applied in their teaching and learning. LI 3 State at least two ways the knowledge and skills acquired in GESI, SEL, ICT, 21st century skills and competencies, differentiation and other cross-cutting issues from the previous PLC sessions were applied in their teaching and learning. LI 4 Identify at least three differences between the old lesson plan and new learning planner in the <i>Introduction to the SHS/SHTS/STEM curriculum</i> PLC Handbook session 12. 2.2 In a pair, discuss at least three teaching and learning resources used in the previous PLC sessions which you used in your lesson delivery (NTS 3i, 3j). E.g. <i>Realia of food, clothing and household items, etc.</i> 2.3 In your group, use panel discussion strategy to examine at least two pedagogical and two assessment strategies that you acquired from the previous PLC sessions and applied in your teaching and learning (NTS 3e – 3m). E.g. a) <i>Pedagogical strategies</i> <i>Group work and collaborative learning, etc.</i> b) <i>Assessment strategies:</i> <i>Project work, etc.</i> 2.4 State at least two ways in which you applied the knowledge and skills acquired in GESI, SEL, ICT, 21st century skills and competencies, differentiation and other cross-cutting issues in your lesson delivery (NTS 2c, 2e, 2f, 3a, 3c, 3f-3j). E.g. a) <i>GESI</i> <i>Using gender and mixed ability groupings, etc</i> b) <i>SEL</i> <i>Applying ways of working together to encourage collaboration among learners of different learning needs, etc.</i> c) <i>ICT</i> <i>Using computer, mobile phones and projector for presentations, etc.</i> d) <i>21st century skills and competences</i>	
--	--	--

	<i>Using pair/group work to help learners develop communication and collaboration, etc.</i> e) <i>Differentiation:</i> <i>Creating opportunity for learners to use different presentations mode such as; oral presentations, role-play, audio and video productions in lesson delivery and assessment, etc.</i> 2.5 Brainwrite at least three differences you observed between the old lesson plan and the new learning planner that was introduced in Session 12 of the PLC Handbook on <i>Introduction to the SHS, SHTS, and STEM curriculum</i> (NTS 2b). <i>E.g.</i> <i>Essential questions, etc.</i> 2.6 Share the differences you identified between the old lesson plan and the new learning plan with the larger group (NTS, 2b).	
3. Modelling a teaching activity, promoting character values, GESI, SEL, ICT, 21st century skills and differentiation	3.1 Select any thematic area in the year 1 teacher manual and craft the essential questions, based on a learning outcome and a learning indicator, that will guide the pedagogical and assessment strategies you will use to deliver the lesson in the thematic area. (E.g., refer to the sample learning plan in Appendix 1 for guidance on how the key essential questions inform pedagogical and assessment strategies for delivering the lesson (NTS 1a, 2b and 3a). <i>E.g.</i> a) <i>Thematic area: Housing</i> b) <i>Learning outcome:</i> <i>Apply the knowledge and skills to select housing to meet the needs of families with different background</i> c) <i>Learning Indicator:</i> <i>Explain basic concepts of housing, etc.</i> d) <i>Essential questions:</i> <i>How does the background of individuals, families and societies affect the choice of housing? etc.</i> 3.2 In your group suggest activities that you will use in your lesson delivery to promote GESI, SEL, ICT, 21st century skills and competencies and differentiation in the sample lesson (NTS 2c, 2e, 2f and 3a – 3h). <i>E.g.</i> a) <i>GESI:</i>	30mins

	<i>Re-enforcing ways of working together to promote respect and tolerance among learners during groups activities, etc.</i> 3.3 Model a teaching activity in the sample learning plan integrating GESI, SEL, ICT, 21st century skills competencies and differentiation for feedback from their colleagues (NTS 1a, 2b, 2c, 2e, 2f and 3a-3o).	
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 Reflect, write and share two things you learnt from the PLC session, with the larger group (NTS 1a, 1b). 4.2 Where possible, identify a critical friend to observe their lesson in relation to the teaching and assessment strategies as well as the cross-cutting issues discussed in PLC Session 1 and provide feedback to them (NTS 1a, 1e and 3l). 4.3 Remember to read DPLC Session 2 in preparation for the next session (NTS 1b).	10 mins

DPLC Session 2: Developing Learning Plans for Weeks 1 And 2		
<i>The sections below provide the frame for what is to be done in the session.</i>	Guidance Notes on Teacher Activity during the DPLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last PLC session, and introducing the Departmental PLC Handbook	1.1 Share two things you implemented based on the DPLC Session 1, <i>Reviewing knowledge and skills acquired from previous PLC sessions: Working to the National Teachers' Standards and Introduction to the SHS, SHTS, and STEM curriculum</i>, which you think impacted learning positively (NTS 1a, 1b). 1. 2 As critical friends, discuss why you think what a colleague did through the application of lessons learnt in DPLC Session 1, <i>Reviewing knowledge and skills acquired from previous PLC sessions: Working to the National Teachers' Standards and Introduction to the SHS, SHTS, and STEM curriculum</i>, supported learning (NTS 1a, 1b).	10mins
2. Planning for teaching, learning and assessment activities, promoting character values, GESI, SEL, ICT, 21st century skills and differentiation	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) of the session (NTS 1b). Purpose The purpose of this session is to support Home Economics teachers to use the teacher manual to review Week 1 and develop Week 2 learning plans for the following lessons: a) <i>Management in Living: The Scope, Importance, and Career Opportunities in Management in Living.</i> b) <i>Management in Living: The Focus and Characteristics of Management in Living, Management Processes.</i> LO 1: Review Week 1 and plan Week 2 lessons using the key concepts, skills, pedagogies, assessment strategies, teaching and learning resources in the teacher manual and other relevant resources taking into consideration their alignment with the learning outcomes and learning indicators to achieve the content standard (NTS 2c, 2e, 2f, 3k and 3m). LI 1.1 Discuss the important aspects in Weeks 1 and 2 lessons in the teacher manual, taking into consideration key concepts/skills, pedagogies, assessment strategies, teaching and learning resources are aligned with the learning	60mins

	outcomes and learning indicators to achieve the content standard. LI 1.2 Craft the essential questions and keynote on differentiation activities to guide the teaching and learning activities as well as the assessment tasks for Weeks 1 and 2 taking into consideration GESI, SEL, ICT, 21st century skills and other cross-cutting issues. LO 2: Review the learning plans for Weeks 1 and 2 lessons (NTS1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content (such as essential questions, keynotes on differentiation, teaching and learning activities, assessment, and closure) of the learning plan for Weeks 1 and 2 in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement the recommendations made by a peer reviewer to the learning plans for Weeks 1 and 2 in line with the LOs, LIs and key concepts in the teacher manual where appropriate. 2.2 In your domain group, discuss the important aspects in Weeks 1 and 2 lessons in the teacher manual, taking into consideration key concepts/skills, pedagogies, assessment strategies, teaching and learning resources are aligned with the learning outcomes and learning indicators to achieve the content standard (NTS 2c, 2e, 2f, 3a, 3e-3g and 3k). 2.3 In your group, discuss Week 1 essentials questions and craft Week 2 essential questions to guide the teaching and learning activities as well as the assessment tasks for Weeks 1 and 2 taking into consideration GESI, SEL, ICT, 21st century skills and other cross-cutting issues (NTS 2c, 2e, 2f, 3a, 3e-3g and 3k). <i>E.g.</i> <i>a) Management in Living (Week 1)</i> <i>What prior knowledge do learners have that will help appreciate the need for management in daily family activities? etc.</i> <i>b) Management in Living (Week 2)</i> <i>What are the key principles for living a quality life and why? etc.</i> 2.4 In your group, discuss the crafted key notes on differentiation for Week 1 and craft Week 2 key notes on differentiation to guide the teaching and learning activities as well as the assessment tasks for Weeks 1 and 2 taking into	
--	---	--

	consideration GESI, SEL, ICT, 21st century skills and other cross-cutting issues (NTS 2c, 2e, 2f, 3a, 3e-3g and 3k). <i>a) Management in Living (Week 1)</i> Put learners in mixed-ability or mixed-gender groups and present a case study on some Scope of Management in Living within the Ghanaian context, etc. <i>b) Management in Living (Week 2):</i> Guide learners in mixed ability and mixed gender to share their views on the focus, characteristics and process of management., etc. Note: Refer to your Teacher Manual Week 1 and Week 2 tasks, pedagogical and assessment strategies for details. 2.5 In your groups or as individuals, review Week 1 learning plan and complete learning planner for Week 2. Teachers should include and ensure alignment of teaching, learning and assessment activities, taking into consideration differentiation (such as providing activities with at least three different levels of difficulty), GESI and SEL in each learning plan to cater for all learners (NTS 3a, 3e-3g and 3k).	
3. Reviewing Weekly learning plans, promoting character values, GESI, SEL, ICT, 21st century skills and differentiation	3.1 Exchange their drafted Week 2 learning plans for peer-review taking note of relevant issues to provide constructive feedback for improvement (NTS 1a, 1b, 2c and 3a). <i>E.g.</i> <i>Pedagogies and assessment are aligned with learning outcome and learning indicators in the teacher manual and the learning plans, etc.</i> 3.2 Implement the recommendation made by your peer reviewer to your learning plan as appropriate (NTS 1b).	10mins
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 Reflect, write and share two achievements and one challenge they experience in the DPLC session, with the larger group (NTS 1a, 1b). 4.2 Complete your learning plan which were not completed during the session (NTS 3l). 4.3 Remember to read the content of Weeks 3 and 4 of the teacher manuals ahead of time and the DPLC Handbook Session 3 in preparation for the next session (NTS 1b).	10mins

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 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, and introducing the Departmental PLC Handbook	1.1 Share two things you implemented based on the DPLC Session 2, <i>developing learning plans for Weeks 1 and 2</i>, which you think impacted learning positively (NTS 1a, 1b). 1. 2 As critical friends, discuss why you think what a colleague did through the application of lessons learnt in DPLC Session 2, <i>developing learning plans for Weeks 1 and 2</i>, supported learning (NTS 1a, 1b).	10mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be completed per session)	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) of the session (NTS 1b). Purpose The purpose of this session is to support Home Economics teachers to use the teacher manual to develop the learning plans for Weeks 3 and 4 for the following lessons: a) <i>Management in Living: Motivators and Practical Application of Management Principles in Daily Life Activities.</i> b) <i>Clothing and Textiles: The Concept of Clothing, Classification of clothing according to their uses, functions and Reasons for Wearing Clothes.</i> LO 1: Plan Weeks 3 and 4 lessons using the key concepts, skills, pedagogies, assessment strategies, teaching and learning resources in the teacher manual and other relevant resources taking into consideration their alignment with the learning outcomes and learning indicators to achieve the content standard (NTS 2c, 2e, 2f, 3k and 3m). LI 1.1 Discuss the important aspects in Weeks 3 and 4 lessons in the teacher manual, taking into consideration key concepts/skills, pedagogies, assessment strategies, teaching and learning resources are aligned with the learning outcomes and learning indicators to achieve the content standard. LI 1.2 Craft the essential questions and keynotes on differentiation to guide the teaching and learning activities as well as the assessment tasks for Weeks 3 and 4 taking into	60mins

	consideration GESI, SEL, ICT, 21st century skills and other cross-cutting issues. LO 2: Review the learning plans for Weeks 3 and 4 lessons (NTS1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content (such as essential questions, keynotes on differentiation, teaching and learning activities, assessment, and closure) of the learning plan for Weeks 3 and 4 in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement the recommendations made by a peer reviewer to the learning plans for Weeks 3 and 4 in line with the LOs, LIs and key concepts in the teacher manual where appropriate. 2.2 In your domain group, discuss the important aspects in Weeks 3 and 4 lessons in the teacher manual, taking into consideration key concepts/skills, pedagogies, assessment strategies, teaching and learning resources are aligned with the learning outcomes and learning indicators to achieve the content standard (NTS 2c, 2e, 2f, 3a, 3e-3g and 3k). 2.3 In your group, craft the essential questions activities to guide the teaching and learning activities as well as the assessment tasks for Weeks 3 and 4 taking into consideration GESI, SEL, ICT, 21st century skills and other cross-cutting issues (NTS 2c, 2e, 2f, 3a, 3e-3g and 3k). <i>E.g.</i> <i>a) Management in Living (Week 3)</i> <i>How does effective communication play a role in a successful management? etc.</i> <i>b) Clothing and Textiles (Week 4)</i> <i>Where will you put blouse, curtains, wrist watch and powder under the categories of clothing and why? etc.</i> 2.4 In your group, craft keynotes on differentiation to guide the teaching and learning activities as well as the assessment tasks for Weeks 3 and 4 taking into consideration GESI, SEL, ICT, 21st century skills and other cross-cutting issues (NTS 2c, 2e, 2f, 3a, 3e-3g and 3k). <i>E.g.</i> <i>a) Management in Living (Week 3)</i> <i>Encourage learners to discuss the motivators of management (E.g., Needs, Wants, Goals, Values) and how they influence the family management processes, etc.</i>	
--	---	--

	<i>b) Clothing and Textiles (Week 4)</i> Put learners in groups and ask them to brainstorm the meaning of clothing. Provide learners with learning materials in the form of realia/charts/pictures/videos of different types of clothing, etc. Note: Refer to your Teacher Manual Week 3 and Week 4 tasks, pedagogical and assessment strategies for details. 2.5 In your domain group or as individual, complete learning plans for Weeks 3 and 4. Teachers should include and ensure alignment of teaching, learning and assessment activities, taking into consideration differentiation (such as providing activities with at least three different levels of difficulty), GESI and SEL in each learning plan to cater for all learners (NTS 3a, 3e-3g and 3k).	
3. Reviewing Weekly learning planners, promoting character values, GESI, SEL, ICT, 21st century skills and differentiation	3.1 Exchange their drafted Weeks 3 and 4 learning plans for peer-review taking note of relevant issues to provide constructive feedback for improvement (NTS 1a, 1b, 2c and 3a). <i>E.g.</i> <i>Pedagogies and assessment are aligned with learning outcome and learning indicators in the teacher manual and the learning plans, etc.</i> 3.2 Implement the recommendation made by your peer reviewer to your learning plans as appropriate (NTS 1b).	10mins
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 Reflect, write and share two achievements and one challenge you experienced in the DPLC session, with the larger group (NTS 1a, 1b). 4.2 Complete your learning plans which were not completed during the session (NTS 3l). 4.3 Remember to read the content of Week 5 and 6 of the teacher manuals ahead of time and the DPLC Handbook Session 4 in preparation for the next session (NTS 1b).	10mins

DPLC Session 4: Developing Learning Planners for Weeks 5 And 6 Lessons

<i>The sections below provide the frame for what is to be done in the session.</i>	Guidance Notes on Teacher Activity during the DPLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last PLC session, and introducing the Departmental PLC Handbook	1.1 Share two things you implemented based on the DPLC handbook session 3, <i>developing learning plans for Weeks 3 and 4</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As critical friends, discuss why you think what a colleague did through the application of lessons learnt in DPLC session 3, <i>developing learning plans for Weeks 3 and 4</i>, supported learning (NTS 1a, 1b).	10mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be completed per session)	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) of the session (NTS 1b). Purpose The purpose of this session is to support Home Economics teachers to use the teacher manual to develop the learning plans for Weeks 5 and 6 for the following lessons: a) <i>Clothing and Textiles: Analyse various Ways/Techniques for Caring for and Maintaining Clothing.</i> b) <i>Clothing and Textiles: Plan a Wardrobe: Factors to Consider when Planning a Wardrobe, Steps to basic wardrobe planning, Wardrobe designing tips.</i> LO 1: Plan Weeks 5 and 6 lessons using the key concepts/skills, pedagogies, assessment strategies, teaching and learning resources in the teacher manual and other relevant resources taking into consideration their alignment with the learning outcomes and learning indicators to achieve the content standard (NTS 2c, 2e, 2f, 3k and 3m). LI 1.1 1 Discuss the important aspects in Weeks 5 and 6 lesson in the teacher manual, taking into consideration key concepts/skills, pedagogies, assessment strategies, teaching and learning resources are aligned with the learning outcomes and learning indicators to achieve the content standard. LI 1.2 Craft the essential questions and key notes on differentiation to guide the teaching and learning activities as	60mins

	well as the assessment tasks for Weeks 5 and 6 taking into consideration GESI, SEL, ICT, 21st century skills and other cross-cutting issues. LO 2: Review the learning plans for Weeks 5 and 6 lessons (NTS1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1: Critique the content (such as essential questions, key notes on differentiation, teaching and learning activities, assessment, and closure) of the learning plan for Weeks 5 and 6 in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2: Implement the recommendations made by a peer reviewer to the learning plans for Weeks 5 and 6 in line with the LOs, LIs and key concepts in the teacher manual where appropriate. 2.2 In your group, discuss the important aspects in Weeks 5 and 6 lessons in the teacher manual, taking into consideration key concepts/skills, pedagogies, assessment strategies, teaching and learning resources are aligned with the learning outcomes and learning indicators to achieve the content standard (NTS 2c, 2e, 2f, 3a, 3e-3g and 3k). 2.3 In your group, craft the essential questions to guide the teaching and learning activities as well as the assessment tasks for Weeks 5 and 6 taking into consideration GESI, SEL, ICT, 21st century skills and other cross-cutting issues (NTS 2c, 2e, 2f, 3a, 3e-3g and 3k). <i>E.g.</i> a) <i>Clothing and Living (Week):</i> <i>What are the recommended laundering methods/ techniques for caring for and maintaining clothing? etc.</i> b) <i>Clothing and Textiles (Week 6):</i> <i>How can wardrobe planning be adapted to accommodate changes in the body size and shape over time? etc.</i> 2.4 In your group, craft key notes on differentiation to guide the teaching and learning activities as well as the assessment tasks for Weeks 5 and 6 taking into consideration GESI, SEL, ICT, 21st century skills and other cross-cutting issues (NTS 2c, 2e, 2f, 3a, 3e-3g and 3k). <i>E.g.</i> a) <i>Clothing and Textiles (Week 5):</i> <i>Ask learners to think-pair-share at least two ways/techniques of caring for and maintaining clothing taking into consideration their cultural background., etc.</i> b) <i>Clothing and Textiles (Week 6):</i>	
--	--	--

	<i>Learners work in mixed gender/ability/cultural groups to use pyramid discussion/mingling to explore the reasons for planning a wardrobe, etc.</i> Note: Refer to your Teacher Manual Week 5 and Week 6 tasks, pedagogical and assessment strategies for details. 2.5 In your group or as individual, complete learning plans for Weeks 5 and 6. Teachers should include and ensure alignment of teaching, learning and assessment activities, taking into consideration differentiation (such as providing activities with at least three different levels of difficulty), GESI and SEL in each learning plan to cater for all learners (NTS 3a, 3e-3g and 3k).	
3. Reviewing Weekly learning planners, promoting character values, GESI, SEL, ICT, 21st century skills and differentiation	3.1 Exchange your drafted Weeks 5 and 6 learning plans for peer-review. 3.2 Review your colleagues' learning plans, taking note of relevant issues to provide constructive feedback for improvement (NTS 1a, 2c). <i>E.g.</i> a) <i>Pedagogies and assessment are aligned with learning outcome and learning indicators</i> b) <i>Differentiation takes into consideration varied needs of all learners (male, female and SEN learners) GESI, SEL, ICT, 21st century skills and other cross cutting issues are appropriately, etc</i> 3.3 Give comprehensive feedback on the learning plans you reviewed to your colleagues (NTS 1a, 1b). 3.4 Reflect on the feedback you received from the peer-review to effect the necessary changes in your learning plans if any (NTS 1a, 1b).	10mins
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 Reflect, write and share two achievements and one challenge they experience in the PLC session, with the larger group (NTS 1a, 1b). 4.2 Remember to read DPLC Session 5 and the teacher manual Weeks 7 and 8 in preparation for the next session (NTS 1b).	10mins

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 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, and introducing the Departmental PLC Handbook	1.1 Share two things you implemented based on the DPLC handbook session 4, <i>developing learning plans for Weeks 5 and 6</i>, which you think impacted learning positively (NTS 1a, 1b). 1. 2 As critical friends, discuss why you think what a colleague did through the application of lessons learnt in DPLC session 4, <i>developing learning plans for Weeks 5 and 6</i>, supported learning (NTS 1a, 1b).	10mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be completed per session)	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) of the session (NTS 1b). Purpose The purpose of this session is to support Home Economics teachers to use the teacher manual to develop the learning plans for Weeks 7 and 8 for the following lessons: a) <i>Clothing and Textiles: The concept of good grooming with dress sense.</i> b) <i>Food and Nutrition: Basic concepts in Foods and Nutrition, Classification of Food and Habits/ Lifestyles, and their Implications on the Nutritional Status of Individuals, Families, and Societies.</i> LO 1: Plan Weeks 7 and 8 lessons using the key concepts, skills, pedagogies, assessment strategies, teaching and learning resources in the teacher manual and other relevant resources taking into consideration their alignment with the learning outcomes and learning indicators to achieve the content standard (NTS 2c, 2e, 2f, 3k and 3m). LI 1.1 Discuss the important aspects in Weeks 7 and 8 lessons in the teacher manual, taking into consideration key concepts/skills, pedagogies, assessment strategies, teaching and learning resources are aligned with the learning outcomes and learning indicators to achieve the content standard.	60mins

	LI 1.2 Craft the essential questions and key notes on differentiation to guide the teaching and learning activities as well as the assessment tasks for Weeks 7 and 8 taking into consideration GESI, SEL, ICT, 21st century skills and other cross-cutting issues. LO 2: Review the learning plans for Weeks 7 and 8 lessons (NTS1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content (such as essential questions, keynotes on differentiation, teaching and learning activities, assessment, and closure) of the learning plan for Weeks 7 and 8 in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement the recommendations made by a peer reviewer to the learning plans for Weeks 7 and 8 in line with the LOs, LIs and key concepts in the teacher manual where appropriate. 2.2 In your domain group, discuss the important aspects in Weeks 7 and 8 lessons in the teacher manual, taking into consideration key concepts/skills, pedagogies, assessment strategies, teaching and learning resources are aligned with the learning outcomes and learning indicators to achieve the content standard (NTS 2c, 2e, 2f, 3a, 3e-3g and 3k). 2.3 In your group, craft the essential questions to guide the teaching and learning activities as well as the assessment tasks for Weeks 7 and 8 taking into consideration GESI, SEL, ICT, 21st century skills and other cross-cutting issues (NTS 2c, 2e, 2f, 3a, 3e-3g and 3k). <i>E.g.</i> a) <i>Clothing and Textiles (Week 7)</i> <i>How does one's personal style influence grooming choices in relation to dress sense? etc.</i> b) <i>Foods and Nutrition (Week 8)</i> <i>Why is it important to understand foods and nutrition for maintaining overall health and wellbeing? etc.</i> 2.4 In your group, craft keynotes on differentiation to guide the teaching and learning activities as well as the assessment tasks for Weeks 7 and 8 taking into consideration GESI, SEL, ICT, 21st century skills and other cross-cutting issues (NTS 2c, 2e, 2f, 3a, 3e-3g and 3k). a) <i>Clothing and Textiles (Week 7)</i> <i>Encourage learners in pairs to reflect and share ideas on the concept of good grooming., etc.</i> b) <i>Foods and Nutrition (Week 8)</i>	
--	--	--

	<i>Encourage learners to use a range of resources including the internet and other sources of information on at least two basic concepts of foods and nutrition and how they can be applied in daily to meet the nutritional of individuals, families and society., etc.</i> Note: Refer to your Teacher Manual Week 7 and Week 8 tasks, pedagogical and assessment strategies for details. 2.5 In your domain group or as individual, complete learning plans for Weeks 7 and 8. Teachers should include and ensure alignment of teaching, learning and assessment activities, taking into consideration differentiation (such as providing activities with at least three different levels of difficulty), GESI and SEL in each learning plan to cater for all learners (NTS 3a, 3e-3g and 3k).	
3. Reviewing Weekly learning planners, promoting character values, GESI, SEL, ICT, 21st century skills and differentiation	3.1 Exchange their drafted Weeks 7 and 8 learning plans for peer-review taking note of relevant issues to provide constructive feedback for improvement (NTS 1a, 1b, 2c and 3a). <i>E.g.</i> <i>Pedagogies and assessment are aligned with learning outcome and learning indicators in the teacher manual and the learning plans, etc.</i> 3.2 Implement the recommendation made by your peer reviewer to your learning plans as appropriate (NTS 1b).	10mins
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 Reflect, write and share two achievements and one challenge you experienced in the DPLC session, with the larger group (NTS 1a, 1b). 4.2 Complete your learning plans which were not completed during the session (NTS 3I). 4.3 Remember to read the content of Weeks 9 and 10 of the teacher manuals ahead of time and the DPLC Handbook Session 6 in preparation for the next session (NTS 1b).	10mins

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 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, and introducing the Departmental PLC Handbook	1.1 Share two things you implemented based on the DPLC Session 5, <i>developing learning plans for Weeks 7 and 8</i>, which you think impacted learning positively (NTS 1a, 1b). 1. 2 As critical friends, discuss why you think what a colleague did through the application of lessons learnt in DPLC Session 5, <i>developing learning plans for Weeks 7 and 8</i>, supported learning (NTS 1a, 1b).	10mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be completed per session)	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) of the session (NTS 1b). Purpose The purpose of this session is to support Home Economics teachers to use the teacher manual to develop the learning plans for Weeks 9 and 10 for the following lessons: a) <i>Foods and Nutrition: Factors that Influence Food Habits/ Lifestyles and their Implications on the Nutritional Status of Individuals, Families, and Societies.</i> b) <i>Food and Nutrition: The Concept of Food Spoilage Causes of Food Spoilage, and Demonstration of Food Storage.</i> LO 1: Plan Weeks 9 and 10 lessons <i>using</i> the key concepts, skills, pedagogies, assessment strategies, teaching and learning resources in the teacher manual and other relevant resources taking into consideration their alignment with the learning outcomes and learning indicators to achieve the content standard (NTS 2c, 2e, 2f, 3k and 3m). LI 1.1 Discuss the important aspects in Weeks 9 and 10 lessons in the teacher manual, taking into consideration key concepts/skills, pedagogies, assessment strategies, teaching and learning resources are aligned with the learning	60mins

	outcomes and learning indicators to achieve the content standard. LI 1.2 Craft the essential questions and keynotes on differentiation to guide the teaching and learning activities as well as the assessment tasks for Weeks 9 and 10 taking into consideration GESI, SEL, ICT, 21st century skills and other cross-cutting issues. LO 2: Review the learning plans for Weeks 9 and 10 lessons (NTS1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content (such as essential questions, keynotes on differentiation, teaching and learning activities, assessment, and closure) of the learning plan for Weeks 9 and 10 in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement the recommendations made by a peer reviewer to the learning plans for Weeks 9 and 10 in line with the LOs, LIs and key concepts in the teacher manual where appropriate. 2.2 In your groups, discuss the important aspects in Weeks 9 and 10 lessons in the teacher manual, taking into consideration key concepts/skills, pedagogies, assessment strategies, teaching and learning resources are aligned with the learning outcomes and learning indicators to achieve the content standard (NTS 2c, 2e, 2f, 3a, 3e-3g and 3k). 2.3 In your group, craft the essential questions to guide the teaching and learning activities as well as the assessment tasks for Weeks 9 and 10 taking into consideration GESI, SEL, ICT, 21st century skills and other cross-cutting issues (NTS 2c, 2e, 2f, 3a, 3e-3g and 3k). <i>E.g.</i> a) <i>Foods and Nutrition (Week 9)</i> <i>In what ways does religion, taste and customs of individual influences their lifestyle? etc.</i> b) <i>Foods and Nutrition (Week 10)</i> <i>Why is it important to understand decay of food and the measures put in place to store food commodities for shorter period as well as longer period? etc.</i> 2.4 In your group, craft keynotes on differentiation to guide the teaching and learning activities as well as the assessment tasks for Weeks 3 and 4 taking into consideration GESI, SEL, ICT, 21st century skills and other cross-cutting issues (NTS 2c, 2e, 2f, 3a, 3e-3g and 3k). <i>E.g.</i> a) <i>Foods and Nutrition (Week 9)</i>	
--	---	--

	<i>Use pyramid discussion to encourage learners to share ideas with each other on food habits/lifestyles and their implications on the nutritional status of individuals, families and society, etc.</i> <i>b) Foods and Nutrition (Week 10)</i> <i>In mixed-cultural groups ask to discuss the concept of food spoilage, food storage and the causes of food spoilage. Assign roles to group members and encourage peer tutoring, etc.</i> Note: Refer to your Teacher Manual Week 9 and Week 10 tasks, pedagogical and assessment strategies for details. 2.5 In your domain group or as individual, complete learning plans for Weeks 9 and 10. Teachers should include and ensure alignment of teaching, learning and assessment activities, taking into consideration differentiation (such as providing activities with at least three different levels of difficulty), GESI and SEL in each learning plan to cater for all learners (NTS 3a, 3e-3g and 3k).	
3. Reviewing Weekly learning planners, promoting character values, GESI, SEL, ICT, 21st century skills and differentiation	3.1 Exchange their drafted Weeks 9 and 10 learning plans for peer-review taking note of relevant issues to provide constructive feedback for improvement (NTS 1a, 1b, 2c and 3a). <i>E.g.</i> <i>Pedagogies and assessment are aligned with learning outcome and learning indicators in the teacher manual and the learning plans, etc.</i> 3.2 Implement the recommendation made by your peer reviewer to your learning plans as appropriate (NTS 1b).	10mins
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 Reflect, write and share two achievements and one challenge they experience in the DPLC session, with the larger group (NTS 1a, 1b). 4.2 Complete your learning plans which were not completed during the session (NTS 3l). 4.3 Remember to read the content of Week 11 and 12 of the teacher manuals ahead of time and the DPLC Handbook Session 7 in preparation for the next session (NTS 1b).	10mins

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 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, and introducing the Departmental PLC Handbook	1.1 Share two things you implemented based on the DPLC Session 6, <i>developing learning plans for Weeks 9 and 10</i>, which you think impacted learning positively (NTS 1a, 1b). 1. 2 As critical friends, discuss why you think what a colleague did through the application of lessons learnt in DPLC Session 6, <i>developing learning plans for Weeks 7 and 8</i>, supported learning (NTS 1a, 1b).	10mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be completed per session)	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) of the session (NTS 1b). Purpose The purpose of this session is to support Home Economics teachers to use the teacher manual to develop the learning plans for Weeks 11 and 12 for the following lessons: a) <i>Food and Nutrition</i>: Practical work on Food Storage. b) <i>Clothing and Textiles</i>: The Concept of Textile fibres, Classification of fibres according to sources and identify materials that could be used as fibres in textile production. LO 1: Plan Weeks 11 and 12 lessons <i>using</i> the key concepts, skills, pedagogies, assessment strategies, teaching and learning resources in the teacher manual and other relevant resources taking into consideration their alignment with the learning outcomes and learning indicators to achieve the content standard (NTS 2c, 2e, 2f, 3k and 3m). LI 1.1 Discuss the important aspects in Weeks 11 and 12 lessons in the teacher manual, taking into consideration key concepts/skills, pedagogies, assessment strategies, teaching and learning resources are aligned with the learning outcomes and learning indicators to achieve the content standard.	60mins

	LI 1.2 Craft the essential questions and keynotes on differentiation to guide the teaching and learning activities as well as the assessment tasks for Weeks 11 and 12 taking into consideration GESI, SEL, ICT, 21st century skills and other cross-cutting issues. LO 2: Review the learning plans for Weeks 11 and 12 lessons (NTS1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content (such as essential questions, keynotes on differentiation, teaching and learning activities, assessment, and closure) of the learning plan for Weeks 11 and 12 in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement the recommendations made by a peer reviewer to the learning plans for Weeks 11 and 12 in line with the LOs, LIs and key concepts in the teacher manual where appropriate. 2.2 In your domain group, discuss the important aspects in Weeks 11 and 12 lessons in the teacher manual, taking into consideration key concepts/skills, pedagogies, assessment strategies, teaching and learning resources are aligned with the learning outcomes and learning indicators to achieve the content standard (NTS 2c, 2e, 2f, 3a, 3e-3g and 3k). 2.3 In your group, craft the essential questions and to guide the teaching and learning activities as well as the assessment tasks for Weeks 11 and 12 taking into consideration GESI, SEL, ICT, 21st century skills and other cross-cutting issues (NTS 2c, 2e, 2f, 3a, 3e-3g and 3k). <i>E.g.</i> <i>a) Food and Nutrition (Week 11)</i> <i>How long should food commodities be stored and why? etc.</i> <i>b) Clothing and Textiles (Week 12)</i> <i>What are the different types of fibers and how are they classified? etc.</i> 2.4 In your group, craft keynotes on differentiation to guide the teaching and learning activities as well as the assessment tasks for Weeks 11 and 12 taking into consideration GESI, SEL, ICT, 21st century skills and other cross-cutting issues (NTS 2c, 2e, 2f, 3a, 3e-3g and 3k). <i>E.g.</i>	
--	--	--

	a) <i>Food and Nutrition (Week 11)</i> <i>In mixed cultural groups, learners should be engaged to discuss the basic guidelines for storing food and the challenges faced by individuals, families, and society in storing food. Assign roles to group members and encourage peer tutoring, etc.</i> b) <i>Clothing and Textiles (Week 12)</i> <i>In groups encourage learners to discuss the nature of fibres used in yarn production., etc.</i> Note: Refer to your Teacher Manual Week 11 and Week 12 tasks, pedagogical and assessment strategies for details. 2.5 In your domain group or as individual, complete learning plans for Weeks 11 and 12. Teachers should include and ensure alignment of teaching, learning and assessment activities, taking into consideration differentiation (such as providing activities with at least three different levels of difficulty), GESI and SEL in each learning plan to cater for all learners (NTS 3a, 3e-3g and 3k).	
3. Reviewing Weekly learning planners, promoting character values, GESI, SEL, ICT, 21st century skills and differentiation	3.1 Exchange their drafted Weeks 11 and 12 learning plans for peer-review taking note of relevant issues to provide constructive feedback for improvement (NTS 1a, 1b, 2c and 3a). <i>E.g.</i> a) <i>Pedagogies and assessment are aligned with learning outcome and learning indicators in the teacher manual and the learning plans.</i> b) <i>Differentiation takes into consideration varied needs of all learners (male, female and SEN learners)</i> c) <i>GESI, SEL, ICT, 21st century skills and other cross cutting issues are appropriately integrated, etc.</i> 3.2 Implement the recommendation made by your peer reviewer to your learning plans as appropriate (NTS 1b).	10mins
4. Evaluation and review of the session: Noting that teachers need to identify critical friends to observe lessons and	4.1 Reflect, write and share two achievements and one challenge they experience in the DPLC session, with the larger group (NTS 1a, 1b). 4.2 Complete your learning plans which were not completed during the session (NTS 3l). 4.3 Remember to read the content of Week 13 and 14 of the teacher manuals ahead of time and the DPLC Handbook Session 8 in preparation for the next session (NTS 1b).	10mins

report at the next session		
-------------------------------	--	--

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 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, and introducing the Departmental PLC Handbook	1.1 Share two things you implemented based on the DPLC handbook session 7, <i>developing learning plans for Weeks 11 and 12</i>, which you think impacted learning positively (NTS 1a, 1b). 1. 2 As critical friends, discuss why you think what a colleague did through the application of lessons learnt in DPLC session 7, <i>developing learning plans for Weeks 11 and 12</i>, supported learning (NTS 1a, 1b).	10mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be completed per session)	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) of the session (NTS 1b). Purpose The purpose of this session is to support Home Economics teachers to use the teacher manual to develop the learning plans for Weeks 13 and 14 for the following lessons: <i>Foods and Nutrition: Types of food laboratories, factors that affect the planning of food laboratories and ways of re-designing a food laboratory.</i> <i>Food and Nutrition: Types of Beverages and their uses, how to enrich or fortify beverage.</i> LO 1: Plan Weeks 13 and 14 lessons using the key concepts, skills, pedagogies, assessment strategies, teaching and learning resources in the teacher manual and other relevant resources taking into consideration their alignment with the learning outcomes and learning indicators to achieve the content standard (NTS 2c, 2e, 2f, 3k and 3m). LI 1.1 Discuss the important aspects in Weeks 13 and 14 lessons in the teacher manual, taking into consideration key concepts/skills, pedagogies, assessment strategies, teaching and learning resources are aligned with the	60mins

	learning outcomes and learning indicators to achieve the content standard. LI 1.2 Craft the essential questions and key notes on differentiation to guide the teaching and learning activities as well as the assessment tasks for Weeks 13 and 14 taking into consideration GESI, SEL, ICT, 21st century skills and other cross-cutting issues. LO 2: Review the learning plans for Weeks 3 and 4 lessons (NTS1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content (such as essential questions, keynotes on differentiation, teaching and learning activities, assessment, and closure) of the learning plan for Weeks 13 and 14 in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement the recommendations made by a peer reviewer to the learning plans for Weeks 13 and 14 in line with the LOs, LIs and key concepts in the teacher manual where appropriate. 2.2 In your domain group, discuss the important aspects in Weeks 13 and 14 lessons in the teacher manual, taking into consideration key concepts/skills, pedagogies, assessment strategies, teaching and learning resources are aligned with the learning outcomes and learning indicators to achieve the content standard (NTS 2c, 2e, 2f, 3a, 3e-3g and 3k). 2.3 In your group, craft the essential questions to guide the teaching and learning activities as well as the assessment tasks for Weeks 13 and 14 taking into consideration GESI, SEL, ICT, 21st century skills and other cross-cutting issues (NTS 2c, 2e, 2f, 3a, 3e-3g and 3k). <i>E.g.</i> a) <i>Foods and Nutrition (Week 13):</i> <i>How would you differentiate between the types of food laboratories? etc.</i> b) <i>Food and Nutrition (Week 14):</i> <i>How can the learner classify beverage according to their respective uses? etc.</i> 2.4 In your group, craft keynotes on differentiation to guide the teaching and learning activities as well as the assessment tasks for Weeks 13 and 14 taking into consideration GESI, SEL, ICT, 21st century skills and other cross-cutting issues (NTS 2c, 2e, 2f, 3a, 3e-3g and 3k). <i>E.g.</i>	
--	---	--

	a) <i>Clothing and textiles (Week 13):</i> Learners in mixed-cultural groups, evaluate the factors that affect food laboratory planning and present report for feedback, etc. b) <i>Food and Nutrition (Week 14):</i> Engage learners in a pyramid group to develop concept map and discuss the types of beverages, functions and their uses, etc. Note: Refer to your Teacher Manual Week 13 and Week 14 tasks, pedagogical and assessment strategies for details. 2.5 In your domain group or as individual, complete learning plans for Weeks 13 and 14. Teachers should include and ensure alignment of teaching, learning and assessment activities, taking into consideration differentiation (such as providing activities with at least three different levels of difficulty), GESI and SEL in each learning planner to cater for all learners (NTS 3a, 3e-3g and 3k).	
3. Reviewing Weekly learning planners, promoting character values, GESI, SEL, ICT, 21st century skills and differentiation	3.1 Exchange their drafted Weeks 3 and 4 learning plans for peer-review taking note of relevant issues to provide constructive feedback for improvement (NTS 1a, 1b, 2c and 3a). <i>E.g.</i> a) <i>Pedagogies and assessment are aligned with learning outcome and learning indicators in the teacher manual and the learning plans.</i> b) <i>Differentiation takes into consideration varied needs of all learners (male, female and SEN learners)</i> c) <i>GESI, SEL, ICT, 21st century skills and other cross cutting issues are appropriately integrated, etc.</i> 3.2 Implement the recommendation made by your peer reviewer to your learning plans as appropriate (NTS 1b).	10mins
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 Reflect, write and share two achievements and one challenge they experience in the DPLC session, with the larger group (NTS 1a, 1b). 4.2 Complete your learning plans which were not completed during the session (NTS 3l). 4.3 Remember to read the content of Weeks 15 and 16 of the teacher manuals ahead of time and the DPLC handbook Session 9 in preparation for the next session (NTS 1b).	10mins

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 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, and introducing the Departmental PLC Handbook	1.1 Share two things you implemented based on DPLC Session 8, <i>developing learning plans for Weeks 13 and 14</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As critical friends, discuss why you think what a colleague did through the application of lessons learnt in DPLC Session 8, <i>developing learning plans for Weeks 13 and 14</i>, supported learning (NTS 1a, 1b).	10mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be completed per session)	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) of the session (NTS 1b). Purpose The purpose of this session is to support Home Economics teachers to use the teacher manual to develop the learning plans for Weeks 15 and 16 for the following lessons: a. <i>Foods and Nutrition: Experiment with beverage production: Non-Alcoholic</i> b. <i>Foods and Nutrition: Experiment with beverage production: Alcoholic</i> LO 1: Plan Weeks 15 and 16 lessons using the key concepts, skills, pedagogies, assessment strategies, teaching and learning resources in the teacher manual and other relevant resources taking into consideration their alignment with the learning outcomes and learning indicators to achieve the content standard (NTS 2c, 2e, 2f, 3k and 3m). LI 1.1 Discuss the important aspects in Weeks 15 and 16 lessons in the teacher manual, taking into consideration key concepts/skills, pedagogies, assessment strategies, teaching and learning resources are aligned with the learning outcomes and learning indicators to achieve the content standard.	60mins

	LI 1.2 Craft the essential questions and keynotes differentiation to guide the teaching and learning activities as well as the assessment tasks for Week 15 taking into consideration GESI, SEL, ICT, 21st century skills and other cross-cutting issues. LO 2: Review the learning plans for Weeks 15 and 16 lessons (NTS1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content (such as essential questions, keynotes differentiation, teaching and learning activities, assessment, and closure) of the learning plan for Weeks 15 and 16 in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement the recommendations made by a peer reviewer to the learning plans for Weeks 15 and 16 in line with the LOs, LIs and key concepts in the teacher manual where appropriate. 2.2 In your domain group, discuss the important aspects in Weeks 15 and 16 lessons in the teacher manual, taking into consideration key concepts/skills, pedagogies, assessment strategies, teaching and learning resources are aligned with the learning outcomes and learning indicators to achieve the content standard (NTS 2c, 2e, 2f, 3a, 3e-3g and 3k). 2.3 In your group, craft the essential questions to guide the teaching and learning activities as well as the assessment tasks for Weeks 15 and 16 taking into consideration GESI, SEL, ICT, 21st century skills and other cross-cutting issues (NTS 2c, 2e, 2f, 3a, 3e-3g and 3k). <i>E.g.</i> a) <i>Foods and Nutrition (Week 15)</i> <i>How does the choice of food commodities impact flavour and nutritional content of a beverage? etc.</i> b) <i>Food and Nutrition (Week 16)</i> <i>What role does fermentation plays in beverage production and how does it affect the quality of taste? etc.</i> 2.4 In your group, craft keynotes differentiation to guide the teaching and learning activities as well as the assessment tasks for Weeks 15 and 16 taking into consideration GESI, SEL, ICT, 21st century skills and other cross-cutting issues (NTS 2c, 2e, 2f, 3a, 3e-3g and 3k). a) <i>Foods and Nutrition (Week 15)</i>	
--	--	--

	<i>Learners observe demonstration on how to prepare, enrich or fortify non- alcoholic beverages using local ingredients, etc.</i> <i>b) Foods and Nutrition (Week 16)</i> <i>Learners in pairs/mixed-cultural groups watch videos/demonstration to observe steps and process of producing, enriching and fortifying alcoholic beverages, etc.</i> Note: Refer to your Teacher Manual Week 15 and Week 16 tasks, pedagogical and assessment strategies for details. 2.5 In your domain group or as an individual, complete learning plans for Weeks 15 and 16. Teachers should include and ensure alignment of teaching, learning and assessment activities, taking into consideration differentiation (such as providing activities with at least three different levels of difficulty), GESI and SEL in each learning plan to cater for all learners (NTS 3a, 3e-3g and 3k).	
3. Reviewing Weekly learning planners, promoting character values, GESI, SEL, ICT, 21st century skills and differentiation	3.1 Exchange their drafted Weeks 15 and 16 learning plans for peer-review taking note of relevant issues to provide constructive feedback for improvement (NTS 1a, 1b, 2c and 3a). <i>E.g.</i> <i>a) Pedagogies and assessment are aligned with learning outcome and learning indicators in the teacher manual and the learning plans.</i> <i>b) Differentiation takes into consideration varied needs of all learners (male, female and SEN learners)</i> <i>c) GESI, SEL, ICT, 21st century skills and other cross cutting issues are appropriately integrated, etc.</i> 3.2 Implement the recommendation made by your peer reviewer to your learning plans as appropriate (NTS 1b).	10mins
4. Evaluation and review of the session: Noting that teachers need to identify critical friends to observe lessons and	4.1 Reflect, write and share two achievements and one challenge you experienced in the DPLC session, with the larger group (NTS 1a, 1b). 4.2 Complete your learning plans which were not completed during the session (NTS 3l). 4.3 Remember to read the content of Weeks 17 and 18 of the teacher manuals ahead of time and the DPLC Handbook Session 10 in preparation for the next session (NTS 1b).	10mins

report at the next session		
-------------------------------	--	--

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 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, and introducing the Departmental PLC Handbook	1.1 Share two things you implemented based on the DPLC handbook session 9, <i>developing learning plans for Weeks 15 and 16</i>, which you think impacted learning positively (NTS 1a, 1b). 1. 2 As critical friends, discuss why you think what a colleague did through the application of lessons learnt in DPLC session 9, <i>developing learning plans for Weeks 15 and 16</i>, supported learning (NTS 1a, 1b).	10mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be completed per session)	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) of the session (NTS 1b). Purpose The purpose of this session is to support Home Economics teachers to use the teacher manual to develop the learning plans for Weeks 17 and 18 for the following lessons: a. <i>Foods and Nutrition: Ways of ensuring hygiene in the food laboratory.</i> b. <i>Management in Living: The concept of family, the role of families in the development of individuals, families and the society, the different stages of family life cycle and their implications.</i> LO 1: Plan Weeks 17 and 18 lessons using the key concepts, skills, pedagogies, assessment strategies, teaching and learning resources in the teacher manual and other relevant resources taking into consideration their alignment with the learning outcomes and learning indicators to achieve the content standard (NTS 2c, 2e, 2f, 3k and 3m). LI 1.1 Discuss the important aspects in Weeks 17 and 18 lessons in the teacher manual, taking into consideration key concepts/skills, pedagogies, assessment strategies, teaching and learning resources are aligned with the learning outcomes and learning indicators to achieve the content standard.	60mins

	LI 1.2 Craft the essential questions and keynotes on differentiation to guide the teaching and learning activities as well as the assessment tasks for Weeks 17 and 18 taking into consideration GESI, SEL, ICT, 21st century skills and other cross-cutting issues. LO 2: Review the learning plans for Weeks 17 and 18 lessons (NTS1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content (such as essential questions, keynotes on differentiation, teaching and learning activities, assessment, and closure) of the learning plan for Weeks 17 and 18 in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement the recommendations made by a peer reviewer to the learning plans for Weeks 17 and 18 in line with the LOs, LIs and key concepts in the teacher manual where appropriate. 2.2 In your domain group, discuss the important aspects in Weeks 17 and 18 lessons in the teacher manual, taking into consideration key concepts/skills, pedagogies, assessment strategies, teaching and learning resources are aligned with the learning outcomes and learning indicators to achieve the content standard (NTS 2c, 2e, 2f, 3a, 3e-3g and 3k). 2.3 In your group, craft the essential questions to guide the teaching and learning activities as well as the assessment tasks for Weeks 17 and 18 taking into consideration GESI, SEL, ICT, 21st century skills and other cross-cutting issues (NTS 2c, 2e, 2f, 3a, 3e-3g and 3k). <i>E.g.</i> <i>a) Foods and Nutrition (Week 17):</i> <i>What measures will you consider to ensure good hygiene in the food laboratory? etc.</i> <i>b) Food for healthy living (Week 18):</i> <i>What are the key components of responsible family living? etc.</i> 2.4 In your group, craft keynotes on differentiation to guide the teaching and learning activities as well as the assessment tasks for Weeks 17 and 18 taking into consideration GESI, SEL, ICT, 21st century skills and other cross-cutting issues (NTS 2c, 2e, 2f, 3a, 3e-3g and 3k). <i>E.g.</i> <i>a) Foods and Nutrition (Week 17):</i> <i>Engage learners in groups to discuss how to ensure hygiene in food laboratories and use the radio</i>	
--	--	--

	<i>presenter strategy to present their findings for appraisal, etc.</i> b) (Week 18): <i>Guide learners in small groups to use panel discussion/radio presentation strategies to explain the concept of family and types of family, etc.</i> Note: Refer to your Teacher Manual Week 17 and Week 18 tasks, pedagogical and assessment strategies for details. 2.5 In your domain group or as an individual, complete learning plans for Weeks 17 and 18. Teachers should include and ensure alignment of teaching, learning and assessment activities, taking into consideration differentiation (such as providing activities with at least three different levels of difficulty), GESI and SEL in each learning plan to cater for all learners (NTS 3a, 3e-3g and 3k).	
3. Reviewing Weekly learning planners, promoting character values, GESI, SEL, ICT, 21st century skills and differentiation	3.1 Exchange their drafted Weeks 17 and 18 learning plans for peer-review taking note of relevant issues to provide constructive feedback for improvement (NTS 1a, 1b, 2c and 3a). <i>E.g.</i> a) <i>Pedagogies and assessment are aligned with learning outcome and learning indicators in the teacher manual and the learning plans</i> b) <i>Differentiation takes into consideration varied needs of all learners (male, female and SEN learners)</i> c) <i>GESI, SEL, ICT, 21st century skills and other cross cutting issues are appropriately integrated, etc.</i> 3.2 Implement the recommendation made by your peer reviewer to your learning plans as appropriate (NTS 1b).	10mins
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 Reflect, write and share two achievements and one challenge you experienced in the DPLC session, with the larger group (NTS 1a, 1b). 4.2 Complete your learning plans which were not completed during the session (NTS 3I). 4.3 Remember to read the content of Week 19 and 20 of the teacher manuals ahead of time and the DPLC handbook Session 11 in preparation for the next session (NTS 1b).	10mins

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 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, and introducing the Departmental PLC Handbook	1.1 Share two things you implemented based on the DPLC Session 10, <i>developing learning plans for Weeks 17 and 18</i>, which you think impacted learning positively (NTS 1a, 1b). 1. 2 As critical friends, discuss why you think what a colleague did through the application of lessons learnt in DPLC Session 10, <i>developing learning plans for Weeks 17 and 18</i>, supported learning (NTS 1a, 1b).	10mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be completed per session)	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) of the session (NTS 1b). Purpose The purpose of this session is to support Home Economics teachers to use the teacher manual to develop the learning plans for Weeks 19 and 20 for the following lessons: a. <i>Management in Living: The relationships between families and the society: Contribution of family to the society.</i> b. <i>Management in Living: Contribution of the society to the family.</i> LO 1: Plan Weeks 19 and 20 lessons using the key concepts, skills, pedagogies, assessment strategies, teaching and learning resources in the teacher manual and other relevant resources taking into consideration their alignment with the learning outcomes and learning indicators to achieve the content standard (NTS 2c, 2e, 2f, 3k and 3m). LI 1.1 Discuss the important aspects in Weeks 19 and 20 lessons in the teacher manual, taking into consideration key concepts/skills, pedagogies, assessment strategies, teaching and learning resources are aligned with the	60mins

	learning outcomes and learning indicators to achieve the content standard. LI 1.2 Craft the essential questions and keynotes on differentiation to guide the teaching and learning activities as well as the assessment tasks for Week 19 and 20 taking into consideration GESI, SEL, ICT, 21st century skills and other cross-cutting issues. LO 2: Review the learning plans for Weeks 19 and 20 lessons (NTS1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content (such as essential questions, keynotes on differentiation, teaching and learning activities, assessment, and closure) of the learning plan for Weeks 19 and 20 in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement the recommendations made by a peer reviewer to the learning plans for Weeks 19 and 20 in line with the LOs, LIs and key concepts in the teacher manual where appropriate. 2.2 In your domain group, discuss the important aspects in Weeks 19 and 20 lessons in the teacher manual, taking into consideration key concepts/skills, pedagogies, assessment strategies, teaching and learning resources are aligned with the learning outcomes and learning indicators to achieve the content standard (NTS 2c, 2e, 2f, 3a, 3e-3g and 3k). 2.3 In your group craft the essential questions to guide the teaching and learning activities as well as the assessment tasks for Weeks 19 and 20 taking into consideration GESI, SEL, ICT, 21st century skills and other cross-cutting issues (NTS 2c, 2e, 2f, 3a, 3e-3g and 3k). <i>E.g.</i> <i>a) Management in Living (Week 19)</i> <i>How does society support and shape families?</i> <i>etc.</i> <i>b) Management in Living (Week 20)</i> <i>How does society support and shape families?</i> <i>etc.</i> 2.4 In your group, craft keynotes on differentiation to guide the teaching and learning activities as well as the assessment tasks for Weeks 19 and 20 taking into consideration GESI, SEL, ICT, 21st century skills and other cross-cutting issues (NTS 2c, 2e, 2f, 3a, 3e-3g and 3k).	
--	--	--

	E.g. a) <i>Management in Living (Week 19)</i> Ask learners to share their opinion of the relationship between their families and the community. Encourage learners to formulate ways of working together to promote collaboration and support for all learners., etc. b) <i>Management and Living (Week 20)</i> Invite a resource person to present a talk on the relationship between families and the society in relation to various stages of the family life cycle, etc. Note: Refer to your Teacher Manual Week 19 and Week 20 tasks, pedagogical and assessment strategies for details. 2.5 In your domain group or as an individual, complete learning plans for Weeks 19 and 20. Teachers should include and ensure alignment of teaching, learning and assessment activities, taking into consideration keynotes on differentiation (such as providing activities with at least three different levels of difficulty), GESI and SEL in each learning plan to cater for all learners (NTS 3a, 3e-3g and 3k).	
3. Reviewing Weekly learning plans, promoting character values, GESI, SEL, ICT, 21st century skills and differentiation	3.1 Exchange their drafted Weeks 19 and 20 learning plans for peer-review taking note of relevant issues to provide constructive feedback for improvement (NTS 1a, 1b, 2c and 3a). E.g. <i>Pedagogies and assessment are aligned with learning outcome and learning indicators in the teacher manual and the learning plans, etc.</i> 3.2 Implement the recommendation made by your peer reviewer to your learning plans as appropriate (NTS 1b).	10mins
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 Reflect, write and share two achievements and one challenge they experience in the DPLC session, with the larger group (NTS 1a, 1b). 4.2 Complete your learning plans which were not completed during the session (NTS 3l). 4.3 Remember to read the content of Weeks 21 and 22 of the teacher manuals ahead of time and the DPLC Handbook Session 12 in preparation for the next session (NTS 1b).	10mins

DPLC Session 12: Developing Learning Plans for Weeks 21 And 22		
<i>The sections below provide the frame for what is to be done in the session.</i>	Guidance Notes on 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, and introducing the Departmental PLC Handbook	1.1 Share two things you implemented based on the DPLC Session 11, <i>developing learning plans for Weeks 19 and 20</i>, which you think impacted learning positively (NTS 1a, 1b). 1. 2 As critical friends, discuss why you think what a colleague did through the application of lessons learnt in DPLC Session 11, <i>developing learning plans for Weeks 19 and 21</i>, supported learning (NTS 1a, 1b).	10mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be completed per session)	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) of the session (NTS 1b). Purpose The purpose of this session is to support Home Economics teachers to use the teacher manual to develop the learning plans for Weeks 21 and 22 for the following lessons: a. <i>Clothing and Textiles: Openings and Fastenings: Matching openings and their fasteners/closures.</i> b. <i>Clothing and Textiles: Demonstration on how to make openings and fastenings: Steps and processes in making openings.</i> LO 1: Plan Weeks 21 and 22 lessons <i>using</i> the key concepts, skills, pedagogies, assessment strategies, teaching and learning resources in the teacher manual and other relevant resources taking into consideration their alignment with the learning outcomes and learning indicators to achieve the content standard (NTS 2c, 2e, 2f, 3k and 3m). LI 1.1 Discuss the important aspects in Weeks 21 and 22 lessons in the teacher manual, taking into consideration key concepts/skills, pedagogies, assessment strategies, teaching	60mins

	and learning resources are aligned with the learning outcomes and learning indicators to achieve the content standard. LI 1.2 Craft the essential questions and keynotes differentiation to guide the teaching and learning activities as well as the assessment tasks for Weeks 21 and 22 taking into consideration GESI, SEL, ICT, 21st century skills and other cross-cutting issues. LO 2: Review the learning plans for Weeks 21 and 22 lessons (NTS1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content (such as essential questions, keynotes on differentiation, teaching and learning activities, assessment, and closure) of the learning plan for Weeks 21 and 12 in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement the recommendations made by a peer reviewer to the learning plans for Weeks 21 and 22 in line with the LOs, LIs and key concepts in the teacher manual where appropriate. 2.2 In your domain group, discuss the important aspects in Weeks 21 and 22 lessons in the teacher manual, taking into consideration key concepts/skills, pedagogies, assessment strategies, teaching and learning resources are aligned with the learning outcomes and learning indicators to achieve the content standard (NTS 2c, 2e, 2f, 3a, 3e-3g and 3k). 2.3 In your group, craft the essential questions to guide the teaching and learning activities as well as the assessment tasks for Weeks 21 and 22 taking into consideration GESI, SEL, ICT, 21st century skills and other cross-cutting issues (NTS 2c, 2e, 2f, 3a, 3e-3g and 3k). <i>E.g.</i> a) <i>Clothing and Textiles (Week 21)</i> <i>What are some common examples of openings and fastenings that are encountered in daily living and why? etc.</i> b) <i>Clothing and Textiles (Week 22)</i> <i>What are the major steps involved in making opening and fastenings? etc.</i> 2.4 In your group, craft keynotes on differentiation to guide the teaching and learning activities as well as the assessment tasks for Weeks 11 and 12 taking into consideration GESI, SEL, ICT, 21st century skills and other cross-cutting issues (NTS 2c, 2e, 2f, 3a, 3e-3g and 3k). <i>E.g.</i>	
--	---	--

	a) <i>Clothing and Textiles (Week 21)</i> Ask learners in pairs/groups to think-pair-share the types of openings/fastenings, etc. b) <i>Clothing and Textiles (Week 22)</i> Guide learners to watch a video/demonstrate for learners to observe how to make openings and fix fasteners. Encourage learners to share ideas and ask questions for clarification, etc. Note: Refer to your Teacher Manual Week 21 and Week 22 tasks, pedagogical and assessment strategies for details. 2.5 In your domain group or as an individual, complete learning plans for Weeks 21 and 22. Teachers should include and ensure alignment of teaching, learning and assessment activities, taking into consideration differentiation (such as providing activities with at least three different levels of difficulty), GESI and SEL in each learning plan to cater for all learners (NTS 3a, 3e-3g and 3k).	
3. Reviewing Weekly learning plans, promoting character values, GESI, SEL, ICT, 21st century skills and differentiation	3.1 Exchange your draft Weeks 21 and 22 learning plans for peer-review taking note of relevant issues to provide constructive feedback for improvement (NTS 1a, 1b, 2c and 3a). E.g. a) <i>Pedagogies and assessment are aligned with learning outcome and learning indicators in the teacher manual and the learning plans.</i> b) <i>Differentiation takes into consideration varied needs of all learners (male, female and SEN learners)</i> c) <i>GESI, SEL, ICT, 21st century skills and other cross cutting issues are appropriately integrated, etc.</i> 3.2 Implement the recommendation made by your peer reviewer to your learning plans as appropriate (NTS 1b).	10mins
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 Reflect, write and share two achievements and one challenge you experienced in the DPLC session, with the larger group (NTS 1a, 1b). 4.2 Complete your learning plans which were not completed during the session (NTS 3l). 4.3 Remember to read the content of Week 23 and 24 of the teacher manuals ahead of time and the DPLC Handbook Session 8 in preparation for the next session (NTS 1b).	10mins

DPLC Session 13: Developing Learning Plans for Weeks 23 And 24

<i>The sections below provide the frame for what is to be done in the session.</i>	Guidance Notes on 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, and introducing the Departmental PLC Handbook	1.1 Share two things you implemented based on the DPLC handbook session 12, <i>developing learning plans for Weeks 21 and 22</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As critical friends, discuss why you think what a colleague did through the application of lessons learnt in DPLC session 12, <i>developing learning plans for Weeks 21 and 22</i>, supported learning (NTS 1a, 1b).	10mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be completed per session)	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) of the session (NTS 1b). Purpose The purpose of this session is to support Home Economics teachers to use the teacher manual to develop the learning plans for Weeks 23 and 24 for the following lessons: <i>Clothing and Textiles: Sewing supplies and arrangement of fullness in garment construction.</i> <i>Clothing and Textiles: Practical Activities on arrangement of fullness.</i> LO 1: Plan Weeks 23 and 24 lessons using the key concepts, skills, pedagogies, assessment strategies, teaching and learning resources in the teacher manual and other relevant resources taking into consideration their alignment with the learning outcomes and learning indicators to achieve the content standard (NTS 2c, 2e, 2f, 3k and 3m). LI 1.1 Discuss the important aspects in Weeks 23 and 24 lessons in the teacher manual, taking into consideration key concepts/skills, pedagogies, assessment strategies, teaching and learning resources are aligned with the learning outcomes and learning indicators to achieve the content standard. LI 1.2 Craft the essential questions and keynotes on differentiation activities to guide the teaching and	60mins

	learning activities as well as the assessment tasks for Weeks 23 and 24 taking into consideration GESI, SEL, ICT, 21st century skills and other cross-cutting issues. LO 2: Review the learning plans for Weeks 23 and 24 lessons (NTS1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). LI 2.1 Critique the content (such as essential questions, activities for differentiation, teaching and learning activities, assessment, and closure) of the learning plan for Weeks 23 and 24 in line with the LOs, LIs and key concepts in the teacher manual. LI 2.2 Implement the recommendations made by a peer reviewer to the learning plans for Weeks 23 and 24 in line with the LOs, LIs and key concepts in the teacher manual where appropriate. 2.2 In your domain group, discuss the important aspects in Weeks 23 and 24 lessons in the teacher manual, taking into consideration key concepts/skills, pedagogies, assessment strategies, teaching and learning resources are aligned with the learning outcomes and learning indicators to achieve the content standard (NTS 2c, 2e, 2f, 3a, 3e-3g and 3k). 2.3 In your group, craft the essential questions to guide the teaching and learning activities as well as the assessment tasks for Weeks 23 and 24 taking into consideration GESI, SEL, ICT, 21st century skills and other cross-cutting issues (NTS 2c, 2e, 2f, 3a, 3e-3g and 3k). <i>E.g.</i> a) <i>Clothing and Textiles (Week 23):</i> <i>What are the various techniques for gathering fabric to create fullness and when is each method most appropriate? etc.</i> b) <i>Clothing and Textiles (Week 24):</i> <i>How does the choice of sewing pattern influence the arrangement of fullness? etc.</i> 2.4 In your group, craft keynote on differentiation to guide the teaching and learning activities as well as the assessment tasks for Weeks 23 and 24 taking into consideration GESI, SEL, ICT, 21st century skills and other cross-cutting issues (NTS 2c, 2e, 2f, 3a, 3e-3g and 3k). <i>E.g.</i> a) <i>Clothing and textiles:</i> <i>Organise a visit to clothing and textiles industry or workshop for learners to observe</i>	
--	---	--

	<i>different types of sewing supplies and how fullness is arranged in garment construction, etc.</i> <i>b) Clothing and Textiles (Week 24)</i> Engage learners to watch a video/demonstration on how to make samples of arrangement of fullness, etc. Note: Refer to your Teacher Manual Week 23 and Week 24 tasks, pedagogical and assessment strategies for details. 2.5 In your domain group or as an individual, complete learning plans for Weeks 23 and 24. Teachers should include and ensure alignment of teaching, learning and assessment activities, taking into consideration differentiation (such as providing activities with at least three different levels of difficulty), GESI and SEL in each learning plan to cater for all learners (NTS 3a, 3e-3g and 3k).	
3. Reviewing Weekly learning plans, promoting character values, GESI, SEL, ICT, 21st century skills and differentiation	3.1 Exchange their drafted Weeks 23 and 24 learning plans for peer-review taking note of relevant issues to provide constructive feedback for improvement (NTS 1a, 1b, 2c and 3a). <i>E.g.</i> <i>Pedagogies and assessment are aligned with learning outcome and learning indicators in the teacher manual and the learning plans, etc.</i> 3.2 Implement the recommendation made by your peer reviewer to your learning plans as appropriate (NTS 1b).	10mins
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 Reflect, write and share two achievements and one challenge they experience in the DPLC session, with the larger group (NTS 1a, 1b). 4.2 Complete your learning plans which were not completed during the session (NTS 3I).	10mins

APPENDIX 1: Home Economics

Learning Plan						
Subject	Home Economics	Week	1	Duration	120mins	Form 1
Strand	Management in Living	Sub-Strand	Management Principles for quality living			
Content Standard	Demonstrate knowledge and understanding of the importance of Management in Living					
Learning Outcome(s)	Application of knowledge and values of Management in Living in their everyday life					
Learning Indicator(s)	1. Describe the scope of Management in Living. 2. Discuss the importance of Management in Living. 3. Identify career opportunities in Management in Living.					
Essential Question(s)	a) What prior knowledge do learners have that will help them appreciate the need for management in daily family activities? b) Are our financial needs always met when we manage our resources? c) How can the skills needed for the various job opportunities in management in living be acquired?					
Pedagogical Strategies	a) Group work/Collaborative learning b) Problem-based learning c) Managing talk for learning d) Experiential/project-based learning e) Talk for learning and Collaborative learning/ Group work					
Teaching & Learning Resources	Lesson 1 a) Concept maps on scope and importance of Management in Living. b) Prepared videos or YouTube videos and PowerPoint slides on scope and importance of Management in Living. c) Texts on the scope and importance of Management in Living. d) Projector, Computer and Mobile phone etc. Lesson 2 e) Prepared videos or YouTube videos on career opportunities in Management in Living. f) Slides and Pictures on career opportunities in Management in Living and related skills. g) Internet/ Open Educational Resources on the various careers in Management in Living.					
Key Notes on Differentiation						
a) Put learners in mixed-ability or mixed-gender groups to analyse sample case studies and write notes on some of the Scope of Management in Living, its importance and career opportunities. b) Task learners to orally present their findings to the whole class for discussion using different presentation modes. Encourage tolerance of diverse opinions during presentations and discussions, etc.						

c) Give learners five minutes to think individually about some career paths/opportunities in Management in Living. Encourage them to reflect on the diversity of roles and responsibilities within Management in Living, etc.	
Keywords	Management, living, scope, importance, family, career, skills
Lesson 1: The Scope and Importance of Management in Living.	
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>	
Use creative stories, narration, riddles, songs, slides and/or videos of different scenarios of family management situation to provoke learners thought and inspire them for the lesson. E.g., Mr. & Mrs. Dakora gave their daughter, Mavis 200 Ghana cedis to buy provisions for school. How can she make effective use of the money to meet her needs as a student? Expected feedback from learners: Mavis identifies her needs; prioritizes her needs; conducts a market survey to compare prices; prepares her budget; shop according to the budget.	
<u>Introductory Activity (15minutes)</u> I. Ask learners in pairs/groups (random/friendship groups) to think-pair-share ideas on what they know and what they want to know about the scope and importance of Management in Living. Encourage all learners to participate actively in the activities and respect others' views. II. Invite the pairs to present their views to the whole class.	<u>Introductory Activity (15minutes)</u> I. Think-pair-share your ideas on what you know and want to know about the scope and importance of Management in Living. Support and respect each other's views. II. Share your views with the whole class.
<u>Activity 1 (40 minutes)</u> I. Put learners in mixed-ability groups to brainstorm on the meaning and scope of Management in Living. II. Ask learners to present some aspects of the scope of Management in Living to the whole class. III. The teacher should provide a Ghanaian case study on Management in Living. In	<u>Activity 1 (40 minutes)</u> I. In mixed-ability groups brainstorm on the meaning and scope of Management in Living. II. Present some aspects of the scope of Management in Living to the whole class. III. In mixed ability groups, learners should analyse the information provided and give feedback to the class. IV. Surf the internet for Open Educational Resources (OERs) in the form of text, pictures, charts, and videos.

<i>mixed ability groups, learners should analyse the information provided and give feedback to the class.</i> IV. <i>Guide learners to surf the internet for Open Educational Resources (OERs) where possible and provide learners with the appropriate learning materials in the form of text, pictures, charts, and videos.</i> V. <i>Throughout the exercise, teachers should provide meaningful feedback to learners regarding their answers.</i> <u>Activity 2 (40 minutes)</u> I. <i>Guide learners to use think-pair-share (where the learners listen, think and share ideas with their peers) explore the importance of Management in Living to the individual and the family.</i> II. <i>Use questioning to assess understanding and encourage learners to participate in the discussion.</i> III. <i>Offer learners who are not actively participating direct instructions and modelling activities. Probe further to let learners draw a link between each point made.</i>	V. <i>Support each other as you work in your groups.</i> <u>Activity 2 (40 minutes)</u> I. <i>Think-pair-share (listen, think and share ideas with your peers) to explore the importance of Management in Living to the individual and the family.</i> II. <i>Participate actively in the discussion and support your group members who are not actively participating in the activities.</i> III. <i>Ask questions for clarification and understanding where necessary.</i>
Assessment DoK aligned to the Curriculum and Subject Teacher Manual	
Lesson 1 DoK Level 1: 1. <i>Describe the Scope of Management in Living (orally or written).</i> 2. <i>List at least three concepts of the importance of management in Living.</i> DoK Level 2: 1. <i>Explain the Scope of management in living Management in Living and its relevance to daily family routines and responsibilities.</i> 2. <i>Discuss at least two aspects of the importance of Management in Living to the individual, family, and society.</i> DoK Level 3:	

1. <i>Case Description: Mr. & Mrs. Adu-Mensah gave their daughter, Abena and son Kojo a sum of 500 and 400 Ghana cedis respectively to buy school provisions. Explain how they can best utilise the given resource?</i> 2. <i>Discuss at least two aspects of the Importance of Management and relate them to the Scope of Management in Living.</i>	
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> a) <i>Engage learners to respond to questions orally or written and role-play on key concepts on the Scope and Importance of Management in Living.</i> b) <i>Remind learners to search for further information on the Scope and Importance of Management in Living.</i>	
Reflection & Remarks <i>How engaging was the lesson?</i> <i>Were the teaching and learning resources used efficiently?</i> <i>Why do I think things happened this way?</i> <i>Why did I choose to use this pedagogical approach?</i>	
Lesson 2: Career Opportunities in Management in Living	
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>Review learners' previous knowledge on the scope and importance of Management in Living using "find someone/a friend to tell you what they know" activity.</i>	
<u>Introductory activity (15 minutes)</u> I. <i>Ask learners to use the mingling strategy to and find out from their friends what they learnt from the previous lesson on the scope and importance of Management in Living.</i> II. <i>Ask learners to report their findings using the radio reporter strategy.</i>	<u>Introductory activity (15 minutes)</u> I. <i>Mingle with your friends and find out from them what they learnt from the previous lesson on the scope and importance of Management in Living.</i> II. <i>Report your findings using the radio reporter strategy.</i>
<u>Activity 1 (40 minutes)</u> I. <i>Put learners in mixed-ability groups to observe video/slides/pictures/charts</i>	<u>Activity 1(40 minutes)</u> I. <i>In mixed-ability groups observe video/slides/pictures/charts on careers in Management in Living.</i>

on careers in Management in Living. II. Encourage learners to surf the internet and other sources to explore the various careers and their socio-economic importance. III. Guide learners in pairs to discuss careers that they observed and stereotyping within careers. Learners who are not actively participating in the discussion should be encouraged using questioning to assess their understanding. Teachers may use open questioning to draw out their individual views during class discussion. <u>Activity 2 (25 minutes)</u> I. Invite groups to present their findings on the following: a) Identify two careers in Management in Living. b) Identify two stereotypical careers in Management in Living and suggest ways for individuals to pursue them. <u>Activity 3 (20 minutes)</u> I. Reflect on the diversity of selected careers, roles and responsibilities and their importance to society. As part of the class discussions consider ways to encourage individuals to pursue careers based on their interests, skills, and aspirations, regardless of the stereotyping within the society. II. Give learners five minutes to think individually about their	II. Surf the internet and other sources to explore the various careers and their socio-economic importance. III. In pairs discuss careers that you observed and stereotyping within careers. Encourage your group members using questioning to assess their understanding. <u>Activity 2 (25 minutes)</u> I. In your groups present your findings on the following: a) Careers in Management in Living. b) Stereotypical careers in Management in Living and suggest ways for individuals to pursue them. <u>Activity 3 (20 minutes)</u> I. Reflect on the diversity of selected careers, roles and responsibilities and their importance to society. II. Think individually about your career paths/opportunities in Management in Living.
--	--

career paths/opportunities in <i>Management in Living.</i>	
Assessment DoK aligned to the Curriculum and Subject Teacher Manual	
DoK Level 1: <i>List at least three career opportunities in Management in Living.</i> DoK Level 2: <i>Identify two stereotypical careers in Management in Living and suggest ways to encourage individuals to pursue such careers.</i> DoK Level 4: <i>Identify and prepare a well-labelled album of selected careers and present a written report on the following:</i> a) <i>List of careers</i> b) <i>Description of the careers</i> c) <i>Relevance of the careers to society</i>	
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> a) <i>Engage learners to respond to questions orally or written and role-play on career opportunities in Management in Living.</i> b) <i>Remind learners to search for further information on the career opportunities in Management in Living and create career albums for their groups for presentation and assessment in the next lesson.</i>	
Reflection & Remarks	
<i>How engaging was the lesson?</i> <i>Were the teaching and learning resources used efficiently?</i> <i>Why do I think things happened this way?</i> <i>Why did I choose to use this pedagogical approach?</i>	

Teacher Lesson Observation Form

Name of School

Subject being observed

Class

☐ Year 1

☐ Year 2

☐ Year 3

Sex of the teacher

☐ Male

☐ Female

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

- ☐ Yes
☐ In Part
☐ No
☐ NA

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

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

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

- ☐ Yes
☐ In Part
☐ No
☐ NA

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

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

- ☐ Yes
☐ In Part
☐ No
☐ NA

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

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

- ☐ Yes
☐ In Part
☐ No
☐ NA

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

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

Does the teacher take into consideration the uniqueness of learners?

- ☐ Yes
☐ In Part
☐ No
☐ NA

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

6. Is there evidence that students are learning?

- ☐ Yes
☐ In Part
☐ No
☐ NA

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

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

- ☐ Yes
☐ In Part
☐ No
☐ NA

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

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

- ☐ Yes
☐ In Part
☐ No
☐ NA

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

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

- ☐ Yes
☐ In Part
☐ No
☐ NA

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

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

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

- ☐ Yes
☐ In Part
☐ No
☐ NA

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

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

- ☐ Yes
☐ In Part
☐ No
☐ NA

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

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

- ☐ Yes
☐ In Part
☐ No
☐ NA

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

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

- ☐ Yes
☐ In Part
☐ No
☐ NA

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

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

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

- ☐ Yes
☐ In Part
☐ No
☐ NA

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

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

- ☐ Yes
☐ In Part
☐ No
☐ NA

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

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

- ☐ Yes
☐ In Part
☐ No
☐ NA

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

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

- ☐ Yes
☐ In Part
☐ No
☐ NA

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

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

- ☐ Yes
☐ In Part
☐ No
☐ NA

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

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

- ☐ Yes
☐ In Part
☐ No
☐ NA

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

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

- ☐ Yes
☐ In Part
☐ No
☐ NA

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

21. Key strengths in the lesson

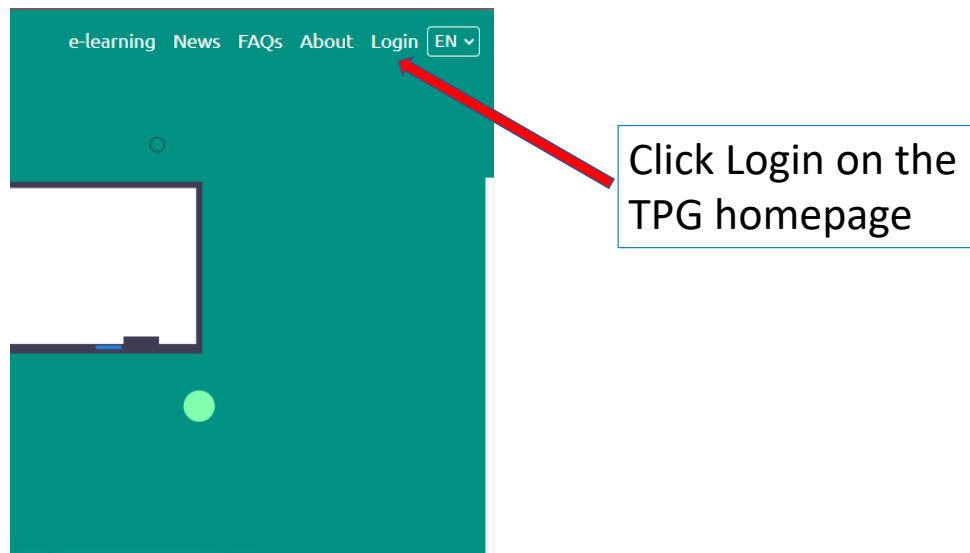
22. Areas for development

23. Next steps for teacher

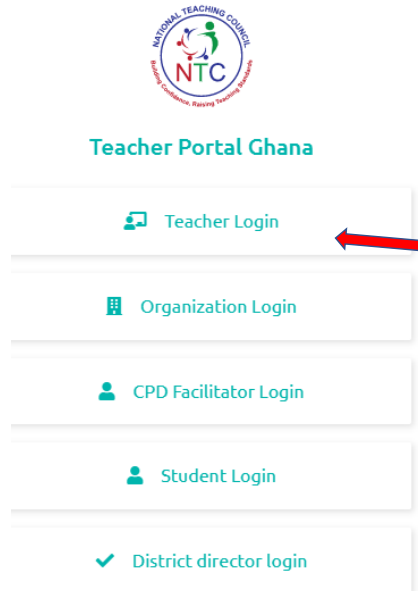
24. Additional Notes (on teacher's actions, the flow of activities, etc.)

HOW TO AWARD CPD POINTS TO DESERVING TEACHERS

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

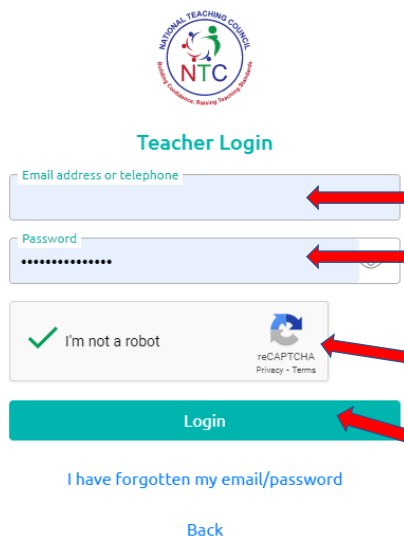


2. On the Login page, click Teacher Login



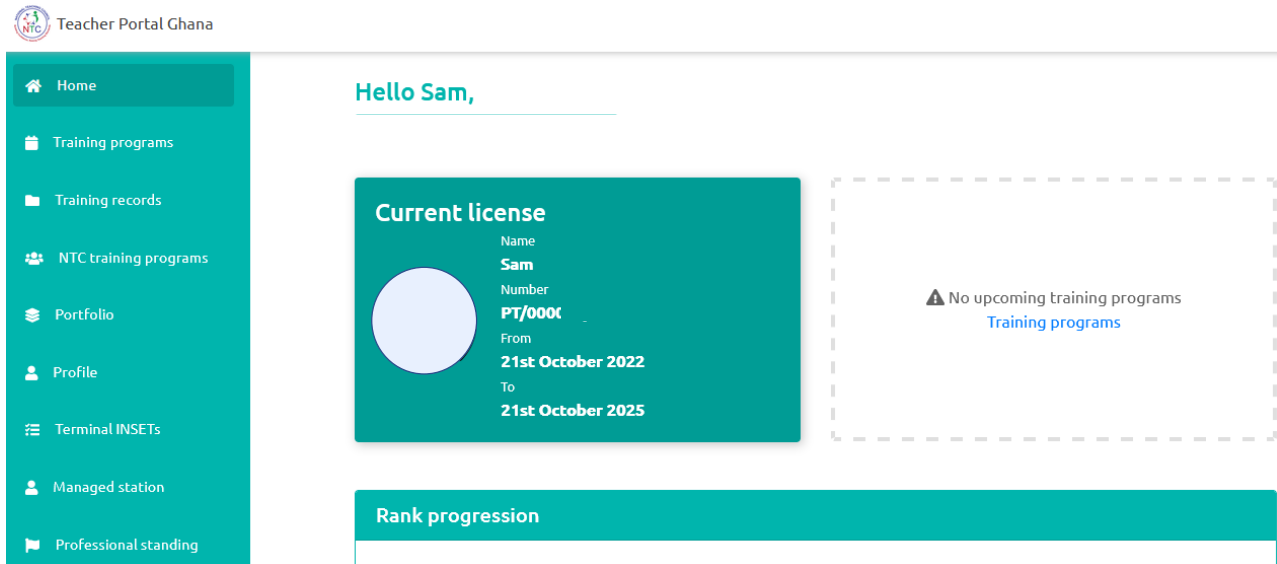
The image shows the 'Teacher Portal Ghana' login page. At the top is the NTC logo with the text 'NATIONAL TEACHING COUNCIL' and 'NTC'. Below the logo is the title 'Teacher Portal Ghana'. There are five login options listed in a vertical stack: 'Teacher Login' (with a laptop icon), 'Organization Login'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

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

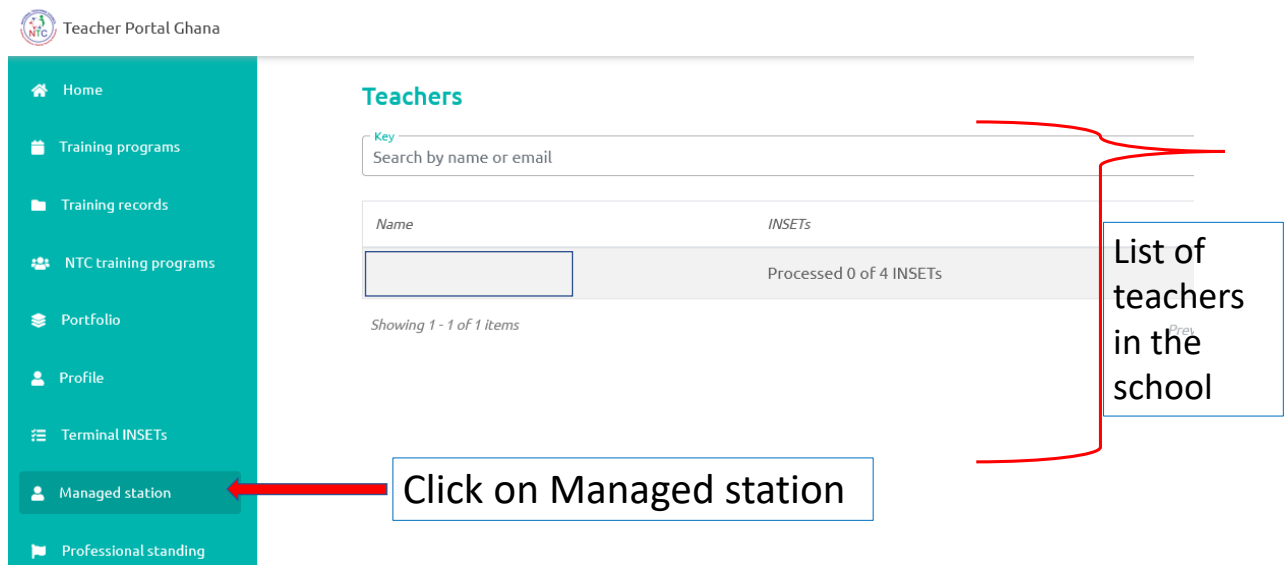


The image shows the 'Teacher Login' page. At the top is the NTC logo. Below the logo is the title 'Teacher Login'. There are four input fields: 'Email address or telephone', 'Password', 'I'm not a robot' (with a checkmark icon), and a 'Login' button. A red arrow points from a text box 'Enter your email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

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



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



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

Teachers /

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

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

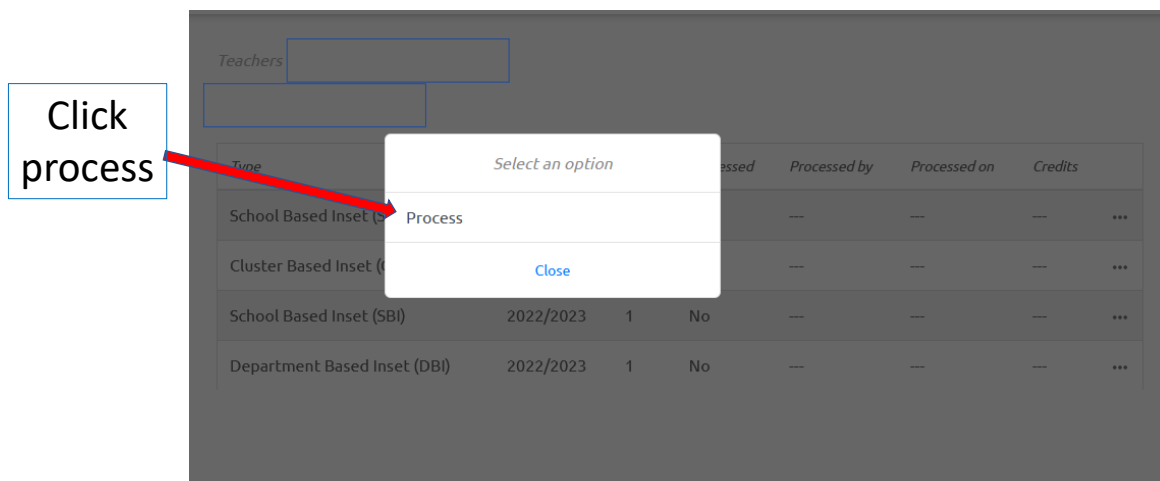
Teachers /

Click here to process

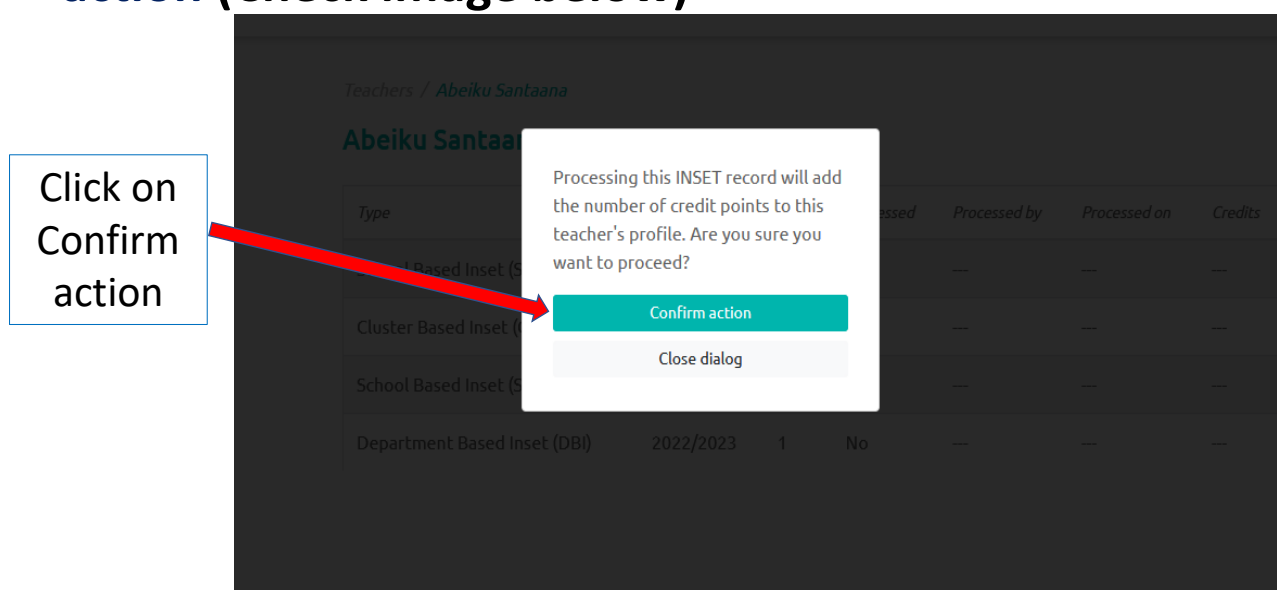
Type	Year	Term	Processed	Processed by	Processed on	Credits
School Based Inset (SBI)	2022/2023	1	No	---	---	---
Cluster Based Inset (CBI)	2022/2023	1	No	---	---	---
School Based Inset (SBI)	2022/2023	1	No	---	---	---
Department Based Inset (DBI)	2022/2023	1	No	---	---	---

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

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



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



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

Teachers /

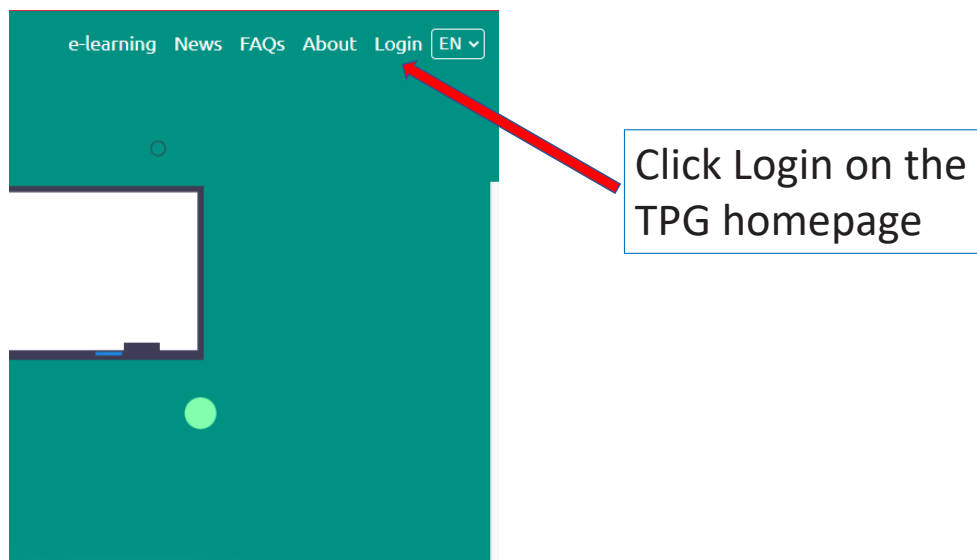
Points processed

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

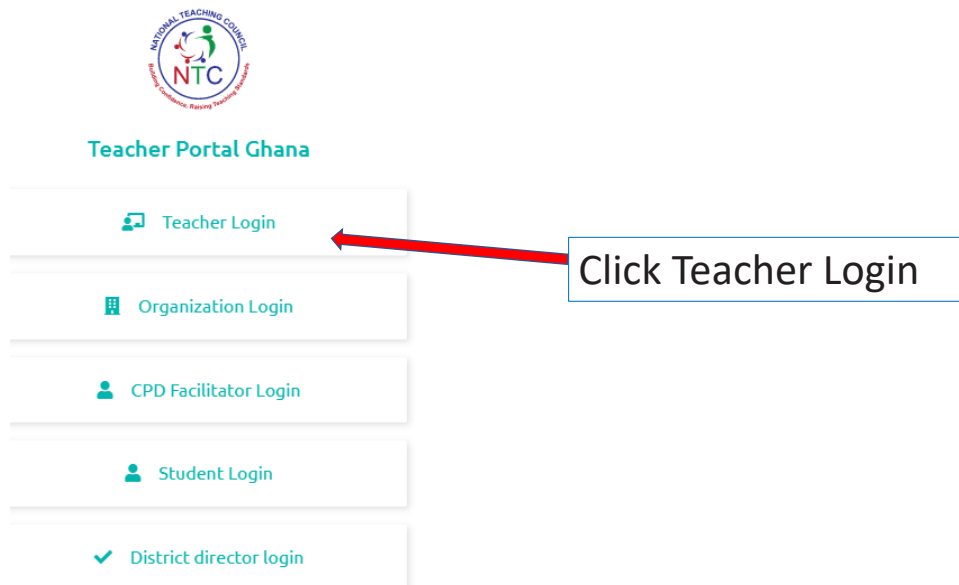
THANK YOU

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

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

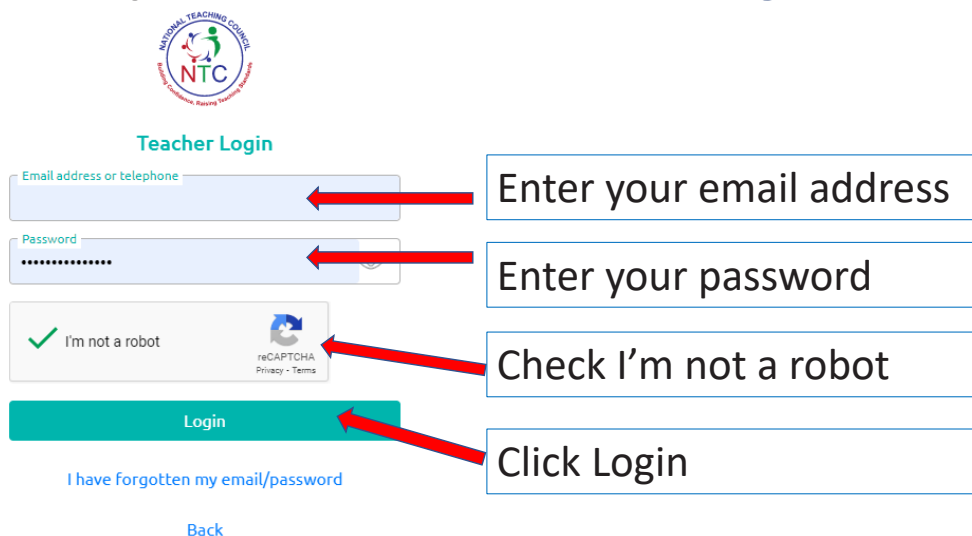


2. On the Login page, click Teacher Login



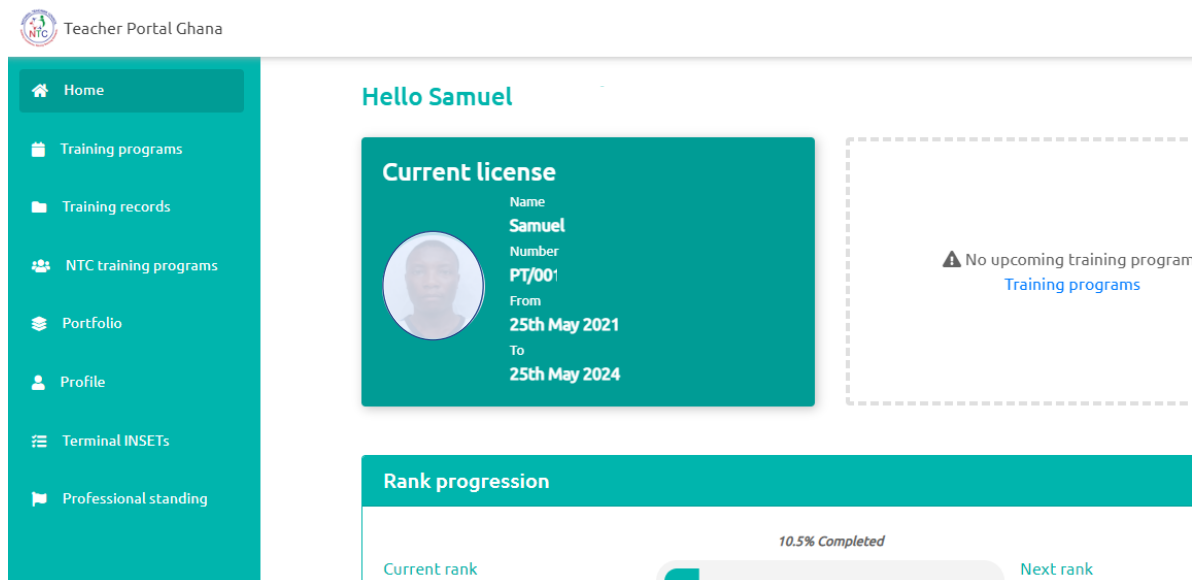
The image shows the 'Teacher Portal Ghana' login page. At the top is the NTC logo with the text 'NATIONAL TEACHING COUNCIL' and 'NTC' in the center. Below the logo is the title 'Teacher Portal Ghana'. There are five login options listed in a vertical stack: 'Teacher Login' (with a person icon), 'Organization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

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



The image shows the 'Teacher Login' page. At the top is the NTC logo. Below the logo is the title 'Teacher Login'. There are three 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 is a link 'I have forgotten my email/password' and a link '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 options: Home, Training programs, Training records, NTC training programs, Portfolio, Profile, Terminal INSETs, and Professional standing. A red arrow points to 'Training records'. The main content area is titled 'Training records' with the subtitle 'Records for training programs registered and/or attended'. It shows 'Total points: 1.8988' and a list of three 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 groups these programs under the label 'List of training programs'. A text box at the bottom left says 'Click to view training records' with an arrow pointing to the 'Training records' menu item.

THANK YOU

