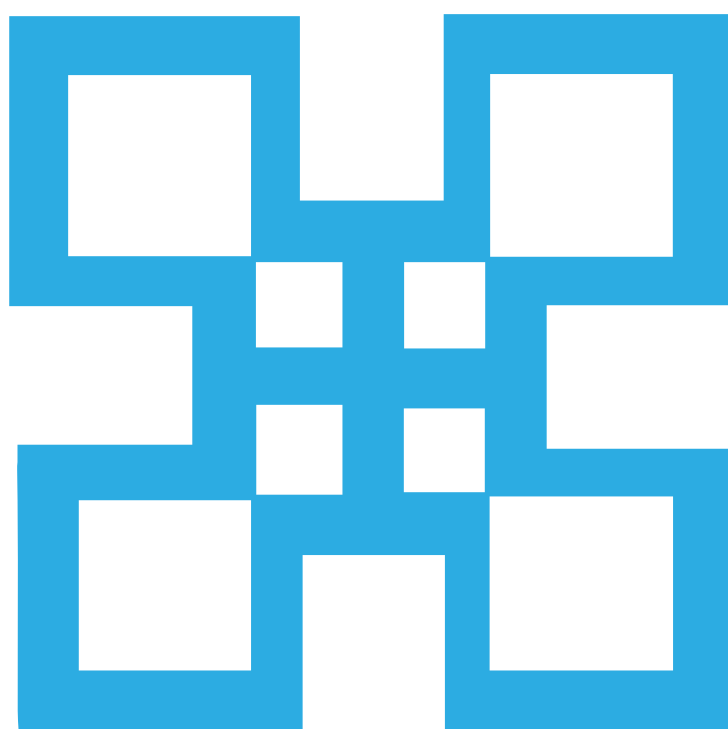


Departmental Professional Learning Community Handbook

LANGUAGES

HANDBOOK FOR TEACHERS



Wisdom, Knowledge
and Prudence



Ghana Education
Service (GES)





GOVERNMENT OF GHANA



mastercard
foundation



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**DEPARTMENTAL PROFESSIONAL LEARNING
COMMUNITY HANDBOOK**

LANGUAGES

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)

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CONTENTS

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DPLC Session 1: Reviewing knowledge and skills acquired from previous PLC sessions		
Focus: The sections below provide the frame for what is to be done in the session.	Guidance Notes on Teacher Activity during the PLC Session. What teachers will do during each stage of the session	Time in session
1.Introduction: Review of previous learning using ideas from the last PLC 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). 1.3 Read the purpose of the DPLC Handbook. Purpose: The Departmental Professional Learning Community (DPLC) Handbook is intended to serve as the 'bridge' between the handbook introducing the Senior High School (SHS), Senior High Technical (SHTS) and Science, Technology, Engineering and Mathematics (STEM) curriculum and the one supporting all teachers to plan and teach the year one subjects in the SHS, SHTS and STEM curriculum. The main purpose of DPLC is to: ● Build on Session 12 on <i>the learning planner</i> of the PLC Handbook on the introduction of the SHS, SHTS and STEM curriculum to enable teachers to consolidate their understanding and application of the learning 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. ● To give teachers enough time to study the year one subjects in the SHS, SHTS and STEM curriculum and how these will be taught effectively and efficiently.	10mins

	The Handbook is thus basically aimed at helping the language teachers to continue to enhance their professional practice skills and competencies whilst guiding them to help learners to develop 21st century skills and competencies that will prepare them for further studies, the world of work and adult life. The Handbook will provide opportunities for peer-to-peer transfer of knowledge, and the language teachers will be encouraged to use their subject specialist and context specific teaching experience to make connections between the teaching and learning of the related subjects in their department. The Handbook contains 13 topics which cover all the 24 weekly learning plans in year one as follows: 1. Reviewing knowledge and skills acquired from previous PLC Sessions 2. Developing learning plans for weeks 1 and 2 3. Developing learning plans for weeks 3 and 4 4. Developing learning plans for weeks 5 and 6 5. Developing learning plans for weeks 7 and 8 6. Developing learning plans for weeks 9 and 10 7. Developing learning plans for weeks 11 and 12 8. Developing learning plans for weeks 13 and 14 9. Developing learning plans for weeks 15 and 16 10. Developing learning plans for weeks 17 and 18 11. Developing learning plans for weeks 19 and 20 12. Developing learning plans for weeks 21 and 22 13. Developing learning plans for weeks 23 and 24	
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. Purpose: The purpose of the session is to guide the language teacher to review new concepts and skills they have learnt through participating in previous PLC sessions to enable them to consolidate their knowledge and understanding of the strategies they have applied in their lessons, taking into consideration GESI, SEL, ICT, 21st century skills, differentiation and national values. Review knowledge, skills and competencies gained from previous PLC sessions to effectively plan a lesson, considering GESI, SEL, ICT, 21st century skills, differentiation and national values (NTS 1a, 2b, 2c, 2e, 2f, 3a, 3c-3g and 3j).	50mins

	LI 1.1 Examine the pedagogies used in lesson delivery as a result of participating in PLC sessions, taking into consideration GESI, SEL, ICT, 21st century skills, differentiation and national values. LI 1.2 Examine the resources used in lesson delivery as a result of participating in PLC sessions, taking into consideration GESI, SEL, ICT, 21st century skills, differentiation and national values. LI 1.3 Discuss the assessment strategies used in lesson delivery owing to participation in previous PLC sessions, taking into consideration GESI, SEL, ICT, 21st century skills, differentiation and national values. LI 1.4 Identify and state how the new concepts are applied in lesson delivery. 2.2 In your pair, think, ink and share the pedagogical approaches you have learnt from the previous PLC sessions (NTS 1a, 2a-2c, 2e, 2f, 3a and 3c-3l). <i>E.g.</i> <i>Collaborative, etc.</i> 2.3 In your group, identify teaching and learning resources required for planning a lesson using the learning planner as a result of the knowledge, skills and competencies they have gained in previous PLC sessions (NTS 1a, 2b, 2c, 3e and 3j). <i>E.g.</i> <i>Textbooks, etc.</i> 2.4 Discuss the assessment strategies used to plan the learning planner (NTS 1a, 2b, 2f and 3k-3p). <i>E.g.</i> <i>Project work, etc.</i> 2.5 In a pair, identify and state how you applied the new concepts learnt during lesson delivery (NTS 1a, 2a-2c, 3a - 3g and 3j). <i>E.g.</i> <i>Integration of GESI, SEL, ICT, 21st century skills and other cross cutting issues, etc.</i>	
3. Modelling a teaching activity,	3.1 Model a teaching activity in the lesson taking into account national values, GESI, SEL, ICT and 21 st century	20mins

promoting character values, GESI, SEL, ICT and 21st century skills	skills and competencies (NTS 1a, 2b, 2c, 2e, 2f, 3a and 3c-3p). 3.2 Provide feedback on the modelled activity (NTS 1a, 2c, 3e and 3h).	
Evaluation and review of session: Noting that teachers need to identify critical friends to observe lessons and report at next session	4.1 In your group, reflect, write and share what you have learnt and how you feel with the larger group with regard to the review of the knowledge, skills and competencies acquired from the previous sessions and their implication to teaching and learning (NTS 1a, 1b). 2 Remember to identify a critical friend to observe your lesson in relation to DPLC Session 1, <i>Reviewing knowledge and skills acquired from previous PLC Sessions</i>, and provide feedback to you (NTS 1a, 1e and 3l). 4.3 Remember to read DPLC Session 2, developing <i>learning plans for Weeks 1 and 2</i>, in preparation for the next session.	10mins

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 PLC Session. <i>What teachers will do during each stage of the session.</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last PLC session	1.1 Share two things you implemented based on the PLC Session 1, <i>reviewing concepts and skills acquired in previous PLC sessions</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As a critical friend, summarise briefly why you think what a colleague did by way of application of lessons learnt in PLC Session 1, <i>reviewing concepts and skills acquired in previous PLC sessions</i>, supported learning.	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be completed per session)	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for this session. Purpose: The purpose of this session is to equip the language teacher with requisite knowledge, skills and competencies to effectively plan a lesson using the teacher manual focusing on key concepts, pedagogies, resources and assessment strategies appropriate for helping learners develop understanding of weeks 1 and 2 sub-strand of: <i>Arabic: Phonology of the Arabic language 1 and 2</i> <i>French: Se présenter et présenter quelqu'un</i> <i>Ghanaian languages: Vowel, consonant description and vowel distribution</i> <i>Spanish: Saludar/despedirse and El alfabeto</i> taking into consideration <i>GESI, SEL, ICT, 21st century skills and competencies, differentiation and national values in planning.</i> LO 1: Develop subject-specific learning plan for Week 2 using the teacher manual, taking into account GESI, SEL, ICT, 21st century skills, national values and other cross-cutting issues	60 mins

	(NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 1.1 Identify and discuss the important aspects of the Weeks 1 and 2 learning plans, taking into consideration the Content Standard (CS), LOs, LIs, pedagogical exemplars, resources and assessment strategies in the teacher manual for Arabic, French, Ghanaian languages and Spanish, taking into consideration cross cutting issues. LI 1.2 Fill out the learning planner templates for Week 2 in the teacher manual for Arabic, French, Ghanaian languages and Spanish, taking into consideration cross-cutting issues. LO 2: Review Weeks 1 and 2 learning plans for the various languages (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 2.1 Critique the content of the learning plans for Weeks 1 and 2 by aligning it with the CS, LOs, LIs and key concepts in the teacher manual while taking into consideration essential questions, keynote on differentiation, assessment and closure. LI 2.2 Implement 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 as appropriate. 2.2. In your group, study and reflect on the CS, LOs, LIs, pedagogical exemplars, resources and assessment strategies in the learning plans for Weeks 1 and 2 lessons in line with the teacher manual (NTS 1a, 1b, 2a and 2c). 2.3. Discuss at least two (2) essential questions in preparation towards the lessons in Weeks 1 and 2 (NTS 1a, 2c, 2e, 2f and 3c-3j). <i>E.g.</i> <i>a) Arabic</i> <i>Week 1</i> <i>What is the existing knowledge level of learners regarding Arabic phonology, specifically the concept of stressed and unstressed syllables? etc.</i>	
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	b) <i>French</i> <i>Week 1</i> <i>How will I guide learners to identify who is speaking from the audio-visual? etc.</i> c) <i>Ghanaian languages</i> <i>Week 1</i> <i>How would I help learners to differentiate between vowel sounds and consonant sounds in the language? etc.</i> d) <i>Spanish</i> <i>Week 1</i> <i>What prior knowledge do learners have that will help them understand Spanish greetings? etc.</i> a) <i>Arabic</i> <i>Week 2</i> <i>How can I challenge Proficient learners to delve deeper into Arabic phonology and apply their knowledge to various contexts? etc.</i> b) <i>French</i> <i>Week 2</i> <i>How will I help learners to repeat simple vocabulary of self-introduction from the audio-visual? etc.</i> c) <i>Ghanaian Languages</i> <i>Week 2</i> <i>How would the knowledge of vowel and consonant sounds distribution help learners form words in their language? etc.</i> d) <i>Spanish</i> <i>Week 2</i> <i>How can I challenge learners to delve deeper into pronunciation of Spanish alphabets and sounds? etc.</i> 2.4 Discuss at least two (2) keynotes on differentiation that cater for the achievement of the LOs and LIs in the lessons in Weeks 1 and 2 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g).	
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	Note: Refer to the Teacher Manual for more examples on differentiation. E.g. a) Arabic Week 1 i. Tasks: هذا الدرس خاص بتدريب الدارس على أن يستمع إلى النصوص العربية ويرددها، وهو يساعده في اكتساب مهارات القراءة والكتابة، التي يتدرب فيها الدارس على قراءة النصوص الأدبية، والتمييز بين النصوص النثرية والنصوص الشعرية. i. T ii. a ii. Pedagogical exemplars: <i>Collaborative learning: In a mixed-ability group, learners who are confident with pronunciation are asked to articulate the correct pronunciations of words and sentences, and then model these with learners who require pronunciation support through collaboration, etc.</i> iii. Key Assessment: <i>Assessment Level 1: Repeat the stressed and unstressed elements in the Prose, etc.</i> b) French Week 1 i. Task 1 (Compréhension de l'oral) <i>Teachers should select relevant audio and video materials that contain the words and expressions for listening and speaking activities. During the lesson delivery, ensure that the learners develop the following competencies: communication, collaboration, understanding of oneself, tolerance, and life-long learning, etc.</i> ii. Pedagogical Exemplars <i>Learners learn by using the language items, etc.</i> Exemplars: <i>Faire une activité d'anticipation (chansons, questions, images, etc.)</i> <i>À l'aide d'un support, faire écouter/visionner le document audio ou vidéo à plusieurs reprises, etc.</i>	
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	<i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative</i> ● <i>Level 1 (Recall):</i> <i>Écouter/visionner et repérer des mots et des expressions sur les manières de saluer et de se présenter, etc.</i> <i>Task 2 (Production et interaction orale)</i> <i>Guide the learners to prepare and to rote-learn dialogues where they introduce themselves, or where they introduce someone else.</i> <i>Pedagogical Exemplars</i> ● <i>Talk for Learning (building on what other people say): Learn by speaking, by acting out (role play) situations and by simulating. The teacher should pay attention to learners with difficulties in the pronunciation of French words. Give them individual practice. The teacher can follow the steps below:</i> <i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, questions, etc.)</i> <i>Faire répondre à des questions simples ou complexes sur son identité, etc.</i> <i>Key Assessment (DoK Levels)</i> <i>Evaluation Formative</i> ● <i>Level 3 (Strategic Reason):</i> <i>Mettre les apprenants dans des situations de communication où les gens se présentent (son nom, son prénom, son âge, où il habite, etc.), etc.</i> <i>c) Ghanaian languages</i> <i>Week 1</i> <i>Task1</i> <i>What is vowel? Etc.</i> <i>i. Pedagogical Exemplars</i> ● <i>Collaborative learning</i> ○ <i>Modelling (Vowels):</i> <i>Teacher models production of vowel, etc.</i>	
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	ii. Key Assessment <i>Level 2 Assessment: Skills building</i> <i>Provide two examples of words in your language that have each of the vowels below at word initial, word medial and word final:</i> <i>/a/, /e/, /ɛ/, /ɔ/, /i/, /u/, etc.</i> 1. Task 2 <i>Teacher selects a variety of consonants and varying word lengths to increase challenge as learners work with them. For example: abosomanketsew, adzekyerɛ, adzesua, nyimdzee, adwensakyer, ɔtow, ahwehwɛ, twa, fow, etc.</i> ii. Pedagogical exemplars ● Collaborative learning <i>Modelling and group work:</i> <i>Teacher models production of consonant sounds such as /b, d, f, g, h, j, k, m, n, s, ky, gy/ by way of revision. (Remind learners about diagraphs/trigraphs where applicable), etc.</i> iii. Key assessment ● Level 1 Assessment: Reproduction/Recall <i>Write at least three vowels in your language, etc.</i> d) Spanish Week 1 i. Task/Tarea: <i>Escribe una lista de al menos 4 saludos básicos en español y dos respuestas de saludos.</i> ii. Pedagogical Exemplars <i>Experiential learning</i> <i>Procura un audio de personas que se saludan por la mañana, la tarde y la noche. Luego, reproduce el audio en la clase. Los aprendices lo escuchan y repiten los saludos, etc.</i> iii. Key Assessment (DoK levels): <i>Comprensión auditiva</i> <i>Level 1: Reproduce un audio sobre los saludos en clase y los aprendices deben escuchar y repetirlo, etc.</i>	
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	a) Arabic i. Tasks: اقْرَأِ النَّصَّ قِرَاءَةً جَهْرِيَّةً صَحِيحَةً وَمُعَبَّرَةً أَيُّهَا النَّاسُ، اسْمَعُوا وَغُوا، إِنَّهُ مَنْ عَاشَ مَاتَ، وَمَنْ مَاتَ فَاتَ، وَكُلُّ مَا هُوَ آتٍ آتٍ، لَيْلٌ دَاجٍ، وَنَهَارٌ سَاجٍ، وَسَمَاءٌ ذَاتُ أَبْرَاجٍ، وَنُجُومٌ تَزْهَرُ، وَبَحَارٌ تَزْخَرُ، وَجِبَالٌ مِرْسَاةٌ، وَأَرْضٌ مِدْحَاةٌ، وَأَنْهَارٌ مَجْرَاةٌ i. Pedagogical Exemplars: <i>Think-Pair Share Activities: The facilitator prepares learners – according to their sitting order - to pick a sentence each in the order they appear in a text and read it. This exercise continues until all the sentences are read by each learner. The starting point and reading order changes until weak readers learn from brilliant ones and mistakes corrected among learners themselves, etc.</i> ii. Key Assessment: <i>Assessment Level 1: Repeat the stressed and unstressed elements in the text, etc.</i> b) French Week 2 i. Task 1 (Compréhension des écrits) <i>Teachers should select relevant written materials where personal introductions are being made. They should make good use of the necessary linguistic elements.</i> ii. Pedagogical Exemplars <i>Group Work / Collaborative Learning: It is a central element of learning to have learners work together in groups on activities or learning tasks, etc.</i> i. Task 2 (Production et interaction écrite) <i>With due regard to available resources, have learners write a text where they either introduce themselves or introduce others; for example, fill in a text with omitted words on se présenter, reply to a letter or a postcard, etc.</i> i. Pedagogical Exemplars <i>Project-based Learning: Project-based learning is a teaching method that enables learners to acquire</i>	
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	knowledge and skills over an extended period. It requires them to research and respond to a question or a problem. For example: using the internet; conducting interviews, etc. c) Ghanaian languages Week 2 i. Task 1 Which of the following vowels and consonants can appear in word initial in your language: /a/, /e/, /ε/, /i/, /o/, /ɔ/ and /u/, /b/, /d/, /f/, /g/, /h/, /j/ and /k/, etc. Note: Teacher should choose a variety of vowel sounds and varying word lengths to increase challenge as learners work with them. For example, asopaatere, tokota, gwantɛŋ, okusi, ɔtwe, enyimnyam, mu, tuntum, ehɛɛ, isiam, paanoo, opurow, etc ii. Pedagogical Exemplars ● Building on what others say Pair and group work: In mixed-ability pairs, learners list the vowels learnt (e.g., /a/, /i/ /e/, /ε/, /ɔ/ /o/ /u/ etc.) and practice sounding them out, etc. iii. Key Assessment Level 2 Assessment: Skills building Provide two examples of words in your language that have each of the vowels below at word initial, word medial and word final: /a/, /e/, /ε/, /ɔ/, /i/ /u/, etc. i. Task 2 Teacher selects a variety of consonants and varying word lengths to increase challenge as learners work with them. For example: abosomanketsew, adzekyere, adzesua, nyimdzee, adwensakyer, ɔtow, ahwehwɛ, twa, fow, etc. ii. Pedagogical Exemplars Collaborative learning Modelling and group work Teacher models production of consonant sounds such as /b, d, f, g, h, j, k, m, n, s, ky, gy/ by way of revision.	
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	<i>(Remind learners about diagraphs/trigraphs where applicable), etc.</i> <i>iii. Key Assessment</i> <i>Level 2 Assessment: Skills building</i> <i>Provide four words in your language that have each of the vowels below at word initial: /b/, /d/, /f/, /g/, /h/, /k/, /l/, /m/, /n/, etc.</i> d) Spanish <i>Week 2</i> <i>i. Tarea/ Task:</i> <i>Mention some names of varying length and complexity and ask learners to spell these names using the Spanish alphabet to practice pronunciation, etc.</i> <i>ii. Pedagogical Exemplars:</i> <i>Experiential learning</i> <i>Procura un audio del alfabeto en español y reproducélo en clase. Los aprendices lo escuchan y repiten los sonidos. (whole class activity), etc.</i> <i>iii. Assessment:</i> <i>Key Assessment (DoK levels):</i> <i>Level 1</i> <i>Menciona y deletrea tu nombre, etc.</i> 2.5 In your language groups, complete the learning planner for Week 2 lessons with the teaching, learning and assessment activities in your teacher manual, taking into consideration GESI, SEL, ICT, differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3 i and 3k).	
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3. Peer-review of learning plans: Reviewing planner to ensure alignment between course manual and learning planner based on the templates provided.	3.1 Exchange one of your learning plans with a colleague in the same department (where applicable) and peer review the content (such as essential questions, teaching and learning activities, assessment and closure) in line with the LOs, LIs and key concepts in the teacher manual. (Refer to Appendix 1.1) (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> , etc. 3.2 Implement the recommendations made by a peer reviewed <i>Areas for critical review</i>: a) <i>Appropriateness of essential questions</i> b) <i>Differentiated pedagogies and assessment</i> c) <i>Alignment between the teacher manual and learning plans</i> d) <i>Innovativeness of pedagogical choices</i> e) <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> f) <i>Appropriateness of the use of teaching and learning resources to your learning plans as appropriate (NTS 1a, 1b).</i>	10 mins
4. Reflection on the session: ● Reflecting on what has been learnt in the session. ● Advance preparation towards next PLC session	4.1 In a group, reflect, write and share what you have learnt with the larger group with regard to DPLC Session 2, <i>developing learning plans for Weeks 1 and 2</i>, using the teacher manual and learning plan (NTS 1a). 4.2 Complete your learning plans which were not completed during the session and read the DPLC Session 3, <i>developing learning plans for Weeks 3 and 4 lessons</i>, in preparation for the next session (NTS 3l). 4.3 Remember to bring along your DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a. 1b).	10 mins

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

Focus: The sections below provide the frame for what is to be done in the session.	Guidance Notes on Teacher Activity during the PLC Session. <i>What teachers will do during each stage of the session.</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last DPLC session	1.1 Share two things you implemented based on the DPLC Session 1, <i>developing learning plans for Weeks 1 and 2</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As a critical friend, summarise briefly why you think what a colleague did by way of application of lessons learnt in DPLC Session 2, <i>developing learning plans for Weeks 1 and 2</i>, supported learning (NTS 1a – 1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be completed per session)	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for this session (NTS 1b). Purpose: The purpose of this session is to equip the language teacher with requisite knowledge, skills and competencies to effectively plan lessons using the teacher manual focusing on key concepts, pedagogies, resources and assessment strategies appropriate for helping learners to demonstrate understanding of Weeks 3 and 4 sub-strands of; <i>Arabic: Listening Comprehension and participation, everyday oral communication and Arabic numerals</i> <i>French: Se présenter et présenter quelqu'un</i> <i>Ghanaian languages: Identification of key ideas in a text and reading (skimming)</i> <i>Spanish: Presentarse (Dary pedir informaciones and Apellidos en el mundo hispano y en Ghana)</i> taking into consideration GESI, SEL, ICT, 21st century skills and competencies, differentiation and national values in planning. Develop subject-specific learning plans for Weeks 3 and 4 using the teacher manual, taking into account GESI, SEL, ICT,	60 mins

	21st century skills, national values and other cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 1.1 Identify and discuss the important aspects of the Weeks 3 and 4 learning plans taking into consideration the content standard (CS), LOs, LIs, pedagogical exemplars, resources and assessment strategies in the teacher manual for Arabic, French, Ghanaian languages and Spanish. LI 1.2 Fill out the learning planner templates for Weeks 3 and 4 lessons in the teacher manual for Arabic, French, Ghanaian languages and Spanish taking into consideration cross-cutting issues. LO 2: Review Weeks 3 and 4 learning plans for the various languages (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 2.1 Critique the content of the learning plans for Weeks 3 and 4 by aligning it with the CS, LOs, LIs and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, assessment and closure. LI 2.2 Implement recommendations 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 as appropriate. 2.2. In your various language groups, study and reflect on the CS, LOs, LIs, pedagogical exemplars, resources and assessment strategies in the learning planners for Weeks 3 and 4 lessons in line with the teacher manual (NTS 1a, 1b, 2a and 2c). 2.3 Discuss at least two (2) essential questions in preparation towards the lessons in Weeks 3 and 4 (NTS 1a, 2c, 2e, 2f and 3c - 3j). <i>E.g.</i> <i>a) Arabic</i> <i>Week 3</i> <i>How will I guide learners to identify what is being said in an audio-visual text? etc.</i> <i>b) French</i> <i>Week 3</i>	
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	<i>How would I guide learners to identify expressions on self-introduction in a written text? etc.</i> c) <i>Ghanaian languages</i> <i>Week 3</i> <i>How would I help learners to identify key words in texts? etc.</i> d) <i>Spanish</i> <i>Week 3</i> <i>How can I engage learners to answer simple Spanish self-introduction questions? etc.</i> a) <i>Arabic</i> <i>Week 4</i> <i>How will I encourage learners to make appropriate pronunciation of Arabic numbers and numerals? etc.</i> b) <i>French</i> <i>Week 4</i> <i>How would I guide learners to write simple sentences on greetings and self-introduction in French? etc.</i> c) <i>Ghanaian languages</i> <i>Week 4</i> <i>What strategies can I employ to help learners understand the concept of key ideas? etc.</i> d) <i>Spanish</i> <i>Week 4</i> <i>How would I support learners to differentiate between ¿cómo te llamas? and ¿cómo se llama? etc.</i> 2.4 Discuss at least two (2) keynotes on differentiation in preparation towards the lesson in Weeks 3 and 4 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). Note: Refer to the teacher manual for more examples on differentiation. <i>E.g.</i> a) <i>Arabic</i> <i>Week 3</i> i. <i>Task:</i>	
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	استمع إلى قراءة المعلم ثم ردد. عين الكلمات الصعبة ثم خمن معناها. أجب عن الأسئلة المذكورة أَيُّهَا النَّاسُ، اسْمَعُوا وَغُوا، إِنَّهُ مَنْ غَاشَ مَاتَ، وَمَنْ مَاتَ فَاتَ، وَكُلُّ مَا هُوَ آتٍ آتٍ، لَيْلٌ دَاجٌ، وَنَهَارٌ سَاجٌ، وَسَمَاءٌ ذَاتُ أَبْرَاجٍ، وَنُجُومٌ تَزْهَرُ، وَبَحَارٌ تَرْخَرُ، وَجِبَالٌ مِرْسَاةٌ، وَأَرْضٌ مِدْحَاةٌ، وَأَنْهَارٌ مَجْرَاةٌ <i>Pedagogical exemplar:</i> <i>Think-Pair-Share: Prepare learners to listen to a slow and carefully read text. Start by asking learners to individually think about the meaning of a given word, as he/she understands it, etc.</i> <i>Key assessment:</i> <i>Assessment Level 1: List the words in the passage that are familiar and those that are not familiar, etc.</i> <i>b) French</i> <i>Week 3</i> <i>i. Task 1 (Compréhension de l'oral)</i> <i>Prepare an audio or video document or a written text on a family. The texts should contain the necessary linguistic elements on the family. Have learners study a family tree "l'image d'arbre généalogique".</i> <i>Ensure that learners develop the following competencies during the delivery of the lesson: communication, collaboration, self-awareness, and respect for others.</i> <i>ii. Pedagogical Exemplars</i> <i>Learn by using the language items: Learn by listening to and watching an audio or video text about a family. The teacher can read the text to the learners in the absence of an audio or video recording. The teacher should pay attention to learners with difficulties in the pronunciation of French words. Give them individual practice. The teacher can follow the steps below:</i> <i>Exemplars</i> <i>• Faire une activité d'anticipation (chansons, questions, images etc.)</i> <i>• À l'aide d'un support, faire écouter / visionner le document audio ou vidéo à plusieurs reprises, etc.</i> <i>iii. Key assessment (DoK Levels)</i> <i>Évaluation Formative</i> <i>Level 1 (Recall) :</i>	
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	<i>Écouter un document audio / visionner un document vidéo et repérer des mots et des expressions sur la famille.</i> c) <i>Ghanaian languages</i> <i>Week 3</i> i. <i>Task 1</i> <i>Mention any three key ideas in a given text, etc.</i> ii. <i>Pedagogical exemplars</i> <i>Talk for Learning</i> <i>Think-pair-share</i> <i>Teacher models the prediction of a story line following the principles discussed, etc.</i> iii. <i>Key assessment</i> <i>Level 1 Assessment</i> <i>Discuss what key ideas are.</i> <i>Define key ideas in your own words, etc.</i> i. <i>Task 2</i> ● <i>Define discourse, ideas and opinions, etc.</i> ii. <i>Pedagogical exemplars</i> ● <i>Talk for learning</i> <i>Teacher reads a text or plays an audio-visual material and task learners to identify the key ideas.</i> <i>The teacher should select themes for discussion from the examples below and any other relevant topics:</i> <i>Cultural values (respect, kindness, tolerance and others),</i> <i>education,</i> <i>child trafficking,</i> <i>environment,</i> <i>industrialisation in Ghana,</i> <i>mining, etc.</i> iii. <i>Key assessment</i> ● <i>Level 1 Assessment: Reproduction/Recall</i> ○ <i>Explain ideas, discourse and opinion.</i> ○ <i>Listen to a story and discuss the key ideas and opinions on the story.</i> ○ <i>Tell a short story using a given picture, etc.</i> d) <i>Spanish</i> <i>Week 3</i>	
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	i. Tarea/Task: Translate the following sentences from English to Spanish: ○ How are you? ○ What is your name? etc. ii. Pedagogical Exemplars: <i>Initiating Talk For Learning</i> <i>El profesor o la profesora puede proveer expresiones útiles en forma de textos auténticos, videos, audio o escribirlas en la pizarra para ayudar al aprendiz dar información relacionado con el tema del día, etc.</i> iii. Assessment <i>Key Assessment (DoK levels):</i> <i>Level 1</i> <i>Expresión oral</i> <i>Preséntate delante de la clase y da estos detalles:</i> <i>-nombre, apellido,</i> <i>-edad, etc.</i> a) Arabic Week 4: i. Tasks: <i>Learners should be able to use simple numerically descriptive language to orally make brief statements about objects and possessions, etc.</i> ii. Pedagogical exemplars: <i>Collaborative-Game Learning:</i> <i>Learners engage in number games by adding, subtracting and multiplying their number in class by their sitting arrangement, age and gender distribution, etc.</i> iii. Key Assessment <i>Assessment level 1</i> Write the following numerals in Arabic words: 10, 30, 70, 80, 100, etc. b) French Week 4	
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	i. <i>Task 1 (Compréhension des écrits)</i> Engage learners in reading activities where they are provided with different texts on family. Provide written texts about families. Support the lesson with texts/with photos, etc. ii. <i>Pedagogical Exemplars</i> Group Work / Collaborative Learning: It is a central element of learning to have learners work together in groups on activities or learning tasks. Learners should be required to read texts in groups and answer comprehension questions on family. This encourages them to show mutual respect. Give each member of the group a particular task to complete. Exemplars ○ Faire une activité d'anticipation (chansons, images, questions, etc.) ○ Faire découvrir le texte sur la famille (type, source, etc.) pendant quelques minutes, etc. iii. <i>Key Assessment (DoK Levels)</i> Évaluation Formative Level 2 (Understanding): En groupes de deux, distribuer aux apprenants des textes sur la présentation de la famille et donner des questions à trous à remplir, etc. c) <i>Ghanaian languages</i> Week 4 i. <i>Task</i> Explain the key words in your own words etc. ii. <i>Pedagogical exemplars</i> ● <i>Problem-Based Learning</i> Whole class To ensure communication, all learners define skimming in their own words and compare it to the teacher's definition. iii. <i>Key assessment</i> Level 1 Assessment: Reproduction/Recall Discuss the skimming techniques, etc d) <i>Spanish</i> Week 4	
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	i. <i>Task/Tarea:</i> Using the names of your parents, tell us your name and surname supposing your parents were Spanish. ii. <i>Pedagogical Exemplars:</i> <i>Collaborative learning (In mixed-ability groups)</i> <i>Como retroalimentación, el profesor o la profesora puede poner los alumnos en grupos pequeños para que expliquen los contextos en que se usan tú y usted, etc.</i> iii. <i>Key assessment</i> <i>DoK level 1:</i> <i>Menciona algunos apellidos en el mundo hispánico, etc.</i> 2.5 In your language group, complete the learning plan for Weeks 3 and 4 lessons with teaching, learning and assessment activities in your teacher manual, taking into consideration GESI, SEL, ICT, differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	
3. Peer-review of learning plans: Reviewing planner to ensure alignment between course manual and learning planner based on the templates provided.	3.1 Exchange your learning plans for Weeks 3 and 4 lessons with a colleague within the department for reviewing, taking into consideration the content of the learning plan in line with the CS, LOs, LIs in the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> a) <i>Appropriateness of essential questions</i> b) <i>Differentiated pedagogies and assessment</i> c) <i>Alignment between the teacher manual and learning plans</i> d) <i>Innovativeness of pedagogical choices</i> e) <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> f) <i>Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Implement the recommendations made by a peer reviewer to your learning plans as appropriate (NTS 1a, 1b).	10 mins

4. Reflection on the session: Reflecting on what has been learnt in the session. Advance preparation towards next DPLC session	4.1 In your group, reflect, write and share what you have learnt with the larger group with regard to DPLC Session 3, <i>developing learning plans for Weeks 3 and 4</i>, using the teacher manual and learning plan (NTS 1a). 4.2 Complete your learning plans which were not completed during the session and read the DPLC Session 4, <i>developing learning plans for Weeks 5 and 6 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Remember to bring along your DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a. 1b).	10 mins
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DPLC Session 4: Developing learning plans for Weeks 5 and 6

<i>Focus: The sections below provide the frame for what is to be done in the session.</i>	Guidance Notes on Teacher Activity during the PLC Session. <i>What teachers will do during each stage of the session.</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last DPLC session	1.1 Share two things you implemented based on the DPLC Session 3, <i>developing learning plans for Weeks 3 and 4</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As a critical friend, summarise briefly why you think what a colleague did by way of application of lessons learnt in DPLC Session 3, <i>developing learning plans for Weeks 3 and 4</i>, supported learning (NTS 1a – 1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be completed per session)	2.1 Read the Purpose, Learning Outcomes (Los) and Learning Indicators (Lis) for this session (NTS 1b). Purpose: The purpose of this session is to equip the language teacher with requisite knowledge, skills and competencies to effectively plan lessons using the teacher manual focusing on key concepts, pedagogies, resources and assessment strategies appropriate for helping learners to demonstrate understanding of Weeks 5 and 6 sub-strands of; a) <i>Arabic: Every day oral communication (calculation and measurement) and reading comprehension (I and II)</i> b) <i>French: Exprimer ses sentiments et son opinion (Exprimer ses goûts et ses préférences)</i> c) <i>Ghanaian languages: Reading (scanning) and oral interpretation</i> d) <i>Spanish: Presentarse (profesiones y nacionalidades and lugar de residencia)</i> taking into consideration GESI, SEL, ICT, 21st century skills and competencies, differentiation and national values in planning.	60 mins

	LO 1: Develop subject-specific learning plans for Weeks 5 and 6 using the teacher manual, taking into account GESI, SEL, ICT, 21st century skills, national values and other cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 1.1 Identify and discuss the important aspects of the Weeks 5 and 6 learning plans taking into consideration the content standard (CS), Los, Lis, pedagogical exemplars, resources and assessment strategies in the teacher manual for Arabic, French, Ghanaian languages and Spanish. LI 1.2 Fill out the learning planner templates for Weeks 5 and 6 lessons in the teacher manuals for Arabic, French, Ghanaian languages and Spanish taking into consideration cross-cutting issues. LO 2: Review Weeks 5 and 6 learning plans for the various languages (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 2.1 Critique the content of the learning plans for Weeks 5 and 6 by aligning it with the CS, Los, Lis and key concepts in the teacher manual, while taking into consideration essential questions, keynotes on differentiation, assessment and closure. LI 2.2 Implement recommendations 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 as appropriate. 2.2. In your language group, study and reflect on the CS, LOs, LIs, pedagogical exemplars, resources and assessment strategies in the learning plans for Weeks 5 and 6 lessons in line with the teacher manual (NTS 1a, 1b, 2a and 2c). 2.3 Discuss at least two (2) essential questions in preparation towards the lessons in Weeks 5 and 6 (NTS 1a, 2c, 2e, 2f and 3c - 3j). <i>E.g.</i> a) <i>Arabic</i> <i>Week 5</i>	
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	<i>How can I tailor teaching to meet the diverse learning needs and abilities of Arabic learners, specifically when it comes to calculation and measurement skills? etc.</i> <i>French</i> <i>Week 5</i> <i>How will I guide learners to mention vocabulary and expressions on 'Exprimer ses goûts et ses préférences'? etc.</i> <i>c) Ghanaian languages</i> <i>Week 5</i> <i>How can I help learners to use scanning strategies to improve their reading skills? etc.</i> <i>d) Spanish</i> <i>Week 5</i> <i>What strategies can the instructor employ to dispel misconceptions about professions? etc.</i> <i>a) Arabic</i> <i>Week 6</i> <i>How can I help Arabic learners improve their reading comprehension skills to understand and analyse a variety of texts, given their diverse abilities and prior knowledge? etc.</i> <i>b) French</i> <i>Week 6</i> <i>What will I do to guide learners to read simple sentences on 'expression de ses goûts et de ses préférences? etc.</i> <i>c) Ghanaian language</i> <i>Week 6</i> <i>How would I help learners to understand the relevance of oral interpretation? etc.</i> <i>d) Spanish</i> <i>Week 6</i> <i>How would I guide learners to identify phrases on lugar de residencia in a written text? etc.</i> 2.4 Discuss at least two (2) key notes on differentiation in preparation towards the lesson in Weeks 5 and 6 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g).	
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	Note: Refer to teacher manual for more examples on differentiation. <i>E.g.</i> <i>a) Arabic</i> <i>Week 5</i> <i>i. Task:</i> كم يزيد الطول بعد عمر 17 سنة؟ بماذا يقاس طول الإنسان؟ كم كيلومتر من أكر إلى تمالي؟ من أكر إلى تمالي 956 كيلومتر كم تبعد أكر عن كماسي؟ <i>ii. Pedagogical exemplar:</i> Teaching with simulations: Learners engage with a measurement guessing game, etc. <i>iii. Assessment</i> Assessment Level 1: Write the following numerals in Arabic words: 99, 130, 172, 188, etc. <i>b) French</i> <i>Week 5</i> <i>i. Task 1 (Compréhension de l'oral)</i> Present an audio, a video recording or a text that contains words and expressions necessary to express one's likes and dislikes, etc. <i>ii. Pedagogical Exemplars</i> Learn by using the language items/Experiential Learning: Learn by listening and watching an audio or video text on a family. The teacher can read the text to the learners in the absence of an audio or video recording. The teacher should pay attention to learners with difficulties in the pronunciation of French words. Give them individual practice. The teacher can follow the steps below: <i>Exemplars</i> ○ <i>Faire une activité d'anticipation (chansons, questions, images, ...)</i> ○ <i>À l'aide d'un support, faire écouter / visionner à plusieurs reprises le document audio ou vidéo sur les goûts et les préférences, etc.</i>	
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	iii. <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative</i> <i>Level 1 (Recall) :</i> <i>Écouter un document audio / visionner un document vidéo et repérer des mots et des expressions concernant les goûts et les préférences, etc.</i> c) <i>Ghanaian languages</i> <i>Week 5</i> i. <i>Task</i> <i>Define the following terms:</i> <i>Preview</i> <i>Review</i> <i>Overview, etc.</i> ii. <i>Pedagogical Exemplars</i> ● <i>Problem-based learning</i> ○ <i>Whole class</i> Learners define to each other scanning and compare their definition to the teacher's definition, etc. iii. <i>Key Assessment</i> <i>Level 1 assessment: Recall</i> <i>Describe at least two scanning techniques.</i> d) <i>Spanish</i> <i>Week 5</i> i. <i>Task/Tarea:</i> <i>Ten una conversación con un compañero y apunta estos detalles basados en sus respuestas:</i> <i>Nombre, etc.</i> ii. <i>Pedagogical Exemplars:</i> <i>Experiential learning:</i> <i>El profesor proyecta un video con vocabulario relacionado con las profesiones mencionadas para animar a los aprendices.</i> iii. <i>Key Assessment</i> <i>DoK levels</i> <i>Level 1</i> <i>Expresión oral</i> <i>Preséntate a un compañero e incluye estos detalles:</i> <i>Nombre</i>	
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	<i>Edad</i> <i>a) Arabic</i> <i>Week 6:</i> <i>i. Task:</i> أجب عن الأسئلة الآتية. س1) من ال.....؟ س2) بم.....؟ س3) كيف.....؟ س4) ماذا.....؟ س5) ما رأيك.....؟ س6) في الفقرة دلالة على ، أورد من النص ما يدل على ذلك. س7) ما العبرة المستفادة من النص... من الأخلاق؟ س8) كيف فرّق الكاتب بين؟ س9) ما هو..... في نظر الكاتب؟ س10) يشير الكاتب إلى ، فلماذا؟ <i>ii. Pedagogical exemplar</i> <i>Teacher takes learners through the following comprehension strategies as a whole class:</i> <i>Activate Prior Knowledge. The teacher finds out how well learners have built enough knowledge of places, events, emotions, vocabulary, and language structure previously that are related to the passage, etc.</i> <i>iii. Key assessment</i> <i>Assessment Level 1: What did the girl hawker say was the reason for her name? etc.</i> <i>b) French</i> <i>Week 6</i> <i>i. Task 1 (Compréhension des écrits)</i> <i>Create communicative situations where learners can express their likes and dislikes. Provide written texts whose subjects are “likes, dislikes, preferences”, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>Group work/Collaborative learning: It is a central element of learning to have learners work together in groups on activities or learning tasks. This encourages them to show mutual respect. Assign to each member of the group a particular task to complete.</i>	
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	<i>Exemplars</i> <i>Faire une activité d'anticipation (chansons, images, questions, etc.)</i> <i>Faire découvrir le texte sur les goûts et les préférences (type, source, etc.) pendant quelques minutes</i> <i>iii. Key Assessment (DoK Levels)</i> <i>Évaluation Formative</i> <i>Level 2 (Understanding):</i> <i>En groupes de deux, distribuer aux apprenants des textes sur les goûts et les préférences et donner des questions auxquelles ils doivent répondre</i> <i>b) Ghanaian language</i> <i>Week 6</i> <i>i. Task</i> <i>Explain the term interpretation, etc.</i> <i>ii. Pedagogical Exemplars</i> • <i>Initiating Talk for Learning</i> <i>Whole class:</i> <i>Discuss what oral interpretation is (effective listening, encoding and decoding, etc.).</i> <i>iii. Key assessment</i> ○ <i>Level 1 Assessment: Reproduction/Recall:</i> <i>What do you understand by the term oral interpretation?</i> <i>Discuss the basic techniques of oral interpretation.</i> <i>Explain the aspects of oral interpretation.</i> <i>d) Spanish</i> <i>Week 6</i> <i>i. Tarea / Task:</i> <i>Translate the text below into Spanish.</i> <i>My name is John Koranteng. I am 16 years old. I am a student. I am a Ghanaian and I live at Atebubu.</i> <i>ii. Pedagogical Exemplars:</i> <i>Trabajo en grupo/ Collaborative learning</i> <i>Trabajando en grupos de 2 o 3 (in mixed-ability), el profesor o la profesora pide a los aprendices que pregunten a sus compañeros sobre su lugar de</i>	
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	<i>residencia usando las expresiones que vienen a continuación:</i> <i>Expresiones claves:</i> - ¿Dónde vives? etc. <i>iii Key Assessment</i> <i>Level 1</i> <i>Expresión oral</i> <i>Preséntate a un compañero e incluye estos detalles:</i> <i>Nombre</i> <i>Edad, etc.</i> 2.5 In your language group, complete the learning plan for Weeks 5 and 6 lessons with teaching, learning and assessment activities in your teacher manual, taking into consideration GESI, SEL, ICT, differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	
3. Peer-review of learning plans. Reviewing planner to ensure alignment between course manual and learning planner based on the templates provided.	3.1 Exchange your learning plans for Weeks 5 and 6 lessons with a colleague within the department for reviewing, taking into consideration the content of the learning plan in line with the CS, LOs, LIs in the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> a) <i>Appropriateness of essential questions</i> b) <i>Differentiated pedagogies and assessment</i> c) <i>Alignment between the teacher manual and learning plans</i> d) <i>Innovativeness of pedagogical choices</i> e) <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> f) <i>Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Implement the recommendations made by a peer reviewer to your learning plans as appropriate (NTS 1a, 1b).	10 mins

4. Reflection on the session: Reflecting on what has been learnt in the session Advance preparation towards next DPLC session	4.1 In group, reflect, write and share what you have learnt with the larger group with regard to DPLC Session 4, <i>developing learning plans for Weeks 5 and 6</i>, using the teacher manual and learning plan (NTS 1a). 4.2 Complete your learning plans which were not completed during the session and read the DPLC Session 5, <i>developing learning plans for Weeks 7 and 8 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Remember to bring along your DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a. 1b).	10 mins
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DPLC Session 5: Developing learning plans for Weeks 7 and 8

<i>Focus: The sections below provide the frame for what is to be done in the session.</i>	Guidance Notes on Teacher Activity during the PLC Session. <i>What teachers will do during each stage of the session.</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last DPLC session	1.1 Share two things you implemented based on the DPLC Session 4, <i>developing learning plans for Weeks 5 and 6</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As a critical friend, summarise briefly why you think what a colleague did by way of application of lessons learnt in DPLC Session 4, <i>developing learning plans for Weeks 5 and 6</i>, supported learning (NTS 1a – 1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be completed per session)	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for this session (NTS 1b). Purpose: The purpose of this session is to equip the language teacher with requisite knowledge, skills and competencies to effectively plan lessons using the teacher manual focusing on key concepts, pedagogies, resources and assessment strategies appropriate for helping learners to demonstrate understanding of Weeks 7 and 8 sub-strands of; a) <i>Arabic: Grammar (parts of speech and grammatical function of parts of speech)- Arabic Orthography (Variant spellings of alif in Arabic scripts and deleting the Alif (ل) Letter from some words)</i> b) <i>French: Exprimer ses sentiments et son opinion</i> c) <i>Ghanaian languages: Lexis and structure (categorising nouns and adjectives according to their types)</i> d) <i>Spanish: Presentar a tu familia (Relaciones interpersonales 1 and 2)</i> taking into consideration GESI, SEL, ICT, 21st century skills and competencies, differentiation and national values in planning. LO 1: Develop subject-specific learning plans for Weeks 7 and 8 using the teacher manual, taking into account GESI, SEL, ICT, 21st century skills, national values and other cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).	60 mins

	LI 1.1 Identify and discuss the important aspects of the Weeks 7 and 8 learning plans, taking into consideration the content standard (CS), LOs, LIs, pedagogical exemplars, resources and assessment strategies in the teacher manual for Arabic, French, Ghanaian languages and Spanish. LI 1.2 Fill out the learning planner templates for Weeks 7 and 8 lessons in the teacher manuals for Arabic, French, Ghanaian languages and Spanish taking into consideration cross-cutting issues. LO 2: Review Weeks 7 and 8 learning plans for the various languages (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 2.1 Critique the content of the learning plans for Weeks 7 and 8 by aligning it with the CS, LOs, LIs and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, assessment and closure. LI 2.2 Implement recommendations 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 as appropriate. 2.2. In your various language groups, study and reflect on the CS, LOs, LIs, pedagogical exemplars, resources and assessment strategies in the learning planners for Weeks 7 and 8 lessons in line with the teacher manual (NTS 1a, 1b, 2a and 2c). 2.3 Discuss at least two (2) essential questions in preparation towards the lessons in Weeks 7 and 8 (NTS 1a, 2c, 2e, 2f and 3c - 3j). <i>E.g.</i> <i>a) Arabic</i> <i>Week 7</i> <i>How can the teaching of Arabic parts of speech align with broader language learning goals? etc.</i> <i>b) French</i> <i>Week 7</i> <i>How many times will I ask learners to listen to an audio text on 'expression de ses sentiments et de son opinion'? etc</i>	
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	c) <i>Ghanaian languages</i> <i>Week 7</i> <i>How would I help learners to understand the types of names? etc.</i> d) <i>Spanish</i> <i>Week 7</i> i. <i>In what ways can I integrate the cross-cutting themes- 21st Century, GESI, SEL and National values in teaching Relaciones interpersonales? etc.</i> a) <i>Arabic</i> <i>Week 8</i> <i>Which digital and local resources can be used to help learners produce well-structured and error-free written content in Arabic? etc.</i> b) <i>French</i> <i>Week 8</i> <i>What will I do to guide learners to read different texts on ‘expression de ses sentiments et de son opinion’? etc.</i> c) <i>Ghanaian languages</i> <i>Week 8</i> <i>How do I help learners to distinguish between the types of adjectives? etc.</i> d) <i>Spanish</i> <i>Week 8</i> <i>How can I create a positive and engaging learning environment that fosters learners’ curiosity and creativity on the topic “Relaciones interpersonal”? etc.</i> 2.4 Discuss at least two (2) key notes on differentiation in preparation towards the lesson in Weeks 7 and 8 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). Note: Refer to the teacher manual for more examples on differentiation. E.g. <i>Arabic</i> <i>Week 7</i>	
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	i. <i>Task</i> <i>Identify Nouns (and adjective) inflections from a reading passage, with reference to features that differentiate them from other parts of speech, etc.</i> ii. <i>Pedagogical Exemplar</i> <i>Teacher engages learners in Arabic Grammar quiz about Word Class through sampled sentences that appear as a jigsaw puzzle, where learners learn about one piece (Part of Speech) of the puzzle (incomplete sentence) at a time, etc.</i> iii. <i>Key Assessment</i> <i>Assessment Level 1: Give two identifiable features of a Noun and those of a Verb? etc.</i> b) <i>French</i> <i>Week 7</i> i. <i>Task 1 (Compréhension de l'oral)</i> <i>Prepare audio and/or visual materials that feature expressions of wishes, etc.</i> ii. <i>Pedagogical exemplars</i> <i>Listening and Talk for Learning: Learn by listening, by speaking, by acting out situations and by experimentation. The teacher should devote attention to learners with pronunciation difficulties and give them individual practice.</i> <i>Exemplars</i> a) <i>Faire une activité d'anticipation (chansons, questions, images ...), etc.</i> iii. <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative</i> <i>Level 1 (Recall):</i> <i>Écouter/visionner à plusieurs reprises l'audio/la vidéo et repérer des mots et des expressions de souhaits, etc.</i> c) <i>Ghanaian languages</i> <i>Week 7</i> i. <i>Tasks</i> <i>Define nouns and give at least five examples, etc.</i> ii. <i>Pedagogical Exemplars</i>	
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	<i>Problem-Based learning</i> <i>In mixed-ability pairs, learners are made to write at least ten names of objects inside and outside the classroom on a manila card, etc.</i> iii. <i>Key assessment</i> <i>Level 2 Assessment: Skill building</i> <i>Explain what a noun is and give examples. Read the passage below and identify the nouns in it, etc.</i> d) <i>Spanish</i> <i>Week 7</i> i. <i>Task /tarea:</i> <i>Habla sobre un miembro real /ficticio de tu familia.</i> <i>Incluye detalles como:</i> ● <i>nombre</i> ● <i>edad, etc.</i> ii. <i>Pedagogical Exemplars:</i> <i>Experiential learning</i> <i>El profesor o la profesora procura un video para enseñar de una manera divertida el vocabulario relacionado con la familia, etc.</i> iii. <i>Key Assessment:</i> ● <i>Key Assessment (DoK levels):</i> ○ <i>Level 1:</i> 1. <i>¿Cuántas personas hay en tu familia?</i> 2. <i>¿Cuál es la profesión de tu padre/madre/primo?, etc.</i> a) <i>Arabic</i> <i>Week 8</i> i. <i>Task</i> يهدف هذا الدرس إلى تعليم المتعلمين الحروف غير المنطوقة في الكلمة رغم كتابتها والحروف المنطوقة في الكلمة رغم عدم كتابتها في الكلمة. وسيتم من خلال الإملاء أو كتابة المسموع. الكلمات في اليسار كتبت في القرآن الكريم وفق رسم المصحف، ولكنها تقرأ بطريقة أخرى كما هو موضح. ii. <i>Pedagogical Exemplar:</i> <i>Teacher takes learners through reading dictation of appropriate vocabulary used in letter writing, and then supervises writing rules of words whose letters</i>	
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	<i>appear in Arabic text but lose their audio manifestation (i.e., they are not sounded), etc.</i> <i>Key Assessment</i> <i>Assessment Level 1: Identify from given words letters that are written but not pronounced and letters that are pronounced but not written, etc.</i> <i>b) French</i> <i>Week 8</i> <i>i. Task 1 (Compréhension des écrits)</i> <i>Distribute different reading texts that contain the expression of wishes for learners to read in groups. Instruct them to read the text, then check their understanding through activities: multiple-choice questions, true/false statements, matching-up exercises, open questions, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>Group work/Collaborative learning: It is a central element of learning to have learners work together in groups on activities or learning tasks. This encourages them to show mutual respect. Assign to each member of the group, a particular task to complete. It requires them to research and respond to a question or a problem, etc.</i> <i>iii. Key Assessment (DoK Levels)</i> <i>Évaluation Formative</i> <i>Level 2 (Under standing) :</i> <i>En groupes de deux, faire lire un texte sur le souhait aux apprenants, puis leur demander de repérer les mots et expressions qui parlent des souhaits, etc.</i> <i>c) Ghanaian languages</i> <i>Week 8</i> <i>i. Task</i> <i>Discuss the function of an adjective, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>Group work/collaborative learning:</i> <i>Mixed group</i> <i>In mixed-ability groups, learners do the following:</i>	
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	<i>Make a list of words that are used to describe nouns. Groups discuss the words they have put down, etc.</i> <i>iii. Key Assessment</i> <i>Level 1 Assessment: Reproduction / Recall</i> <i>Briefly define adjective in your own words and give at least ten examples of adjectives, etc.</i> <i>d) Spanish</i> <i>Week 8</i> <i>i. Tarea/Task: Entrevista</i> <i>Haz una entrevista de un compañero sobre un miembro de su familia ficticia o real. Hazle estas preguntas:</i> • <i>¿Cuál es la profesión de tu tía?</i> • <i>¿Cuál es la nacionalidad de hermano?</i> • <i>¿Dónde vive tu abuelo? etc.</i> <i>ii. Pedagogical Exemplars:</i> <i>Initiating Talk for Learning (Rompehielos (Icebreaker)):</i> <i>El profesor provee un texto auténtico en el que dialogan dos personas sobre sus profesiones. Luego, les hace a los aprendices preguntas de comprensión basadas en el diálogo, etc.</i> <i>iii. Key Assessment</i> <i>(DoK levels)</i> <i>Level 1:</i> <i>Expresión escrita</i> <i>Escribe la profesión de dos personas famosas en tu comunidad, etc.</i> 2.5 In your language group, complete the learning planner for Weeks 7 and 8 lessons with teaching, learning and assessment activities in your teacher manual, taking into consideration GESI, SEL, ICT, differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	
3. Peer-review of learning plans. Reviewing planner to ensure alignment between course manual	3.1 Exchange your learning plans for Weeks 7 and 8 lessons with a colleague within the department for reviewing, taking into consideration the content of the learning plan in line with the CS, LOs, LIs in the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> <i>a) Appropriateness of essential questions</i>	10 mins

and learning plan based on the templates provided.	<i>b) Differentiated pedagogies and assessment</i> <i>c) Alignment between the teacher manual and learning plans</i> <i>d) Innovativeness of pedagogical choices</i> <i>e) Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> <i>f) Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Implement the recommendations made by a peer reviewer to your learning plans as appropriate (NTS 1a, 1b).	
4. Reflection on the session: Reflecting on what has been learnt in the session. Advance preparation towards next DPLC session	4.1 In groups, reflect, write and share what you have learnt with the larger group with regard to DPLC Session 5, <i>developing learning plans for Weeks 7 and 8</i>, using the teacher manual and learning plan (NTS 1a). 4.2 Complete your learning plans which were not completed during the session and read the DPLC Session 6, <i>developing learning plans for Weeks 9 and 10 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Remember to bring along your DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a. 1b).	10 mins

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

<i>Focus: The sections below provide the frame for what is to be done in the session.</i>	Guidance Notes on Teacher Activity during the PLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last DPLC session	1.1 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 a critical friend, summarise briefly why you think what a colleague did by way of application of lessons learnt in DPLC Session 5, <i>developing learning plans for Weeks 7 and 8</i>, supported learning (NTS 1a – 1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be completed per session)	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for this session (NTS 1b). Purpose: The purpose of this session is to equip the language teacher with requisite knowledge, skills and competencies to effectively plan lessons using the teacher manual focusing on key concepts, pedagogies, resources and assessment strategies appropriate for helping learners to demonstrate understanding of Weeks 9 and 10 sub-strands of; a) <i>Arabic: Composition (Letter Writing) & Reading Comprehension (Translation I)</i> b) <i>French: Discuter de ses activités journalières</i> c) <i>Ghanaian languages: Classification of verbs, adverbs and constructing sentences using nouns and pronouns</i> d) <i>Spanish: Descripción física (ser) y de carácter (Ser)</i> taking into consideration GESI, SEL, ICT, 21st century skills and competencies, differentiation and national values in planning. LO 1: Develop subject-specific learning plans for Weeks 9 and 10 using the teacher manual, taking into account GESI, SEL, ICT, 21st century skills, national values and other cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 1.1 Identify and discuss the important aspects of the Weeks 9 and 10 learning plans taking into consideration the content standard (CS), LOs, LIs, pedagogical exemplars, resources and	

	assessment strategies in the teacher manual for Arabic, French, Ghanaian languages and Spanish. LI 1.2 Fill out the learning planner templates for Weeks 9 and 10 lessons in the teacher manuals for Arabic, French, Ghanaian languages and Spanish taking into consideration cross-cutting issues. LO 2: Review Weeks 9 and 10 learning plans for the various languages (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 2.1 Critique the content of the learning plans for Weeks 9 and 10 by aligning it with the CS, LOs, LIs and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, assessment and closure. LI 2.2 Implement recommendations 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 as appropriate. 2.2. In your various language group, study and reflect on the CS, LOs, LIs, pedagogical exemplars, resources and assessment strategies in the learning planners for Weeks 9 and 10 lessons in line with the teacher manual (NTS 1a, 1b, 2a and 2c). 2.3 Discuss at least two (2) essential questions in preparation towards the lessons in Weeks 9 and 10 (NTS 1a, 2c, 2e, 2f and 3c - 3j). <i>E.g.</i> a) <i>Arabic</i> <i>Week 9:</i> <i>How does developing robust reading comprehension skills, including the ability to analyse and interpret texts in both Arabic and English, enhance learners' capacity to access, understand, and apply information from diverse sources? etc.</i> b) <i>French</i> <i>Week 9:</i> <i>How would I guide learners to listen and identify expressions on "des activités journalières"? etc.</i>	
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	c) <i>Ghanaian languages</i> <i>Week 9:</i> <i>How can I explain the concept of adjective and its types to learners? etc.</i> d) <i>Spanish</i> <i>Week 9:</i> <i>What prior knowledge do learners have that will help them understand Spanish descriptive adjectives? etc.</i> a) <i>Arabic</i> <i>Week 10:</i> i. <i>How can developing effective written communication skills, including the art of persuasive and informative writing, enable learners to convey ideas and engage in meaningful dialogue? etc.</i> b) <i>French</i> <i>Week 10:</i> <i>How would I guide learners to write simple sentences on “des activités journalières”? etc.</i> c) <i>Ghanaian language</i> <i>Week 10:</i> <i>How can I help learners to use nouns and pronouns to form sentences correctly? etc.</i> d) <i>Spanish</i> <i>Week 10:</i> <i>What is the best approach to teach the verbs ser and estar for all learners to benefit from the lesson? etc.</i> 2.4 Discuss at least two (2) keynotes on differentiation in preparation towards the lesson in Weeks 9 and 10 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). Note: Refer to the teacher manual for more examples on differentiation. E.g. a) <i>Arabic</i> <i>Week 9</i> i. Task: عناصر الرسالة:	
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	كتابة عنوان المرسل في القسم العلوي الأيسر من الصفحة. كتابة عنوان المرسل إليه في الجزء العلوي الأيمن بالصفحة أسفل عنوان المرسل مباشرة. كتابة التاريخ أسفل عنوان المرسل مباشرة. . محتوى الرسالة، ذكر الغرض من الرسالة مع الشرح والتفصيل خاتمة الرسالة مع الدعوات والأمنيات الطيبة للمرسل إليه اسم المرسل في أسفل اليسار مع توقيعه. ii. <i>Pedagogical exemplars</i> <i>Flexible-pace learning: Faster writing learners are given opportunity to complete extension tasks, while slow writing learners are allowed enough time to complete their exercise at a more comfortable pace in their assignment on formal and informal Arabic letter writing, etc.</i> iii. <i>Key Assessment</i> <i>Assessment Level 1: Name four components and their positions on a friendly letter, etc.</i> b) <i>French</i> <i>Week 9</i> <i>Task 1 (Compréhension de l'oral)</i> <i>Teachers should select relevant audio and video materials that contain the words and expressions below for listening and speaking activities, etc.</i> i. <i>Pedagogical Exemplars</i> <i>Learn by using the language items: Learn by listening to and watching relevant situations. The teacher should pay attention to learners with poor language background and difficulties in the pronunciation of French words. Give them individual practice, etc.</i> ii. <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative</i> • <i>Level 1 (Recall):</i> <i>Les apprenants repèrent les mots entendus/vus ou les expressions entendues/vues dans les documents audio/vidéo sur les activités journalières, etc.</i> c) <i>Ghanaian languages</i> <i>Week 9</i> <i>Task 1</i> <i>Discuss the concept of verbs, etc.</i>	
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	<i>ii. Pedagogical Exemplars</i> <i>Group work/collaborative learning</i> <i>Whole class discussion:</i> <i>Lead learners to make a list of words that show action, state of being or occurrence and discuss them, etc.</i> <i>iii. Key assessment</i> ● <i>Level 1 Assessment: Reproduction/Recall</i> ○ <i>Explain the concept verbs and state the types.</i> ○ <i>Explain the types given above.</i> ○ <i>Give five examples of verbs under each of the types, etc.</i> <i>d) Spanish</i> <i>Week 9</i> <i>i. Task/Tarea:</i> <i>Describe a un miembro de su familia destacando el aspecto físico y también la personalidad de este pariente delante de la clase o en grupos pequeños, etc.</i> <i>ii. Pedagogical Exemplars:</i> <i>Experiential learning: Rompehielos (icebreaker)</i> <i>El profesor/la profesora muestra fotos de dos personas y pregunta a los/las aprendices cómo son (aspecto físico ej. altos, bajos, gordos o pequeñas), etc.</i> <i>iii. Key Assessment</i> <i>DoK Levels</i> <i>Level 1:</i> <i>Expresión oral</i> <i>Contesta a la pregunta: ¿Cómo es tu madre? (Personalidad), etc.</i> <i>a) Arabic</i> <i>Week 10:</i> <i>i. Task:</i> <i>ترجم الكلمات التي تحتها خط إلى اللغة الإنجليزية.</i> <i>ترجم النص بأكمله إلى اللغة الإنجليزية.</i> <i>ii. Pedagogical Exemplars</i> <i>Question-Answer relationship strategy: Learners engage in an interpretation group contest. They are placed in mixed ability groups to prepare for a contest against other groups,</i>	
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	<i>by selecting a member at a time to read and pick a word from a text, for other members to translate/interpret, as a rehearsal for the contest, etc</i> <i>iii. Key assessment</i> <i>Assessment Level 1: Give the denotative meanings of the underlined Arabic words as you know them and then give their English equivalents, etc.</i> <i>b) French</i> <i>Week 10</i> <i>i. Task 1 (Compréhension des écrits)</i> <i>Engage learners in reading activities where they are provided with different types of texts on daily activities, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>Group work/Collaborative learning: It is a central element of learning to have learners work together in groups on activities or learning tasks, etc.</i> <i>iii. Key Assessment (DoK Levels)</i> <i>Évaluation Formative</i> <i>Level 2 (Understanding):</i> <i>Demander aux apprenants de lire un texte et d'identifier des activités journalières, etc.</i> <i>c) Ghanaian languages</i> <i>Week 10</i> <i>i. Task</i> ● <i>Define nouns and give at least ten examples.</i> ● <i>Explain the term pronouns and give at least ten examples, etc.</i> <i>ii. Pedagogical exemplars</i> ● <i>Initiating Talk for Learning</i> ○ <i>Whole class:</i> <i>Teacher leads learners to discuss the rules governing the use of nouns and pronouns in sentences, etc.</i> <i>iii. Key assessment</i> <i>Level 1 Assessment: Reproduction/Recall</i> <i>Define nouns and pronouns, etc.</i> <i>d)Spanish</i> <i>Week 10:</i>	
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	<i>i. Task/Tarea:</i> Describe a un miembro de su familia destacando el aspecto físico y también la personalidad de este pariente delante de la clase o en grupos pequeños, etc. <i>ii. Pedagogical Exemplars:</i> • <i>Experiential learning: Rompehielos (icebreaker)</i> El profesor/la profesora muestra fotos de dos personas y pregunta a los/las aprendices cómo son (aspecto físico ej. altos, bajos, gordos o pequeñas), etc. <i>iii. Key Assessment (DoK Level)</i> Level 1: Expresión oral Contesta a la pregunta: ¿Cómo es tu madre? (Personalidad), etc 2.5 In your language group, complete the learning plan for Weeks 9 and 10 lessons with teaching, learning and assessment activities in your teacher manual, taking into consideration GESI, SEL, ICT, differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	
3. Peer-review of learning plans. Reviewing planner to ensure alignment between course manual and learning planner based on the templates provided	3.1 Exchange your learning plans for Weeks 9 and 10 lessons with a colleague within the department for reviewing, taking into consideration the content of the learning plan in line with the CS, LOs, LIs in the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> <i>a) Appropriateness of essential questions</i> <i>b) Differentiated pedagogies and assessment</i> <i>c) Alignment between the teacher manual and learning plans</i> <i>d) Innovativeness of pedagogical choices</i> <i>e) Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> <i>f) Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Implement the recommendations made by a peer reviewer to your learning plans as appropriate (NTS 1a, 1b).	10 mins

4. Reflection on the session: Reflecting on what has been learnt in the session Advance preparation towards next DPLC session	4.1 In your group, reflect, write and share what you have learnt with the larger group with regard to DPLC Session 6, <i>developing learning plans for Weeks 9 and 10</i>, using the teacher manual and learning plan (NTS 1a). 4.2 Complete your learning plans which were not completed during the session and read the DPLC Session 7, <i>developing learning plans for Weeks 11 and 12 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Remember to bring along your DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a. 1b).	10 mins
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DPLC Session 7: Developing learning plans for Weeks 11 & 12

<i>Focus: The sections below provide the frame for what is to be done in the session.</i>	Guidance Notes on Teacher Activity during the PLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last DPLC session	1.1 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 a critical friend, summarise briefly why you think what a colleague did by way of application of lessons learnt in DPLC Session 6, <i>developing learning plans for Weeks 9 and 10</i>, supported learning (NTS 1a – 1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be completed per session)	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for this session (NTS 1b). Purpose The purpose of this session is to equip the language teacher with requisite knowledge, skills and competencies to effectively plan lessons using the teacher manual focusing on key concepts, pedagogies, resources and assessment strategies appropriate for helping learners to demonstrate understanding of Weeks 11 and 12 sub-strands of; a) <i>Arabic: Composition (Translation II & II) and culturally appropriate speaking</i> b) <i>French: Discuter des événements sociaux et de la vie professionnelle.</i> c) <i>Ghanaian languages: Construction of meaningful sentences (using adjectives, verbs and adverbs)</i> d) <i>Spanish: Estado de ánimo (estar) y La familia en Ghana/en el mundo hispano</i> taking into consideration GESI, SEL, ICT, 21st century skills and competencies, differentiation and national values in planning. LO 1: Develop subject-specific learning plans for Weeks 11 and 12 using the teacher manual, taking into account GESI,	60 mins

	SEL, ICT, 21st century skills, national values and other cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 1.1 Identify and discuss the important aspects of the Weeks 11 and 12 learning plans taking into consideration the content standard (CS), LOs, LIs, pedagogical exemplars, resources and assessment strategies in the teacher manual for Arabic, French, Ghanaian languages and Spanish. LI 1.2 Fill out the learning planner templates for Weeks 11 and 12 lessons in the teacher manuals for Arabic, French, Ghanaian languages and Spanish taking into consideration cross-cutting issues. LO 2: Review Weeks 11 and 12 learning plans for the various languages (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 2.1 Critique the content of the learning plans for Weeks 11 and 12 by aligning it with the CS, LOs, LIs and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, assessment and closure. LI 2.2 Implement recommendations 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 as appropriate. 2.2. In your various language groups, study and reflect on the CS, LOs, LIs, pedagogical exemplars, resources and assessment strategies in the learning planners for Weeks 11 and 12 lessons in line with the teacher manual (NTS 1a, 1b, 2a and 2c). 2.3 Discuss at least two (2) essential questions in preparation towards the lessons in Weeks 11 and 12 (NTS 1a, 2c, 2e, 2f and 3c - 3j). Note: Refer to the teacher manual for more examples on differentiation. <i>E.g.</i> a) <i>Arabic</i> <i>Week 11:</i> <i>How will I guide learners to identify the importance of cultural awareness in translation? etc.</i>	
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	b) <i>French</i> <i>Week 11:</i> <i>How would I guide learners to identify expressions on “des événements sociaux” from a given audio-visual text? etc.</i> c) <i>Ghanaian languages</i> <i>Week 11:</i> <i>How would I help learners to use nouns and pronouns to form sentences correctly?</i> d) <i>Spanish</i> <i>Week 11:</i> <i>How can I integrate technology into the lesson to enhance learners understanding of expressing their emotions in Spanish? etc.</i> a) <i>Arabic</i> <i>Week 12:</i> i. <i>How will I guide learners to identify sentence structure in both languages, etc.</i> b) <i>French</i> <i>Week 12:</i> <i>How would I guide learners to answer simple comprehension questions on: la vie professionnelle” from an audio-visual text? etc.</i> c) <i>Ghanaian language</i> <i>Week 12:</i> <i>How can I explain the rules regarding the use of verbs and adverbs in sentences to learners? etc.</i> d) <i>Spanish</i> <i>Week 12:</i> <i>How can I create a positive and engaging learning environment that fosters learners’ curiosity and creativity on family activities? etc.</i> 2.4 Discuss at least two (2) key notes on differentiation in preparation towards the lesson in Weeks 11 and 12 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g).	
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	Note: Refer to the teacher manual for more examples on differentiation. <i>E.g.</i> a) <i>Arabic</i> <i>Week 11</i> i. Task: ترجم الكلمات التي تحتها خط إلى اللغة الإنجليزية. etc. ترجم النص بأكمله إلى اللغة الإنجليزية. ii. <i>Pedagogical exemplars:</i> <i>Whole-class teacher input: At the beginning of the session the teacher should introduce connotation as distinct from denotation, etc.</i> iii. <i>Key assessment</i> <i>Assessment Level 1: Give the connotative meanings of the underlined English words as you know them and then give their Arabic equivalents, etc.</i> b) <i>French</i> <i>Week 11</i> i. <i>Task 1 (Compréhension de l'oral)</i> <i>Teachers should select relevant audio and video materials that contain the words and expressions about social events for listening and speaking activities, etc.</i> ii. <i>Pedagogical Exemplars</i> <i>Learn by using the language items: Learn by listening to and watching simulations of social events such as traditional festivals, marriage ceremonies, etc. The teacher should pay attention to learners with difficulties in the pronunciation of French words. Give them individual practice and mixed-ability group practice. The teacher can follow the steps below:</i> <i>Exemplars</i> <i>Faire une activité d'anticipation (chansons, questions, images etc.)</i> <i>À l'aide d'un support, faire écouter/visionner à plusieurs reprises le document audio ou vidéo sur les événements sociaux et les fêtes traditionnelles, etc.</i>	
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	iii. Key Assessment (DoK Levels) <i>Évaluation Formative</i> <i>Level 1 (Recall):</i> <i>Écouter l'audio/visionner la vidéo et repérer des mots et des expressions des évènements sociaux, etc.</i> c) Ghanaian languages <i>Week 11</i> i. Task <i>Give at least ten examples of adjectives, etc.</i> ii. Pedagogical Exemplars <i>Group work/collaborative learning</i> <i>Whole class</i> <i>Teacher leads learners to discuss the rules governing the use of adjectives in sentences, etc.</i> iii. Key Assessment <i>Level 1 Assessment: Reproduction/Recall</i> <i>Give at least ten examples of adjectives, etc.</i> d) Spanish <i>Week 11</i> i. Tarea/task: <i>En grupos de dos o tres, pregunta a tus compañeros/compañeras sobre su estado de ánimo, etc.</i> ii. Pedagogical Exemplars <i>Initiating talk for learning:</i> <i>Aquí, el profesor o la profesora muestra emojis o imágenes que demuestran estados de ánimos y pregunta a los/las aprendices cómo están las personas, etc.</i> iii. Key Assessment (DoK levels): <i>Level 1</i> <i>Expresión oral</i> <i>Contesta a la pregunta. Usa un mínimo de dos adjetivos: ¿Cómo estás?, etc.</i> a) Arabic <i>Week 12</i> i. Task: <i>حياتك محيط في سياقه وفي المفيد والكلام المناسب بالتعبير شفويا عبر والتعازي الوفاة مناسبات مثل، اليومية</i>	
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	لميتكم وغفر عزاءكم الله أحسن وَلْتَحْتَسِبْ فَلْتَصِيرَ، مُسَمًّى بِأَجَلٍ عِنْدَهُ وَكُلُّ، أُعْطِيَ مَا وَلَهُ، أَخَذَ مَا لِلَّهِ إِنَّ ii. <i>Pedagogical Exemplar</i> <i>Think-pair share activities, Role-play</i> <i>Learners are organised for a simulation of a funeral scene. The scene shall comprise a bereaved family, mourners, and consoling visitors expressing condolences to the bereaved. Roles can be assigned to learners according to their conversational abilities, etc.</i> iii. <i>Key Assessment</i> <i>Assessment Level 1: Give three appropriate examples of expressions of condolences to a bereaved family/ or appropriate expressions of consolation to someone who lost a business or property, etc.</i> b) <i>French</i> <i>Week 12</i> i. <i>Task 1 (Compréhension de l'oral)</i> <i>Teachers should select relevant audio and video materials that contain the words and expressions of world of work suggested below for listening and speaking activities, etc.</i> ii. <i>Pedagogical Exemplar</i> <i>Learn by using the language items: Learn by listening to and watching simulations on the world of work. The teacher should pay attention to learners with difficulties in the pronunciation of French words and give them individual practice. The teacher can follow the steps below:</i> <i>Exemplars</i> <i>Faire une activité d'anticipation (chansons, questions, images etc.)</i> <i>À l'aide d'un support, faire écouter/visionner à plusieurs reprises le document audio ou vidéo sur la vie professionnelle, etc.</i> iii. <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative</i> <i>Level 1 (Recall):</i> <i>Écouter et repérer des mots dans une audio ou vidéo sur la vie professionnelle, etc.</i>	
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	c) <i>Ghanaian language</i> <i>Week 12</i> <i>Task</i> <i>Explain the term verb and adverb giving at least ten examples of each, etc.</i> ii. <i>Pedagogical exemplars</i> <i>Group work/collaborative learning</i> <i>Whole class:</i> <i>Teacher leads learners to revise the concept verb and adverb, etc.</i> iii. <i>Key assessment</i> <i>Level 1 Assessment: Reproduction/Recall</i> <i>Explain the concepts verb and adverb, etc.</i> d) <i>Spanish</i> <i>Week 12:</i> i. <i>Task/Tarea:</i> <i>Cada aprendiz debe escribir tres frases de lo que suele hacer con su familia los fines de semana (es decir los viernes, los sábados y los domingos), etc..</i> ii. <i>Pedagogical Exemplars</i> <i>Experiential learning: Rompehielos (ice breaker):</i> <i>El profesor muestra fotos de actividades que la gente suele hacer con su familia y luego pregunta a los aprendices lo que hacen con miembros de su familia, etc.</i> iii. <i>Key Assessment (DoK levels)</i> <i>Comprensión auditiva / de lectura:</i> <i>Los/las aprendices van a escuchar un audio, ver un video o leer un texto sobre personas que hablan sobre tradiciones familiares. Luego los/las aprendices deben contestar las preguntas que siguen.</i> <i>Por ejemplo:</i> <i>Level 1: ¿Qué hacen los alumnos con su familia?, etc.</i> 2.5 In your language group, complete the learning planner for Weeks 11 and 12 lessons with teaching, learning and assessment activities in your teacher manual, taking into consideration GESI, SEL, ICT, differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	
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3. Peer-review of learning plans Reviewing planner to ensure alignment between course manual and learning planner based on the templates provided	3.1 Exchange your learning plans for Weeks 11 and 12 lessons with a colleague within the department for reviewing, taking into consideration the content of the learning plan in line with the CS, LOs, LIs in the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> a) <i>Appropriateness of essential questions</i> b) <i>Differentiated pedagogies and assessment</i> c) <i>Alignment between the teacher manual and learning plans</i> d) <i>Innovativeness of pedagogical choices</i> e) <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> f) <i>Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Implement the recommendations made by a peer reviewer to your learning plans as appropriate (NTS 1a, 1b).	10 mins
4. Reflection on the session: Reflecting on what has been learnt in the session. Advance preparation towards next DPLC session	4.1 In your group, reflect, write and share what you have learnt with the larger group with regard to DPLC Session 7, <i>developing learning plans for Weeks 11 and 12</i>, using the teacher manual and learning plan (NTS 1a). 4.2 Complete your learning plans which were not completed during the session and read the DPLC Session 8, <i>developing learning plans for Weeks 13 and 14 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Remember to bring along your DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a. 1b).	10 mins

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

Focus: The sections below provide the frame for what is to be done in the session.	Guidance Notes on Teacher Activity during the PLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last DPLC session	1.1 Share two things you did differently based on the DPLC session 7, <i>developing learning plans for weeks 11 and 12</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As a critical friend, summarise briefly why you think what a colleague did by way of application of lessons learnt in DPLC Session 7, <i>developing learning plans for weeks 11 and 12</i>, supported learning (NTS 1a – 1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be completed per session)	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b). Purpose The purpose of this session is to equip the language teacher with requisite knowledge, skills and competencies to effectively plan lessons using the teacher manual focusing on key concepts, pedagogies, resources and assessment strategies appropriate for helping learners to demonstrate understanding of Weeks 13 and 14 sub-strands; a) Arabic: <i>Everyday Oral Communication</i> (التحدث الجيد) I and II - <i>Everyday Oral Communication</i> (التحدث الجيد عن الأفراح) b) French: <i>Parler du monde de travail - Décrire les activités agricoles et s'exprimer sur son état de santé.</i> c) Ghanaian languages: <i>Language and usage (narrative and descriptive essays)</i> d) Spanish: <i>La familia en Ghana y en el mundo hispano-Hablar de tiempo de ocio,</i> taking into consideration GESI, SEL, ICT, 21st century and competencies, differentiation and national values in planning.	60 mins

	LO 1: Develop subject-specific learning plans for Weeks 13 and 14 using the teacher manual, taking into account GESI, SEL, ICT, 21st century skills, national values and other cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 1.1 Identify and discuss the important aspects of the Weeks 13 and 14 learning plans taking into consideration the content standard (CS), LOs, LIs, pedagogical exemplars, resources and assessment strategies in the teacher manual for Arabic, French, Ghanaian languages and Spanish. LI 1.2 Fill out the learning planner templates for Weeks 13 and 14 lessons in the teacher manuals for Arabic, French, Ghanaian languages and Spanish taking into consideration cross-cutting issues. LO 2: Review Weeks 13 and 14 learning plans for the various languages (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 2.1 Critique the content of the learning plans for Weeks 13 and 14 by aligning it with the CS, LOs, LIs and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, assessment and closure. LI 2.2 Implement recommendations 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 as appropriate. 2.2. In your various language group, study and reflect on the CS, LOs, LIs, pedagogical exemplars, resources and assessment strategies in the learning plans for Weeks 13 and 14 lessons in line with the teacher manual (NTS 1a, 1b, 2a and 2c). 2.3 Discuss at least two (2) essential questions in preparation towards the lessons in Weeks 13 and 14 (NTS 1a, 2c, 2e, 2f and 3c - 3j). <i>E.g.</i> <i>a) Arabic</i> <i>Week 13:</i> <i>How can learners effectively use essential Arabic expressions like (mabrook - congratulations) and (ana aasef - I'm sorry) to convey their emotions in everyday</i>	
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	<i>real-world situations, such as celebrations and consoling friends or colleagues? etc.</i> b) <i>French</i> <i>Week 13:</i> <i>How many times will it be enough to help learners listen and answer comprehension questions on a given text on 'des activités agricoles'? etc.</i> c) <i>Ghanaian languages</i> <i>Week 13:</i> <i>How can I help learners understand the concept of narrative essay? etc.</i> d) <i>Spanish</i> <i>Week 13:</i> <i>How can I create a positive and engaging learning environment that fosters learners' curiosity and creativity on the topic Relaciones interpersonales? etc.</i> a) <i>Arabic</i> <i>Week 14</i> <i>How will I encourage learners to make appropriate use of Arabic phrases of happiness? etc.</i> b) <i>French</i> <i>Week 14</i> <i>How many language items will be appropriate to equip learners to express themselves about their health and environment? etc.</i> c) <i>Ghanaian languages</i> <i>Week 14:</i> <i>How can I help learners understand the concept of descriptive essay? etc.</i> d) <i>Spanish</i> <i>Week 14:</i> <i>How can I encourage learners to communicate effectively and share their leisure activities among themselves? etc.</i> 2.4 Discuss at least two (2) key notes on differentiation in preparation towards the lesson in Weeks 13 and 14 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g).	
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	Note: Refer to the teacher manual for more examples on differentiation. <i>E.g.</i> <i>a) Arabic</i> <i>Week 13</i> <i>i. Task</i> <i>Learners identify basic Arabic vocabulary and expressions related to happy moments such as (ana masroor- I'm happy), etc.</i> <i>ii. Pedagogical Exemplars</i> <i>Collaborative learning</i> <i>In pairs, learners identify five basic Arabic vocabulary and expressions related to happy moments, etc.</i> <i>iii. Key Assessment</i> <i>Identify five basic Arabic vocabulary and expressions related to happy moments, etc.</i> <i>b) French</i> <i>Tasks:</i> <i>Week 13</i> <i>i. Task 1 (Compréhension de l'oral)</i> <i>Teachers should select relevant audio and video materials that contain the words and expressions concerning agricultural activities, etc.</i> <i>ii. Pedagogical Exemplar</i> <i>Learn by using the language items: Learn by listening to and watching simulations on agricultural activities, etc.</i> <i>iii. Key Assessment (DoK Levels)</i> <i>Évaluation Formative</i> <i>Level 1 (Recall):</i> <i>Écouter et repérer des mots sur les activités agricoles dans un document audio/un document video, etc.</i> <i>c) Ghanaian languages</i> <i>Week 13</i> <i>Task</i> <i>Discuss the concept 'essay', etc.</i>	
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	ii. <i>Pedagogical exemplars</i> <i>Problem based learning</i> <i>Whole class:</i> <i>Teacher leads the class to revise definitions of topic and supporting sentences of a paragraph through questioning, etc.</i> iii. <i>Key assessment</i> <i>Level 1 Assessment: Reproduction/Recall</i> ○ <i>What is a narrative essay? etc.</i> d) <i>Spanish</i> <i>Week 13</i> i. <i>Tasks:</i> <i>Cada estudiante puede mencionar una diferencia o semejanza entre el concepto de la familia en Ghana y lo de la familia en los países hispánicos, etc.</i> ii. <i>Pedagogical Exemplar:</i> <i>Trabajo en grupo/collaborative learning:</i> <i>En grupos de cinco, hablen sobre la familia nuclear y la familia extendida, etc.</i> iii. <i>Key Assessment (DoK levels)</i> <i>Expresión oral:</i> <i>Level 1: Los/las aprendices van a ver un vídeo de personas que hablan sobre la familia nuclear y la familiar extendida y cómo han cambiado hoy en día.</i> <i>Luego, deben contestar oralmente las preguntas que prepara el profesor, etc.</i> a) <i>Arabic</i> <i>Week 14:</i> i. <i>Tasks:</i> <i>Identify basic Arabic vocabulary and expressions related to sad moments such as (ana hazeen- I'm sad), etc.</i> ii. <i>Pedagogical Exemplar:</i> <i>Collaborative learning</i> <i>Learners in pairs identify five basic Arabic Vocabulary and expressions related to sad moments, etc.</i>	
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	iii. Key Assessment <i>Identify five basic Arabic vocabulary and expressions related to sad moments, etc.</i> b) French Week 14: i. Tasks <i>Teachers should select relevant audio and video materials that contain the words and expressions of one's health suggested in the Teacher Manual for listening and speaking activities, etc.</i> ii. Pedagogical exemplar <i>Learn by using the language items: Learn by listening to and watching simulations on health conditions. The teacher should pay attention to learners with difficulties in the pronunciation of French words, and give them individual practice. The teacher can follow the steps below:</i> <i>Exemplars</i> <i>Faire une activité d'anticipation (chansons, questions, images etc.), etc.</i> iii. Key assessment <i>Évaluation Formative</i> <i>Level 1 (Recall):</i> <i>Écouter et repérer des mots dans une audio ou vidéo sur son état de santé, etc</i> c) Ghanaian languages Week 14 i. Task <i>Explain descriptive essay., etc.</i> ii. Pedagogical exemplars ● <i>Problem based learning</i> ○ <i>Whole class:</i> <i>Teacher leads learners to revise the concept of narrative essay focusing on the features through questioning, etc.</i> ii. Key Assessment <i>Level 1 Assessment: Reproduction/Recall</i> <i>What is descriptive essay? etc.</i>	
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	<i>d) Spanish</i> <i>Week 14</i> <i>i. Task</i> <i>Escribe lo que te gusta hacer durante tu tiempo libre, etc.</i> <i>ii. Pedagogical Exemplar</i> <i>Rompehielos (icebreaker):</i> <i>Initiating talk for learning:</i> <i>El profesor/la profesora muestra imágenes o videos de personas haciendo algunas actividades durante su tiempo libre.</i> <i>Luego, pregunta a los/las aprendices las actividades que les gusta hacer, etc.</i> <i>iii. Key Assessment (DoK levels):</i> <i>Level 1: Escribe 3 actividades que te gusta hacer durante tu tiempo libre.</i> 2.5 In your language group, complete the learning planner for Weeks 13 and 14 lessons with teaching, learning and assessment activities in your teacher manual, taking into consideration GESI, SEL, ICT, differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	
3. Peer-review of learning plans Reviewing planner to ensure alignment between course manual and learning planner based on the templates provided	3.1 Exchange your learning plans for Weeks 13 and 14 lessons with a colleague within the department for reviewing, taking into consideration the content of the learning plan in line with the CS, LOs, LIs in the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> <i>a) Appropriateness of essential questions</i> <i>b) Differentiated pedagogies and assessment</i> <i>c) Alignment between the teacher manual and learning plans</i> <i>d) Innovativeness of pedagogical choices</i> <i>e) Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> <i>f) Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Implement the recommendations made by a peer reviewer to your learning plans as appropriate (NTS 1a, 1b).	10 mins

4. Reflection on the session: Reflecting on what has been learnt in the session. Advance preparation towards next DPLC session	4.1 In group, reflect, write and share what you have learnt with the larger group with regard to DPLC Session 8, <i>developing learning plans for Weeks 13 and 14</i>, using the teacher manual and learning plan (NTS 1a). 4.2 Complete your learning plans which were not completed during the session and read the DPLC Session 9, <i>developing learning plans for Weeks 15 and 16 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Remember to bring along your DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a. 1b).	10 mins
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DPLC SESSION 9: Developing learning plans for Weeks 15 and 16

<i>Focus: The sections below provide the frame for what is to be done in the session.</i>	Guidance Notes on Teacher Activity during the PLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last DPLC session	1.1 Share two things you did differently based on the DPLC session 8, <i>developing learning plans for Weeks 15 and 16</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As a critical friend, summarise briefly why you think what a colleague did by way of application of lessons learnt in DPLC Session 8, <i>developing learning plans for Weeks 15 and 16</i>, supported learning (NTS 1a – 1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be completed per session)	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for the session (NTS 1b). Purpose The purpose of this session is to equip the language teacher with requisite knowledge, skills and competencies to effectively plan lessons using the teacher manual focusing on key concepts, pedagogies, resources and assessment strategies appropriate for helping learners to demonstrate understanding of Weeks 15 and 16 sub-strands; <i>Arabic: Critical Reading (Introduction to Arabic Literature I and II and Pre-Islamic Prose I and II)</i> <i>French: Situer des faits dans le temps (les faits habituels dans le temps présent et ce que l'on fait à un moment donné)</i> <i>Ghanaian languages: Language and Usage (Expository essay)</i> <i>Spanish: Hablar de tiempo de ocio y Actividades de ocio populares en mi comunidad y en el mundo,</i> taking into consideration GESI, SEL, ICT, 21st century and competencies, differentiation and national values in planning. LO 1: Develop subject-specific learning plans for Weeks 15 and 16 using the teacher manual, taking into account GESI,	

	SEL, ICT, 21st century skills, national values and other cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 1.1 Identify and discuss the important aspects of the Weeks 15 and 16 learning plans taking into consideration the content standard (CS), LOs, LIs, pedagogical exemplars, resources and assessment strategies in the teacher manual for Arabic, French, Ghanaian languages and Spanish. LI 1.2 Fill out the learning planner templates for Weeks 15 and 16 lessons in the teacher manuals for Arabic, French, Ghanaian languages and Spanish taking into consideration cross-cutting issues. LO 2: Review Weeks 15 and 16 learning plans for the various languages (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 2.1 Critique the content of the learning plans for Weeks 15 and 16 by aligning it with the CS, LOs, LIs and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, assessment and closure. LI 2.2 Implement recommendations 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 as appropriate. 2.2. In your various language group, study and reflect on the CS, LOs, LIs, pedagogical exemplars, resources and assessment strategies in the learning plans for Weeks 15 and 16 lessons in line with the teacher manual (NTS 1a, 1b, 2a and 2c). 2.3 Discuss at least two (2) essential questions in preparation towards the lessons in Weeks 15 and 16 (NTS 1a, 2c, 2e, 2f and 3c - 3j). <i>E.g.</i> <i>a) Arabic</i> <i>Week 15:</i> <i>How can the teaching of Arabic literary terms and concepts align with broader language learning goals? etc.</i> <i>b) French</i> <i>Week 15:</i>	
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	<i>How will I attract the full attention of learners to listen attentively to an audiovisual text and answer questions on 'les faits habituels dans le temps présent'? etc.</i> <i>c) Ghanaian languages</i> <i>Week 15:</i> <i>What are the strategies to employ to help learners understand the concept of expository essay? etc.</i> <i>d) Spanish</i> <i>Week 15:</i> <i>What is the best approach to teach "verbos similares a Gustar" for all learners to benefit from the lesson? etc.</i> <i>a) Arabic</i> <i>Week 16</i> <i>How does studying pre-Islamic Arabic prose contribute to learners' comprehension of classical Arabic language structures and enable them to better appreciate the evolution of Arabic writing styles over time? etc.</i> <i>b) French</i> <i>Week 16</i> <i>What support can be offered to learners to listen to an audio text and describe in French what they are doing in a particular situation of communication? etc.</i> <i>c) Ghanaian languages</i> <i>Week 16:</i> <i>How can I help my learners write an expository essay? etc.</i> <i>d) Spanish</i> <i>Week 16:</i> <i>How can I create opportunities for collaboration and teamwork among learners to find popular leisure activities in Ghanaian and Hispanic communities? etc.</i> 2.4 Discuss at least two (2) key notes on differentiation in preparation towards the lesson in Weeks 15 and 16 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). Note: Refer to teacher manual for more examples on differentiation. <i>E.g.</i> <i>a) Arabic</i> <i>Week 15</i>	
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	<i>i. Tasks:</i> Create a concept map that visually represents collective understanding of Arabic literature's definition, etc. <i>i. Pedagogical exemplar</i> Talk-for-learning Learners in pairs brainstorm and create a concept map that visually represents collective understanding of Arabic literature's definition, etc. <i>Key assessment</i> Create a concept map that visually represents collective understanding of Arabic literature's definition, etc. <i>b) French</i> Week 15 Tasks Task 1 (Compréhension de l'oral) Teachers should select relevant audio and video materials that contain the words and expressions of current happenings for listening and speaking activities, etc. <i>Pedagogical exemplars</i> Learn by using the language items: Learn by listening to and watching simulations on the current happenings. The teacher should pay attention to learners with difficulties in the pronunciation of French words, and give them individual practice, etc. <i>Key assessment</i> Key Assessment 1 (DoK Levels) Évaluation Formative Level 1 (Recall): Écouter et repérer des mots dans une audio ou vidéo sur les faits habituels dans le temps présent, etc. <i>c) Ghanaian languages</i> Week 15 <i>i. Task</i> Define the term essay, etc. <i>ii. Pedagogical exemplars</i> ● Problem-based learning ○ Whole class: Teacher leads quick revision of topic and supporting sentences of a paragraph, etc.	
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	iii. Key assessment ● Level 2 Assessment: Skills building Write a three to five paragraph expository essay on the topic 'how farming affects my life', 'how music affects my life' or 'the importance of cocoa in Ghana', etc. d) Spanish Week 15 i. Tasks: Usa los siguientes verbos (Interesar, Fascinar, Encantar) en sus formas apropiadas para expresar las actividades de ocio preferidas de tu padre, madre, hermano/a y amigos, etc. ii. Pedagogical Exemplars Rompehielos: Revisa las actividades de ocio aprendidas la semana pasada, etc. ii. Key assessment (DoK Levels): Level 3: Escribe un texto breve sobre lo que te gusta hacer durante tu tiempo libre. También incluye la información de la entrevista que hiciste con tus compañeros/tus compañeras en clase. (Haz comparaciones y conexiones), etc. a) Arabic Week 16 i. Tasks Create a concept map of pre-Islamic Arabic prose, including its basic forms and purposes, etc. ii. Pedagogical Exemplar Brainstorming In pairs learners brainstorm and create a concept map of pre-Islamic Arabic prose, including its basic forms and purposes, etc. iii. Key assessment Create a concept map of pre-Islamic Arabic prose, including its basic forms and purposes, etc. b) French Week 16 i. Tasks	
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	<i>Engaging learners to answer simple questions on ‘ce que l'on fait à un moment donné’ in French, etc.</i> ii. <i>Pedagogical assessment</i> <i>Use listening techniques to help learners answer simple questions on ‘ce que l'on fait à un moment donné’ in French, etc.</i> iii. <i>Key assessment</i> <i>Learners answer simple questions on ‘ce que l'on fait à un moment donné’ in French, etc.</i> c) <i>Ghanaian languages</i> <i>Week 16</i> i. <i>Task</i> <i>Define the-term essay, etc.</i> ii. <i>Pedagogical exemplars</i> ● <i>Problem-based learning</i> ○ <i>Whole class:</i> <i>Teacher leads quick revision of topic and supporting sentences of a paragraph, etc.</i> iii. <i>Key assessment</i> ● <i>Level 2 Assessment: Skills building</i> <i>Write a three to five paragraph expository essay on the topic ‘how farming affects my life’, ‘how music affects my life’ or ‘the importance of cocoa in Ghana’</i> d) <i>Spanish</i> <i>Week 16</i> i. <i>Tasks</i> <i>Escribe al menos 5 actividades de ocio comunes en tu comunidad durante las vacaciones, etc.</i> <i>Pedagogical Exemplars</i> <i>Initiating talk for learning:</i> <i>Rompehielos (icebreaker):</i> <i>El profesor muestra a los aprendices un video de personas hablando sobre actividades de ocio que hacen durante su tiempo de ocio. Luego, los aprendices contestan a las preguntas de comprensión preparado por el profesor, etc.</i> iii. <i>Key assessment</i> <i>Assessment level 3</i>	
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	<i>En grupos, hagan investigaciones sobre actividades de ocio comunes en su comunidad/pueblo/región/país. Luego, tienen que presentar la información delante de la clase, etc.</i> 2.5 In your language group, complete the learning planner for Weeks 15 and 16 lessons with teaching, learning and assessment activities in your teacher manual, taking into consideration GESI, SEL, ICT, differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	
3. Peer-review of learning plans Reviewing planner to ensure alignment between course manual and learning planner based on the templates provided	3.1 Exchange your learning plans for Weeks 15 and 16 lessons with a colleague within the department for reviewing, taking into consideration the content of the learning plan in line with the CS, LOs, LIs in the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> <i>a) Appropriateness of essential questions</i> <i>b) Differentiated pedagogies and assessment</i> <i>c) Alignment between the teacher manual and learning plans</i> <i>d) Innovativeness of pedagogical choice</i> <i>e) Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> <i>f) Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Implement the recommendations made by a peer reviewer to your learning plans as appropriate (NTS 1a, 1b).	10 mins

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

<i>Focus: The sections below provide the frame for what is to be done in the session.</i>	Guidance Notes on Teacher Activity during the PLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last DPLC session	1.1 Share two things you implemented based on the DPLC Session 1, <i>developing learning plans for Weeks 1 and 2</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As a critical friend, summarise briefly why you think what a colleague did by way of application of lessons learnt in DPLC Session 9, <i>developing learning plans for Weeks 15 and 16</i>, supported learning (NTS 1a – 1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be completed per session)	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for this session (NTS 1b). Purpose The purpose of this session is to equip the language teacher with requisite knowledge, skills and competencies to effectively plan lessons using the teacher manual focusing on key concepts, pedagogies, resources and assessment strategies appropriate for helping learners to demonstrate understanding of Weeks 17 and 18 sub-strands of; A. <i>Arabic: Critical reading - Creative writing</i> B. <i>French: S'exprimer sur ses loisirs et ses passe-temps et dire ce que l'on fait à un moment donné.</i> C. <i>Ghanaian languages: Cultural practices (Dietary names and initiation rites)</i> D. <i>Spanish: Nuestro entorno 1 and 2.</i> taking into consideration GESI, SEL, ICT, 21st century skills and competencies, differentiation and national values in planning. LO 1: Develop subject-specific learning plans for Weeks 17 and 18 using the teacher manual, taking into account GESI, SEL, ICT, 21st century skills, national values and other cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).	60 mins

	LI 1.1 Identify and discuss the important aspects of the Weeks 17 and 18 learning plans, taking into consideration the content standard (CS), LOs, LIs, pedagogical exemplars, resources and assessment strategies in the teacher manual for Arabic, French, Ghanaian languages and Spanish. LI 1.2 Fill out the learning planner templates for Weeks 17 and 18 lessons in the teacher manuals for Arabic, French, Ghanaian languages and Spanish taking into consideration cross-cutting issues. LO 2: Review Weeks 17 and 18 learning plans for the various languages (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 2.1 Critique the content of the learning plans for Weeks 17 and 18 by aligning it with the CS, LOs, LIs and key concepts in the teacher manual while taking into consideration essential questions, key notes on differentiation, assessment and closure. LI 2.2 Implement recommendations 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 as appropriate. 2.2. In your language group, study and reflect on the CS, LOs, LIs, pedagogical exemplars, resources and assessment strategies in the learning planners for Weeks 17 and 18 lessons in line with the teacher manual (NTS 1a, 1b, 2a and 2c). 2.3 Discuss at least two (2) essential questions in preparation towards the lessons in Weeks 17 and 18 (NTS 1a, 2c, 2e, 2f and 3c - 3j). <i>E.g.</i> <i>a) Arabic</i> <i>Week 17</i> <i>How does studying pre-Islamic Arabic poetry contribute to learners' comprehension of classical Arabic language structures and enable them to better appreciate the evolution of Arabic writing styles over time? etc.</i> <i>b) French</i> <i>Week 17</i>	
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	<i>How can I organise the learners to “exprimer sur ses loisirs et ses passe-temps” in oral production? etc.</i> c) Ghanaian languages Week 17 <i>How can I get my learners to appreciate the concept of deity names, etc.?</i> d) Spanish Week 17 <i>How can I create a positive and engaging learning environment that fosters learners’ curiosity and creativity? etc.</i> a) Arabic Week 18 <i>How can learners be encouraged to initiate and develop their creative ideas in Arabic writing, considering their diverse proficiency levels? etc.</i> b) French Week 18 <i>How can I help the learners to express “ce que l'on fait à un moment donné in an oral production? etc.</i> c) Ghanaian languages Week 18 <i>How can I Explain the value of initiation into adulthood rites to learners?</i> d) Spanish Week 18 <i>What will I do to guide learners to identify the important facilities found in schools in Spanish? etc</i> 2.4 Discuss at least two (2) keynotes on differentiation in preparation towards the lesson in Weeks 17 and 18 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). Note: Refer to teacher manual for more examples on differentiation. E.g. a) Arabic Week 17	
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	<i>i. Tasks:</i> <i>Create a concept map of pre-Islamic Arabic poetry, etc.</i> <i>ii. Pedagogical exemplars:</i> <i>Initiating talk for learning</i> <i>Learners brainstorm and create a concept map of pre-Islamic Arabic poetry, etc.</i> <i>iii. Key assessment:</i> <i>Create a concept map of pre-Islamic Arabic poetry, including its basic forms and purposes, etc.</i> <i>b) French</i> <i>Week 17</i> <i>i. Tasks:</i> <i>Task 1 (Compréhension de l'oral)</i> <i>Teachers should select relevant audio and video materials that contain the words and expressions concerning one's hobby for listening and speaking activities:</i> <i>Ensure that learners develop the following competencies during the delivery of the lesson: communication, collaboration, understanding of oneself, tolerance, and life-long learning., etc.</i> <i>ii. Pedagogical Exemplar:</i> <i>Learn by using the language items: Learn by listening to and watching simulations on one's hobby. The teacher should pay attention to learners with difficulties in the pronunciation of French words. Give them individual practice, etc.</i> <i>iii. Key assessment:</i> <i>Évaluation Formative</i> <i>Level 1 (Recall):</i> <i>Écouter et repérer des mots sur ses loisirs et ses passe-temps dans un document audio/un document vidéo etc.</i> <i>c) Ghanaian languages</i> <i>i. Task</i> <i>Week 17</i> <i>Mention ten personal names used in your community.</i>	
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	ii. <i>Pedagogical exemplar:</i> <i>In pairs, think-pair-share some deity names, etc.</i> iii. <i>Key assessment:</i> <i>Learners should explain the origin of deity names, etc.</i> d) <i>Spanish</i> <i>Week 17</i> <i>Tasks:</i> <i>Traduce estas frases en español</i> 1. <i>There is a pen on this table.</i> 2. <i>There are two books in my bag, etc</i> ii. <i>Pedagogical Exemplars:</i> <i>Actividad de entrada</i> <i>“¿Qué hay en esta aula/ escuela?”</i> <i>El profesor muestra un vídeo/imagen de lugares en el aula/escuela. Luego a base del vídeo, los aprendices/ las aprendices pueden mencionar los lugares que hay o no hay en su entorno, etc.</i> iii. <i>Key Assessment:</i> <i>Level 1:</i> <i>¿Qué hay en esta escuela/aula? etc.</i> a) <i>Arabic</i> <i>Week 18</i> <i>Tasks:</i> <i>Writing short and simple Arabic sentences or phrases to express basic ideas or describe familiar topics using common vocabulary, etc.</i> ii. <i>Pedagogical exemplar:</i> <i>Task-based learning</i> <i>In pairs, learners write short and simple Arabic sentences or phrases to express basic ideas or describe familiar topics such as "Most Memorable Honest Friend", etc.</i> iii. <i>Key Assessment:</i> <i>Write short and simple Arabic sentences or phrases to express basic ideas or describe familiar topics using common vocabulary, etc.</i>	
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	b) French Week 18 i. Tasks <i>Task 1 (Compréhension de l'oral)</i> Teachers should select relevant audio and video materials that contain the words and expressions concerning one's hobby for listening and speaking activities: Ensure that learners develop the following competencies during the delivery of the lesson: communication, collaboration, understanding of oneself, tolerance, and life-long learning, etc. ii. Pedagogical exemplars Learn by using the language items: Learn by listening to and watching simulations on one's hobby. The teacher should pay attention to learners with difficulties in the pronunciation of French words. Give them individual practice, etc. iii. Key assessment Key Assessment (DoK Levels) Évaluation Formative Level 1 (Recall): Écouter et repérer des mots sur ses loisirs et ses passe-temps dans un document audio/un document vidéo, etc. c) Ghanaian languages Week 18 i. Tasks: Learners should explain what initiation into adulthood is all about, etc. ii. Pedagogical Exemplar: With all learners involved, discuss puberty rites and make a presentation. iii. Key assessment: Learners should explain some of the activities involved in the puberty rites, etc.	
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	d) <i>Spanish</i> <i>Week 18</i> i. <i>Task:</i> <i>¿Cómo se dice las palabras siguientes en español?:</i> 1. <i>stadium</i> 2. <i>gym, etc.</i> ii. <i>Pedagogical Exemplar:</i> <i>Rompehielos (ice breaker):</i> <i>Para introducir el tema, el profesor puede proporcionar un texto auténtico /didáctico como el que está abajo.</i> <i>"Los aprendices están en un aula. El profesor está en su oficina. Estos son lugares importantes en la escuela. Los aprendices leen o estudian a veces en la biblioteca. La biblioteca es muy grande. Hay una librería cerca de la biblioteca donde los estudiantes compran libros. Durante el recreo, los aprendices almuerzan en el comedor o en la cafetería", etc.</i> iii. <i>Key Assessment (DoK levels):</i> <i>Level 1: Crea un collage de fotos de tus lugares favoritos en la escuela.</i> 2.5 In your language group, complete the learning planner for Weeks 17 and 18 lessons with teaching, learning and assessment activities in your teacher manual, taking into consideration GESI, SEL, ICT, differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	
3. Peer-review of learning plans. Reviewing planner to ensure alignment between course manual and learning planner based on the templates provided	3.1 Exchange your learning plans for Weeks 17 and 18 lessons with a colleague within the department for reviewing, taking into consideration the content of the learning plan in line with the CS, LOs, LIs in the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> a) <i>Appropriateness of essential questions</i> b) <i>Differentiated pedagogies and assessment</i> c) <i>Alignment between the teacher manual and learning plans</i> d) <i>Innovativeness of pedagogical choices</i> e) <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i>	10 mins

	<i>f) Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Implement the recommendations made by a peer reviewer to your learning plans as appropriate (NTS 1a, 1b).	
4. Reflection on the session: Reflecting on what has been learnt in the session. Advance preparation towards next DPLC session	4.1 In groups, reflect, write and share what you have learnt with the larger group with regard to DPLC Session 11, <i>developing learning plans for Weeks 17 and 18</i>, using the teacher manual and learning plan (NTS 1a). 4.2 Complete your learning plans which were not completed during the session and read the DPLC Session 11, <i>developing learning plans for Weeks 19 and 20 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Remember to bring along your DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a. 1b).	10 mins

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

<i>Focus: The sections below provide the frame for what is to be done in the session.</i>	Guidance Notes on Teacher Activity during the PLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last DPLC session	1.1 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 a critical friend, summarise briefly why you think what a colleague did by way of application of lessons learnt in DPLC Session 10, <i>developing learning plans for Weeks 17 and 18</i>, supported learning (NTS 1a – 1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be completed per session)	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for this session (NTS 1b). Purpose The purpose of this session is to equip the language teacher with requisite knowledge, skills and competencies to effectively plan lessons using the teacher manual focusing on key concepts, pedagogies, resources and assessment strategies appropriate for helping learners to demonstrate understanding of Weeks 19 and 20 sub-strands of; a) <i>Arabic: Everyday oral communication (Dialogue) - Composition (Analysis and Practice of Translation)</i> b) <i>French: Discuter des événements historiques de son pays et Identifier les genres de la littérature</i> c) <i>Ghanaian languages: Traditional governance system (the clan)</i> d) <i>Spanish: Lugares en la escuela y las fracciones del tiempo.</i> taking into consideration GESI, SEL, ICT, 21st century skills and competencies, differentiation and national values in planning. LO 1: Develop subject-specific learning plans for Weeks 19 and 20 using the teacher manual, taking into account GESI, SEL, ICT, 21st century skills, national values and other cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o).	

	LI 1.1 Identify and discuss the important aspects of the Weeks 19 and 20 learning plans taking into consideration the content standard (CS), LOs, LIs, pedagogical exemplars, resources and assessment strategies in the teacher manual for Arabic, French, Ghanaian languages and Spanish. LI 1.2 Fill out the learning planner templates for Weeks 19 and 20 lessons in the teacher manuals for Arabic, French, Ghanaian languages and Spanish taking into consideration cross-cutting issues. LO 2: Review Weeks 19 and 20 learning plans for the various languages (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 2.1 Critique the content of the learning plans for Weeks 19 and 20 by aligning it with the CS, LOs, LIs and key concepts in the teacher manual while taking into consideration essential questions, keynotes on differentiation, assessment and closure. LI 2.2 Implement recommendations 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 as appropriate. 2.2. In your language groups, study and reflect on the CS, LOs, LIs, pedagogical exemplars, resources and assessment strategies in the learning plans for Weeks 19 and 20 lessons in line with the teacher manual (NTS 1a, 1b, 2a and 2c). 2.3 Discuss at least two (2) essential questions in preparation towards the lessons in Weeks 19 and 20 (NTS 1a, 2c, 2e, 2f and 3c - 3j). <i>E.g.</i> <i>a) Arabic</i> <i>Week 19</i> <i>How can I scaffold dialogue activities to cater to the diverse proficiency levels in my class, ensuring all learners Proficiency can actively participate and benefit? etc.</i> <i>b) French</i> <i>Week 19</i>	
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	<i>How can I support learners to listen and identify " des événements historiques de son pays" from an audio-visual text? etc.</i> <i>c) Ghanaian languages</i> <i>Week 19</i> <i>Mention the names of some of the clans in your society, etc.</i> <i>d) Spanish</i> <i>Week 19</i> <i>How can I guide learners to form simple sentences to write an essay about their school? etc.</i> <i>a) Arabic</i> <i>Week 20</i> <i>How will I guide learners to identify sentence structure in both languages? etc.</i> <i>b) French</i> <i>Week 20</i> <i>What will I consider guiding learners to identify "les genres de la littérature"?</i> <i>c) Ghanaian languages</i> <i>Week 20</i> <i>How can I guide learners to explain is in their learners? etc.</i> <i>d) Spanish</i> <i>Week 20</i> <i>How can I integrate technology into the lesson to enhance student learning? etc.</i> 2.4 Discuss at least two (2) keynotes on differentiation in preparation towards the lesson in Weeks 19 and 20 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). Note: Refer to the teacher manual for more examples on differentiation. <i>E.g.</i> <i>a) Arabic</i> <i>Week 19</i> <i>i. Task</i>	
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	<i>Engage in basic spoken exchanges in Arabic, demonstrating comprehension and the ability to respond with short phrases or simple sentences, etc.</i> <i>ii. Pedagogical exemplars</i> <i>Project-based learning</i> <i>Learners role-play dialogues, follow visual prompts or scripts to engage in structured Arabic conversations, etc.</i> <i>iii. Key assessment</i> <i>Engage in basic spoken exchanges in Arabic, demonstrating comprehension and the ability to respond with short phrases or simple sentences, etc.</i> <i>b) French</i> <i>Week 19</i> <i>i. Tasks</i> <i>Task 1 (Compréhension de l’oral)</i> <i>Teachers should select relevant audio and video materials that contain the words and expressions concerning historical events of one’s country for listening and speaking activities:</i> <i>Ensure that learners develop the following competencies during the delivery of the lesson: communication, collaboration, understanding of oneself, tolerance, and life-long learning, etc.</i> <i>ii. Pedagogical exemplars</i> <i>Learn by using the language items: Learn by listening to and watching simulations on historical events of one’s country. The teacher should pay attention to learners with difficulties in the pronunciation of French words. Give them individual practice, etc.</i> <i>iii. Key assessment</i> <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative</i> <i>Level 1 (Recall):</i> <i>Écouter et repérer des mots sur des événements historiques de son pays dans un document audio/un document vidéo, etc.</i> <i>c) Ghanaian languages</i> <i>Week 19</i>	
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	<i>i. Task</i> <i>Briefly describe the hierarchy of the traditional governance structure in your home.</i> <i>ii. Pedagogical exemplar</i> <i>Talk for learning</i> <i>Whole class:</i> <i>Teacher guides learners to discuss the traditional governance structure of cultures; including the roles of children, father, mother, family head, clan head, etc.</i> <i>iii. Key assessment</i> <i>Level 1: Recall/reproduction</i> <i>o Discuss the functionaries of the traditional governance structure and arrange them in ascending order, etc.</i> <i>d) Spanish</i> <i>Week 19</i> <i>i. Task:</i> <i>Elige uno de los siguientes lugares y descríbelo:</i> <i>1. aula</i> <i>2. laboratorio, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>Trabajo en grupo/ collaborative learning:(In mixed gender groups, learners answer questions).</i> <i>El profesor/la profesora indica a los aprendices que escriban sobre su escuela. Ellos tienen que incluir estos detalles:</i> <i>1. ¿Dónde está la escuela?</i> <i>2. ¿Cómo es? etc.</i> <i>iii. Key assessment (DoK Levels):</i> <i>Level 1: Escribe 3 frases para describir tu aula, etc.</i> <i>a) Arabic</i> <i>Week 20:</i> <i>i. Tasks</i> <i>Match and compare sentences in both languages, etc.</i> <i>ii. Pedagogical exemplar</i>	
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	<i>In small groups, learners match and compare sentences in both languages, etc.</i> iii. Key assessment <i>Match and compare sentences in both languages, etc.</i> b) French Week 20 i. Tasks Task 1 (Compréhension de l'oral) <i>Teachers should select relevant audio and video materials that contain the words and expressions concerning genres of literature for listening and speaking activities: Ensure that learners develop the following competencies during the delivery of the lesson: communication, collaboration, understanding of oneself, tolerance, and life-long learning, etc.</i> ii. Pedagogical exemplars <i>Learn by using the language items: Learn by listening to and watching simulations on genres of literature. The teacher should pay attention to learners with difficulties in the pronunciation of French words. Give them individual practice, etc.</i> iii. Key assessment Évaluation Formative Level 1 (Recall): <i>Écouter et repérer des mots sur les genres de la littérature dans un document audio/un document vidéo etc.</i> c) Ghanaian languages Week 20 i. Task <i>Match and compare sentences in both languages, etc.</i> ii. Pedagogical Exemplars <i>In small groups, learners match and compare sentences in both languages, etc.</i> iii. Key Assessment <i>Match and compare sentences in both languages, etc.</i>	
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	d) <i>Spanish</i> Week 20: i. Task <i>Escribe el día y el mes de tu cumpleaños, etc.</i> ii. Pedagogical Exemplars <i>Rompehielos (icebreaker):</i> <i>El profesor o la profesora puede mostrar un calendario en español con los días y los meses del año, etc.</i> iii. Key Assessment (DoK Levels): <i>Level 1: Pregúntense el uno a otro el cumpleaños y escriban la fecha en su libreta, etc.</i> 2.5 In your language group, complete the learning plans for Weeks 19 and 20 lessons with teaching, learning and assessment activities in your teacher manual, taking into consideration GESI, SEL, ICT, differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	
3. Peer-review of learning plans: Reviewing planner to ensure alignment between course manual and learning planner based on the templates provided.	3.1 Exchange your learning plans for Weeks 19 and 20 lessons with a colleague within the department for reviewing, taking into consideration the content of the learning plan in line with the CS, LOs, LIs in the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> a) <i>Appropriateness of essential questions</i> b) <i>Differentiated pedagogies and assessment</i> c) <i>Alignment between the teacher manual and learning plans</i> d) <i>Innovativeness of pedagogical choices</i> e) <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> f) <i>Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Implement the recommendations made by a peer reviewer to your learning plans as appropriate (NTS 1a, 1b).	10 mins

4. Reflection on the session: Reflecting on what has been learnt in the session. Advance preparation towards next DPLC session	4.1 In your group, reflect, write and share what you have learnt with the larger group with regard to DPLC Session 11, <i>developing learning plans for Weeks 19 and 20</i>, using the teacher manual and learning plan (NTS 1a). 4.2 Complete your learning plans which were not completed during the session and read the DPLC Session 12, <i>developing learning plans for Weeks 21 and 22 lessons</i>, in preparation for the next session (NTS 3I). 4.3 Remember to bring along your DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a. 1b).	10 mins
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DPLC Session 12: Developing learning plans for Weeks 21 and 22

<i>Focus: The sections below provide the frame for what is to be done in the session.</i>	Guidance Notes on Teacher Activity during the PLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last DPLC session	1.1 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 a critical friend, summarise briefly why you think what a colleague did by way of application of lessons learnt in DPLC Session 11, <i>developing learning plans for Weeks 19 and 20</i>, supported learning (NTS 1a – 1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be completed per session)	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for this session (NTS 1b). Purpose The purpose of this session is to equip the language teacher with requisite knowledge, skills and competencies to effectively plan lessons using the teacher manual focusing on key concepts, pedagogies, resources and assessment strategies appropriate for helping learners to demonstrate understanding of Weeks 21 and 22 sub-strands of; a) <i>Arabic: Everyday Oral Communication (Speech Delivery) I and II - Grammar (Verb Declension) I and II</i> b) <i>French: Parler des éléments de la littérature dans un texte: Identifier et parler de moyens de déplacement et de son itinéraire</i> c) <i>Ghanaian languages: Oral; Literature (Libation Text)</i> d) <i>Spanish: decir la hora and mi rutina diaria 1</i> taking into consideration GESI, SEL, ICT, 21st century skills and competencies, differentiation and national values in planning. LO 1: Develop subject-specific learning plans for Weeks 21 and 22 using the teacher manual, taking into account GESI,	60 mins

	SEL, ICT, 21st century skills, national values and other cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 1.1 Identify and discuss the important aspects of the Weeks 21 and 22 learning plans taking into consideration the content standard (CS), LOs, LIs, pedagogical exemplars, resources and assessment strategies in the teacher manual for Arabic, French, Ghanaian languages and Spanish. LI 1.2 Fill out the learning planner templates for Weeks 21 and 22 lessons in the teacher manuals for Arabic, French, Ghanaian languages and Spanish taking into consideration cross-cutting issues. LO 2: Review Weeks 21 and 22 learning plans for the various languages (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 2.1 Critique the content of the learning plans for Weeks 21 and 22 by aligning it with the CS, LOs, LIs and key concepts in the teacher manual, while taking into consideration essential questions, keynotes on differentiation, assessment and closure. LI 2.2 Implement recommendations 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 as appropriate. 2.2. In your language group, study and reflect on the CS, LOs, LIs, pedagogical exemplars, resources and assessment strategies in the learning planners for Weeks 21 and 22 lessons in line with the teacher manual (NTS 1a, 1b, 2a and 2c). 2.3 Discuss at least two (2) essential questions in preparation towards the lessons in Weeks 21 and 22 (NTS 1a, 2c, 2e, 2f and 3c - 3j). <i>E.g.</i> <i>a) Arabic</i> <i>Week 21:</i> <i>How can I support Arabic learners with varying abilities in improving their speech delivery and oral communication skills? etc.</i>	
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	b) <i>French</i> <i>Week 21:</i> <i>How can I support learners to read about “des éléments de la littérature dans un texte”? etc.</i> c) <i>Ghanaian languages</i> <i>Week 21:</i> <i>What makes libation performance very important?</i> d) <i>Spanish</i> <i>Week 21:</i> <i>What is the best approach to teach time in Spanish for all learners to benefit from the lesson? etc.</i> a) <i>Arabic</i> <i>Week 22</i> <i>How can I tailor instruction to meet the diverse needs of learners when it comes to verb declension, ensuring that both struggling and advanced learners make measurable progress? etc.</i> b) <i>French</i> <i>Week 22:</i> <i>How can I guide learners to identify and mention “de moyens de déplacement et de son itinéraire” from an audio-visual text?etc.</i> c) <i>Ghanaian languages</i> <i>Week 22:</i> <i>How can I help learners to explain what a dirge is in their society? etc.</i> d) <i>Spanish</i> <i>Week 22:</i> <i>Which interactive activities can motivate learners to understand how to conjugate Spanish regular and irregular verbs? etc.</i> 2.4 Discuss at least two (2) keynotes on differentiation in preparation towards the lesson in Weeks 21 and 22 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). Note: Refer to the teacher manual for more examples on differentiation. a) <i>Arabic</i> <i>Week 21</i>	
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	<i>i. Tasks</i> Express basic information and simple ideas in spoken Arabic, using commonly used words and phrases, etc. <i>ii. Pedagogical exemplars</i> Task-based learning Through the Pronunciation Relay Race, learners engage in basic conversations, participating in routine social interactions and providing straightforward responses to questions and prompts, etc. <i>iii. Key assessment</i> Express basic information and simple ideas in spoken Arabic, using commonly used words and phrases, with an accuracy rate of 60% or higher, etc. <i>b) French</i> Week 21 <i>i. Tasks</i> Task 1 (Compréhension de l'oral) Teachers should select relevant audio and video materials that contain the words and expressions concerning elements of literature in a text for listening and speaking activities: Ensure that learners develop the following competencies during the delivery of the lesson: communication, collaboration, understanding of oneself, tolerance, and life-long learning. etc. <i>ii. Pedagogical exemplars</i> Learn by using the language items: Learn by listening to and watching simulations on elements of literature in a text. The teacher should pay attention to learners with difficulties in the pronunciation of French words. Give them individual practice, etc. <i>iii. Key assessment</i> Évaluation Formative Level 1 (Recall): Écouter et repérer des mots sur les éléments de la littérature dans un document audio/un document vidéo, etc. <i>c) Ghanaian languages</i>	
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	<i>Week 21</i> <i>i. Tasks</i> <i>Discuss libation and its significance among cultures, etc.</i> <i>ii. Pedagogical exemplar</i> <i>Collaborative learning</i> <i>o Talk for learning</i> <i>Watch a video on libation performance or read a libation text and talk about your observation including the structure of libation text, etc.</i> <i>iii. Key assessment</i> <i>Level 1: Recall/Reproduction</i> <i>o Briefly describe libation, etc.</i> <i>d) Spanish</i> <i>Week 21</i> <i>i. Task:</i> <i>¿Qué hora es en?</i> <i>a) Tokyo</i> <i>b) Kumasi</i> <i>c) Londres ,etc.</i> <i>ii. Pedagogical exemplar</i> <i>Building on previous knowledge</i> <i>“¿Cuál es la fecha de hoy?”</i> <i>El profesor/ la profesora da ejemplos de horas de apertura y cierre de algunos lugares en la escuela como la biblioteca, comedor, clases, etc.</i> <i>iii. Key assessment (DoK Levels):</i> <i>Level 1</i> <i>El profesor o la profesora dice la hora actual y los aprendices la repiten, etc.</i> <i>a) Arabic</i> <i>Week 22</i> <i>i. Tasks</i> <i>Identify and conjugate basic Arabic verbs in their present tense forms, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>Problem-based learning</i>	
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	<i>Learners go through verb types of gallery walk, practice verb declension, including regular verb drills, to form present tense verbs accurately, etc.</i> <i>iii. Key assessment</i> <i>Identify and conjugate basic Arabic verbs in their present tense forms, with an accuracy rate of 60% or higher, etc.</i> <i>b) French</i> <i>Week 22</i> <i>i. Tasks</i> <i>Task 1 (Compréhension de l’oral)</i> <i>Teachers should select relevant audio and video materials that contain the words and expressions concerning means of transport in a text for listening and speaking activities:</i> <i>Ensure that learners develop the following competencies during the delivery of the lesson: communication, collaboration, understanding of oneself, tolerance, and life-long learning, etc.</i> <i>ii. Pedagogical exemplars</i> <i>Learn by using the language items: Learn by listening to and watching simulations on means of transport in a text. The teacher should pay attention to learners with difficulties in the pronunciation of French words. Give them individual practice, etc.</i> <i>iii. Key assessment</i> <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative</i> <i>Level 1 (Recall):</i> <i>Écouter et repérer des mots sur les moyens de déplacement et son itinéraire dans un document audio/un document vidéo, etc.</i> <i>c) Ghanaian languages</i> <i>Week 22</i> <i>i. Tasks</i> <i>Discuss dirge and its importance, etc.</i> <i>ii. Pedagogical exemplars</i> <i>Initiating talk for learning</i>	
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	<i>Whole class:</i> <i>Discuss dirges, etc.</i> <i>iii. Key assessment</i> <i>Level 2: Strategic reasoning:</i> <i>Describe a dirge, etc.</i> <i>d) Spanish</i> <i>Week 22</i> <i>i. Tasks</i> <i>Rellena los espacios en blanco con la forma correcta del verbo en el presente del indicativo (fill in the blanks with the correct form of the verb in the present tense):</i> <i>1. Nosotros _____ (aprender) español. We learn Spanish.</i> <i>2. Yo _____ (comprar) un libro. I buy a book.</i> <i>3. Aku y su padre _____ (viajar) a Accra. Aku and her father travel to Accra.</i> <i>4. Kwame no _____ (hablar) ingles. Kwame does not speak English.</i> <i>5. Tú _____ (beber) agua. You drink water.</i> <i>6. Adoley _____ (escribir) una carta. Adoley writes a letter, etc.</i> <i>ii. Pedagogical Exemplars</i> <i>Initiating talk for learning:</i> <i>Los/las aprendices ven un vídeo o leen un texto sobre alguien que habla de su rutina diaria y el profesor o la profesora usa el vídeo o el texto para explicar más la conjugación de los verbos en el presente del indicativo, etc.</i> <i>iii. Key Assessment (DoK Levels):</i> <i>Level 1</i> <i>Cada aprendiz forma una frase sobre su rutina diaria, etc.</i>	
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	2.5 In your language group, complete the learning plans for Weeks 21 and 22 lessons with teaching, learning and assessment activities in your teacher manual, taking into consideration GESI, SEL, ICT, differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	
3. Peer-review of learning planners: Reviewing planner to ensure alignment between course manual and learning planner based on the templates provided.	3.1 Exchange your learning plans for Weeks 21 and 22 lessons with a colleague within the department for reviewing, taking into consideration the content of the learning plan in line with the CS, LOs, LIs in the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> <i>a) Appropriateness of essential questions</i> <i>b) Differentiated pedagogies and assessment</i> <i>c) Alignment between the teacher manual and learning plans</i> <i>d) Innovativeness of pedagogical choices</i> <i>e) Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> <i>f) Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Implement the recommendations made by a peer reviewer to your learning plans as appropriate (NTS 1a, 1b).	10 mins
4. Reflection on the session: Reflecting on what has been learnt in the session. Advance preparation towards next DPLC session	4.1 In group, reflect, write and share what you have learnt with the larger group with regard to DPLC Session 12, <i>developing learning plans for Weeks 21 and 22</i>, using the teacher manual and learning plan (NTS 1a). 4.2 Complete your learning plans which were not completed during the session and read the DPLC Session 13, <i>developing learning plans for Weeks 23 and 24 lessons</i>, in preparation for the next session (NTS 3l). 4.3 Remember to bring along your DPLC Handbooks and teacher manuals as reference materials for the next session (NTS 1a. 1b).	10 mins

DPLC Session 13: Developing learning plans for Weeks 23 and 24		
<i>Focus: The sections below provide the frame for what is to be done in the session.</i>	Guidance Notes on Teacher Activity during the PLC Session. <i>What teachers will do during each stage of the session</i>	Time in session
1. Introduction: Review of previous learning using ideas from the last DPLC session	1.1 Share two things you implemented based on the DPLC Session 12, <i>developing learning plans for Weeks 23 and 24</i>, which you think impacted learning positively (NTS 1a, 1b). 1.2 As a critical friend, summarise briefly why you think what a colleague did by way of application of lessons learnt in DPLC Session 12, <i>developing learning plans for Weeks 23 and 24</i>, supported learning (NTS 1a – 1c).	10 mins
2. Planning for teaching, learning and assessment activities, using the teacher manual to complete the learning planner, integrating GESI, SEL, ICT, differentiation, 21st century skills and national values (2 learning planners to be completed per session)	2.1 Read the Purpose, Learning Outcomes (LOs) and Learning Indicators (LIs) for this session (NTS 1b). Purpose The purpose of this session is to equip the language teacher with requisite knowledge, skills and competencies to effectively plan lessons using the teacher manual focusing on key concepts, pedagogies, resources and assessment strategies appropriate for helping learners to demonstrate understanding of Weeks 23 and 24 sub-strands of; a) <i>Arabic: Oracy and Aesthetics - Creative Writing II</i> b) <i>French: Parler de moyens de déplacement, de son itinéraire et de types de médias</i> c) <i>Ghanaian languages: Written Literature (Elements of Prose and its appreciation)</i> d) <i>Spanish: Mi rutina diaria 2 & Mi rutina diaria 3</i> taking into consideration GESI, SEL, ICT, 21st century skills and competencies, differentiation and national values in planning. LO 1: Develop subject-specific learning plans for Weeks 23 and 24 using the teacher manual, taking into account GESI, SEL, ICT, 21st century skills, national values and other cross-cutting issues (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 1.1 Identify and discuss the important aspects of the Weeks 23 and 24 learning plans taking into consideration	60 mins

	the content standard (CS), LOs, LIs, pedagogical exemplars, resources and assessment strategies in the teacher manual for Arabic, French, Ghanaian languages and Spanish. LI 1.2 Fill out the learning planner templates for Weeks 23 and 24 lessons in the teacher manuals for Arabic, French, Ghanaian languages and Spanish taking into consideration cross-cutting issues. LO 2: Review Weeks 23 and 24 learning plans for the various languages (NTS 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3k and 3o). LI 2.1 Critique the content of the learning plans for Weeks 23 and 24 by aligning it with the CS, LOs, LIs and key concepts in the teacher manual while taking into consideration essential questions, keynotes on differentiation, assessment and closure. LI 2.2 Implement recommendations 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 as appropriate. 2.2. In your language group, study and reflect on the CS, LOs, LIs, pedagogical exemplars, resources and assessment strategies in the learning planners for Weeks 23 and 24 lessons in line with the teacher manual (NTS 1a, 1b, 2a and 2c). 2.3 Discuss at least two (2) essential questions in preparation towards the lessons in Weeks 23 and 24 (NTS 1a, 2c, 2e, 2f and 3c - 3j). <i>E.g.</i> <i>a) Arabic</i> <i>Week 23 :</i> <i>How can I scaffold dialogue activities to cater for the diverse proficiency levels in my class, ensuring all learners Proficiency can actively participate and benefit? etc.</i> <i>b) French</i> <i>Week 23:</i> <i>How would I guide learners to identify expressions ‘moyens de déplacement et d’itinéraire’ in a written text?</i>	
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	c) Ghanaian languages Week 23: <i>Learners should discuss prose in literature</i> d) Spanish Week 23: <i>How can I help learners to pronounce words needed to express “mi rutina diaria”? etc.</i> a) Arabic Week 24: <i>i. How can learners be encouraged to initiate and develop their creative ideas in Arabic writing, considering their diverse proficiency levels? etc.</i> b) French Week 24: <i>How would I guide learners to identify expressions on ‘types de médias’ in a given audio text? etc.</i> c) Ghanaian languages Week 23: <i>Learners should discuss prose in literature etc.</i> d) Spanish Week 24: <i>How can I help learners to pronounce words needed to express “mi rutina diaria”? etc.</i> 2.4 Discuss at least two (2) keynotes on differentiation in preparation towards the lesson in Weeks 23 and 24 (NTS 1a, 2c, 2e, 2f, 3d, 3e, 3f and 3g). Note: Refer to teacher manual for more examples on differentiation. E.g. a) Arabic Week 23 <i>i. Task</i> <i>Engage in basic spoken exchanges in Arabic, demonstrating comprehension and the ability to respond with short phrases or simple sentences, etc.</i> <i>ii. Pedagogical exemplars</i> <i>Through role-play dialogues, learners follow visual prompts or scripts to engage in structured Arabic conversation, etc.</i>	
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	<i>iii. Key Assessment</i> Engage in basic spoken exchanges in Arabic, demonstrating comprehension and the ability to respond with short phrases or simple sentences, etc. <i>b) French</i> Week 23 <i>i. Task</i> Task 1 (Compréhension de l'oral) Teachers should select relevant audio and video materials that contain the words and expressions concerning means of transport in a text for listening and speaking activities: Ensure that learners develop the following competencies during the delivery of the lesson: communication, collaboration, understanding of oneself, tolerance, and life-long learning, etc. <i>ii. Pedagogical exemplars</i> Learn by using the language items: Learn by listening to and watching simulations on means of transport in a text. The teacher should pay attention to learners with difficulties in the pronunciation of French words. Give them individual practice, etc. <i>iii. Key Assessment</i> Key Assessment (DoK Levels) Évaluation Formative Level 1 (Recall): Écouter et repérer des mots sur les moyens de déplacement et son itinéraire dans un document audio/un document vidéo, etc. <i>c) Ghanaian languages</i> Week 23: <i>i. Task</i> Explain prose in your own words, etc. <i>ii. Pedagogical exemplars</i> Initiating talk for learning Whole class: 1. Through relevant questions and answers, learners explain prose as it differs from poetry and drama, etc.	
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	<i>iii. Key Assessment</i> <i>Level 1 Recall:</i> <i>Explain prose, etc.</i> <i>d) Spanish</i> <i>Week 23</i> <i>i. Task:</i> <i>Conjuga los verbos en las formas adecuadas en el presente del indicativo.</i> <i>a) Yo siempre (ducharse) por la mañana. (I always shower in the morning), etc.</i> <i>ii. Pedagogical Exemplars</i> <i>Initiating talk for Learning</i> <i>El profesor o la profesora, a partir de un texto, introduce la clase a las conjugaciones de los verbos reflexivos. Luego, el profe escribe los verbos en la pizarra y piden a los/las aprendices que repitan las pronunciaciones, etc.</i> <i>iii. Key assessment (DoK levels):</i> <i>Level 1</i> <i>Los/las aprendices en grupos de 4 o 5 se preguntan qué actividades suelen hacer usando los verbos en el presente del indicativo, etc.</i> <i>a) Arabic</i> <i>Week 24:</i> <i>i. Task:</i> <i>Write short and simple Arabic sentences or phrases to express basic ideas or describe familiar topics using common vocabulary, etc.</i> <i>ii. Pedagogical exemplars</i> <i>Problem-based learning</i> <i>In pairs, learners write short and simple Arabic sentences or phrases to express, etc</i> <i>iii. Key assessment</i> <i>Write short and simple Arabic sentences or phrases to express basic ideas or describe familiar topics using common vocabulary, etc.</i> <i>b) French</i> <i>Week 24:</i>	
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	<i>i. Tasks</i> <i>Task 1 (Compréhension de l'oral)</i> <i>Teachers should select relevant audio and video materials that contain the words and expressions concerning means of transport in a text for listening and speaking activities: Ensure that learners develop the following competencies during the delivery of the lesson: communication, collaboration, understanding of oneself, tolerance, and life-long learning, etc.</i> <i>ii. Pedagogical exemplars</i> <i>Learn by using the language items: Learn by listening to and watching simulations on means of transport in a text. The teacher should pay attention to learners with difficulties in the pronunciation of French words. Give them individual practice, etc.</i> <i>iii. Key Assessment</i> <i>Key Assessment (DoK Levels)</i> <i>Évaluation Formative</i> <i>Level 1 (Recall):</i> <i>Écouter et repérer des mots sur les types de médias dans un document audio/un document vidéo, etc.</i> <i>c) Ghanaian language</i> <i>Week 24:</i> <i>i. Task</i> <i>Use your own words to explain prose to your shoulder partner, etc.</i> <i>ii. Pedagogical exemplars</i> <i>Initiating talk for learning</i> <i>Whole class:</i> <i>Discuss the elements of prose by way of revision, etc.</i> <i>iii. Key Assessment</i> <i>Level 2 Skills of conceptual understanding:</i> <i>Explain the steps you would take to appreciate a given prose, etc.</i> <i>d) Spanish</i> <i>Week 24</i> <i>i.Tasks</i> <i>Choose the correct translation.</i> <i>a) I wash the car.</i>	
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	o Lavo el auto. o Me lavo el auto. b) I take a bath. o Me baño. o Yo baño, etc ii. Pedagogical Exemplars <i>Experiential learning</i> <i>El profesor o la profesora proporciona materiales auténticos, como vídeos o lecturas que muestren rutinas y actividades cotidianas, incorporando verbos reflexivos y no reflexivos. Después, discute con los aprendices cómo afecta la elección del verbo al significado de la frase, etc.</i> iii. Key Assessment (DoK levels): Level 1 <i>Los/las aprendices en grupos de 4 o 5 se preguntan qué actividades suelen hacer sus compañeros usando los verbos reflexivos y no-reflexivos, etc.</i> 2.5 In your language group, complete the learning plans for Weeks 23 and 24 lessons with teaching, learning and assessment activities in your teacher manual, taking into consideration GESI, SEL, ICT, differentiation and national values (NTS 1a, 1e, 2a-2c, 2e, 2f, 3a, 3d, 3e, 3i and 3k).	
3. Peer-review of learning planners. Reviewing planner to ensure alignment between course manual and learning planner based on the templates provided.	3.1 Exchange your learning plans for Weeks 23 and 24 lessons with a colleague within the department for reviewing, taking into consideration the content of the learning plan in line with the CS, LOs, LIs in the teacher manual (NTS 1a, 1b, 2b, 2c, 2e, 2f, 3a, 3d, 3e, 3g-3j and 3o). <i>Note:</i> <i>Areas for critical review:</i> a) <i>Appropriateness of essential questions</i> b) <i>Differentiated pedagogies and assessment</i> c) <i>Alignment between the teacher manual and learning plans</i> d) <i>Innovativeness of pedagogical choices</i> e) <i>Incorporation of GESI, SEL, ICT, 21st century skills, differentiation and national values</i> f) <i>Appropriateness of the use of teaching and learning resources, etc.</i> 3.2 Implement the recommendations made by a peer reviewer to your learning plans as appropriate (NTS 1a, 1b).	10 mins

4. Reflection on the session: Reflecting on what has been learnt in the session. Advance preparation towards next DPLC session	4.1 In your group, reflect, write and share what you have learnt with the larger group with regard to DPLC Sessions 13, <i>developing learning plans for Weeks 23 and 24</i>, using the teacher manual and learning plan (NTS 1a). 4.2 Please, complete your learning plans if you could not do that during the session (NTS 3I). 4.3 Reflect with teachers on the impact of DPLC sessions on their teaching activities and profession (NTS 1a, 1b).	10 mins
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Appendix
Arabic

Learning Planner							
Subject	Arabic	Week	1	Duration	120mins	Form	1
Strand	Listening Reading	Sub-Strand	Phonology of the Arabic language (i) Phonological Awareness / Reading Fluency				
Content Standard	Demonstrate knowledge and ability to identify the sound patterns of Arabic poetry and prose. Demonstrate understanding and application of reading techniques of a moderately complex authentic text at a reasonable speed.						
Learning Outcome(s)	Explain the sound pattern of Arabic rhymed prose, with focus on the phonemic arrangement and sequence, the stressed and unstressed elements with their related mood or emotion.						
Learning Indicator(s)	Identify the sound pattern of Arabic prose, highlighting the syllable and consonant cluster, the stressed and unstressed sounds. Describe the sound pattern of Arabic prose, and the levels of tones that relate to moods or emotions.						
Essential Question(s)	What is the existing knowledge level of learners regarding Arabic phonology, specifically the concept of stressed and unstressed syllables? How can stressed and unstressed syllables be differentiated in Arabic phonology? How can ICT tools be used to enhance the learning of stressed and unstressed syllables?						
Pedagogical Strategies	Collaborative learning, Learning Stations which are based on visual, auditory, and kinaesthetic learning, experiential learning, etc.						
Teaching & Learning Resources	Audio, audio-video, reading texts, audio gadget (using battery or solar energy).						
Key Notes on Differentiation							
<i>Task</i> مهارات اكتساب في يساعده وهو ،ويرددها العربية النصوص إلى يستمع أن على الدارس بتدريب خاص الدرس هذا والنصوص النثرية النصوص بين والتمييز ،الأدبية النصوص قراءة على الدارس فيها يتدرب التي ،والكتابة القراءة الشعرية. <i>Pedagogical Exemplars</i> Collaborative learning: In a mixed-ability group, learners who are confident with pronunciation are asked to articulate the correct pronunciations of words and sentences, and then model these with learners who require pronunciation support through							

collaboration. The teacher ensures that individual learning groupings are based on assumptions of mixed levels of support required for learners. Here the teacher understands individual learning challenges and can circulate the room to assist groups, highlight learners' good pronunciation and ensure engagement in the activity by all.

Key Assessment

Assessment Level 1: Repeat the stressed and unstressed elements in the Prose.

Assessment Level 2: Identify the sound pattern of Arabic Prose, focusing on the rhythm, the stressed and unstressed elements.

Keywords	etc. الأصوات العربية (الحروف الهجائية): أ – ب – ت – ث – ... إلى آخره
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Lesson 1

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

Teacher Activity

Learner Activity

Starter Activity (10 minutes)

Introduce the lesson by asking learners to mention their names and sound they like best in the names.

Introductory Activity (15minutes)

Help learners to organise themselves in mixed-ability groups, then present them with an authentic Arabic reading text. Encourage learners to show respect for individual diverse views as they interact and collaborate in their groups.

إِنَّ أَفْضَلَ الْأَشْيَاءِ أَعَالِيهَا، وَأَعْلَى الرَّجَالِ مُلُوكُهَا،
وَأَفْضَلَ الْمُلُوكِ أَعَمُّهَا نَفْعًا، وَخَيْرَ الْأَزْمِنَةِ أَحْضَبُهَا،
وَأَفْضَلَ الْخُطَبَاءِ أَصْدَقُهَا، الصَّدَقُ مَنْجَاةٌ، وَالْكَذِبُ
مَهْوَاةٌ

Lead the class to follow a very slow and carefully articulated text, with long pauses for them to assimilate the rhythm.

Activity 1 (30 minutes)

Using listing circle, provide them with an audio clip of the text to listen to.

After listening to the material, ask them to discuss what they heard, ask questions,

Introductory Activity (15minutes)

In your groups, listen attentively, focusing on the Arabic sound patterns in the text. Please as you carry out the activities, show respect to others' views as you interact and collaborate with group members.

إِنَّ أَفْضَلَ الْأَشْيَاءِ أَعَالِيهَا، وَأَعْلَى الرَّجَالِ مُلُوكُهَا، وَأَفْضَلَ
الْمُلُوكِ أَعَمُّهَا نَفْعًا، وَخَيْرَ الْأَزْمِنَةِ أَحْضَبُهَا، وَأَفْضَلَ الْخُطَبَاءِ
أَصْدَقُهَا، الصَّدَقُ مَنْجَاةٌ، وَالْكَذِبُ مَهْوَاةٌ

In your groups, follow a very slow and carefully articulated text, with long pauses for them to assimilate the rhythm.

Activity 1 (30 minutes)

Using listing circles, listen to an audio clip of the text.

After listening to the material, discuss what you have heard, ask questions, and clarify any challenging points together.

and clarify any challenging points together. Activity 2 (40 minutes) Prepare learners to watch an audio-visual set or classroom simulation to observe how speakers employ tones, intonation as communicative strategy. In same mixed-ability groups, ask learners to choose 10 words from the text and identify syllables and consonant cluster in each word. إِنَّ أَفْضَلَ الْأَشْيَاءِ أَعَالِيهَا، وَأَعْلَى الرِّجَالِ مُلُوكُهَا، وَأَفْضَلَ الْمُلُوكِ أَعْمَمُهَا نَفْعًا، وَخَيْرَ الْأَزْمَنَةِ أَخْصَبُهَا، وَأَفْضَلَ الْخُطَبَاءِ أَصْدَقُهَا، الصِّدْقُ مَنْجَاةٌ، وَالْكَذِبُ مَهْوَاةٌ Activity 3 (10 minutes) Prepare learners – according to their sitting order – to pick a word each in the order they appear in a text, and pronounce it. This exercise continues until all words are read by each learner. The starting point and reading order changes and mistakes are politely corrected among learners themselves.	Activity 2 (40 minutes) I. Watch an audio-visual set or classroom simulation to observe how speakers employ tones, intonation as communicative strategy. II. In same mixed-ability groups, choose 10 words from the text and identify syllables and consonant cluster in each word. إِنَّ أَفْضَلَ الْأَشْيَاءِ أَعَالِيهَا، وَأَعْلَى الرِّجَالِ مُلُوكُهَا، وَأَفْضَلَ الْمُلُوكِ أَعْمَمُهَا نَفْعًا، وَخَيْرَ الْأَزْمَنَةِ أَخْصَبُهَا، وَأَفْضَلَ الْخُطَبَاءِ أَصْدَقُهَا، الصِّدْقُ مَنْجَاةٌ، وَالْكَذِبُ مَهْوَاةٌ Activity 3 (10 minutes) According to their sitting order – pick a word each in the order they appear in a text, and pronounce it. This exercise continues until all words are read by each learner. The starting point and reading order changes and mistakes are politely corrected among learners themselves.
Assessment DoK aligned to the Curriculum and Subject Teacher Manual	
Level 1: Repeat the stressed and unstressed elements in the Prose.	
Level 2: Identify the sound pattern of Arabic Prose, focusing on the rhythm, the stressed and unstressed elements.	
Lesson Closure	
In completing this part, refer to the Essential Questions to check that learning has taken place.	
Activity (15 minutes) Excerpts of Arabic popular songs, movie dialogues, or audio clips from online resources and ask learners to identify and discuss the sound patterns present in the media. Learners the opportunity to ask questions for further clarification and address any misconceptions if any. Have a general class voting to aid reflection. (أحتاج إلى المساعدة – أحاول – أستطيع)	
Reflection & Remarks	
In all, while the lesson could achieve its core objectives of introducing sound patterns in Arabic prose, it could also highlight areas where I can enhance engagement, pacing, and individual reflection.	

French

Learning Plan							
Subject	French	Week	1	Duration	120mins	Form	1
Strand	Faire Connaissance	Sub-Strand	Se présenter et présenter quelqu'un.				
Content Standard	Être capable de comprendre et de s'engager dans un acte de se présenter et présenter quelqu'un.						
Learning Outcome(s)	S'engager dans un acte de se présenter et présenter quelqu'un.						
Learning Indicator(s)	a) Écouter ou regarder et réagir à une présentation ou une conversation dans laquelle des gens se présentent (Compréhension de l'oral). b) Se présenter ou présenter quelqu'un en continu ou dans une conversation (Production et interaction orale).						
Essential Question(s)	How will I guide learners to identify who is speaking from the audio-visual documents? How can self-introductory vocabulary and expressions be identified in audio-visuals documents? What strategies can be used to answer simple questions on self-introduction from the audio-visual text? etc.						
Pedagogical Strategies	Apprentissage expérientiel, talk for learning, travail de groupe, réfléchir, jumeler et partager, jeu de rôle, dramatisation, simulation, etc.						
Teaching & Learning Resources	Laptop, téléphone, projecteur, document audio sur la présentation, document vidéo sur la présentation, enceinte bluetooth, images, dessins						
Key Notes on Differentiation							
Task 1 (Compréhension de l'oral) Teachers should select relevant audio and video materials that contain the words and expressions for listening and speaking activities. During the lesson delivery, ensure that the learners develop the following competencies: communication, collaboration, understanding of oneself, tolerance, and life-long learning.							
Pedagogical Exemplars Learn by using the language items: Learn by listening to and watching, by simulating and by acting out relevant situations. The teacher should pay attention to learners with difficulties in the pronunciation of French words. Give them individual practice.							
Key Assessment (DoK Levels) Évaluation Formative Level 1 (Recall): Écouter/visionner et repérer des mots et des expressions sur les manières de saluer et de se présenter. Utilisez des mots entendus/expressions entendues dans des situations de communications pour se présenter. Level 2 (Understanding): Écouter et répondre aux questions simples ou complexes à l'écrit et à l'oral. Discuter du sujet dans l'audio/vidéo.							

Keywords	<i>Salut, bonjour, bonsoir, coucou, au revoir, à bientôt, à demain, à plus, à lundi, nom, prénom, âge, nationalité, profession, numéro, adresse (mail), numéro de téléphone, comment, où, quel, épeler son nom, etc. Verbes : être, avoir, habiter, travailler, s'appeler, Pronoms personnels : je/vous (politesse) /tu/il/elle.</i>	
Lesson 1		
Main Lesson drawing on Concepts, Skills and Competencies to reinforce as in the Subject Teacher Manual		
Teacher Activity	Learner Activity	
<u>Starter Activity (10 minutes)</u> <u>Activité de toute la classe</u> Faire une activité d'anticipation <i>Faire chanter une chanson liée au cours ; Poser des questions générales liées au cours ; Initier un dialogue avec des apprenants, etc.</i>		
<u>Compréhension de l'oral</u> <u>Introductory Activity (15minutes)</u> <i>Faire écouter / visionner un document audio ou vidéo à plusieurs reprises.</i> <i>En groupe, faire repérer des nouveaux mots entendus dans le document audio ou dans le document vidéo.</i> <i>Vérifier la compréhension en posant des questions simples : Qui parle ? À qui il parle ? Qu'est-ce qu'il dit ? etc.</i>	<u>Compréhension de l'oral</u> <u>Introductory Activity (15minutes)</u> <i>Écouter / visionner un document audio ou vidéo à plusieurs reprises.</i> <i>En groupe, repérer des nouveaux mots entendus dans le document audio ou dans le document vidéo.</i> <i>Répondre à des questions de compréhension du document audio/vidéo.</i>	
<u>Activity 1 (40 minutes)</u> <i>À l'aide des ressources d'enseignant, faire une démonstration avec les répliques du dialogue/ du texte pour se présenter et présenter quelqu'un.</i> <i>Faire participer à un échange langagier (enseignant-apprenant).</i>	<u>Activity 1 (40 minutes)</u> <i>À l'aide d'un enseignant, engager dans un dialogue de se présenter et présenter quelqu'un.</i> <i>Les apprenants participent à un échange langagier (enseignant-apprenant, apprenant-apprenant).</i>	
<u>Activity 2 (40 minutes)</u> <i>En se servant des exemples concrets, exploiter implicitement quelques éléments linguistiques (exercices de</i>	<u>Activity 2 (40 minutes)</u> <i>En se servant des exemples concrets, réviser les éléments linguistiques sur se présenter et présenter quelqu'un. : pronom personnel, pronom possessif, lexique de salutation.</i>	

grammaire et de vocabulaire) sur se présenter et présenter quelqu'un.	
Assessment DoK aligned to the Curriculum and Subject Teacher Manual	
Level 1 Question-Réponse : Répondre aux questions de compréhension sur le document audio/vidéo oralement. Les apprenants se saluent et se présentent dans une situation de communication. Exercice de répétitions Les apprenants répètent les expressions qu'ils entendent dans le document audio/vidéo. Compréhension orale Les apprenants répondent aux questions de compréhension sur le document audio/vidéo : QCM	
Lesson Closure <i>In completing this part, refer to the Essential Questions to check that learning has taken place.</i>	
Activity (15 minutes) Demander aux apprenants de se présenter et présenter quelqu'un en utilisant les expressions et les mots nouveaux appris. • Ex : Salut, bonjour, bonsoir, coucou !, etc. • Au revoir, à bientôt, à demain, à plus, à lundi, etc. • Nom, prénom, âge, nationalité, profession, numéro, adresse (mail), numéro de téléphone, etc. • Comment, où, quel, etc. • Épeler son nom.	
Reflection & Remarks	
Remplir après l'enseignement. Questions de réflexion: Qu'est-ce qui a bien marché ? Est-ce que l'audio/vidéo a bien marché ? Est-ce que les apprenants ont bien saisi les contenus d'audio/vidéo ? etc Est-ce que les apprenants ont pu participer dans les dialogues/interactions/ Remarque après l'enseignement La leçon a été bien enseignée. Les apprenants ont participé vivement dans les activités d'enseignement/apprentissage.	
Lesson 2	
Main Lesson drawing on Concepts, Skills and Competencies to reinforce as in the Subject Teacher Manual	
Teacher Activity	Learner Activity
Starter Activity (10 minutes)	

<u>Activité de toute la classe</u> Faire une activité d'anticipation Faire chanter une chanson liée au cours ; Poser des questions générales liées au cours ; Initier un dialogue avec des apprenants, etc.	
<u>Production et interaction orale</u> <u>Introductory activity (25 minutes)</u> Faire les apprenants se présenter dans une situation de communication. Faire les apprenants se présenter dans une situation de communication. <u>Activity 1 (25 minutes)</u> Faire dramatiser un dialogue où l'on se salue et prend congé. <u>Activity 2 (25 minutes)</u> Faire un micro-trottoir (Jeux de rôles) sur la salutation et présentation de quelqu'un. <u>Activity 3 (25 minutes)</u> Faire jouer une scène où les apprenants se saluent, se présentent ou présentent quelqu'un et prennent congé (Jeux de rôles). Exploiter implicitement quelques éléments linguistiques (e.g. pronom personnel) sur se présenter et présenter quelqu'un.	<u>Production et interaction orale</u> <u>Introductory activity (25 minutes)</u> Les apprenants se présentent dans une situation de communication en mentionnant leur nom, prénom, et âge. Les apprenants se présentent dans une situation de communication en mentionnant leur nom, prénom, âge, nationalité, etc. <u>Activity 1(25 minutes)</u> Les apprenants dramatisent la salutation et prennent congé. <u>Activity 2 (25 minutes)</u> Les apprenants font un micro-trottoir (jeux de rôles) sur la salutation et présentation de quelqu'un. <u>Activity 3 (25 minutes)</u> Les apprenants jouent une scène où les apprenants se saluent, se présentent ou présentent quelqu'un et prennent congé (jeux de rôles). Les apprenants exploitent implicitement quelques éléments linguistiques (e.g. pronom personnel) sur se présenter et présenter quelqu'un.
Assessment DoK aligned to the Curriculum and Subject Teacher Manual	
Level 3 Monologue : Les apprenants se présentent dans des situations de communication en suivant les exemples entendus du document audio/vidéo. Dialogue : En paire (débutant-peu avancé), les apprenants s'engagent dans des échanges de se présenter et présenter quelqu'un. Les apprenants suivent les exemples entendus dans le document audio/vidéo.	

Lesson Closure

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

Activity (15 minutes)

Demander aux apprenants de se présenter et présenter quelqu'un en utilisant les expressions et les mots nouveaux appris.

› *Ex : Salut, bonjour, bonsoir, coucou !, etc.*

› *Au revoir, à bientôt, à demain, à plus, à lundi, etc.*

› *Nom, prénom, âge, nationalité, profession, numéro, adresse (mail), numéro de téléphone, etc.*

› *Comment, où, quel, etc.*

› *Épeler son nom.*

Reflection & Remarks

Remplir après l'enseignement.

Questions de réflexion:

Qu'est-ce qui a bien marché ?

Est-ce que l'audio/vidéo a bien marché ?

Est-ce que les apprenants ont bien saisi les contenus d'audio/vidéo ? etc

Est-ce que les apprenants ont pu participer dans les dialogues/interactions/

Remarque après l'enseignement

La leçon a été bien enseignée.

Les apprenants ont participé vivement dans les activités d'enseignement/apprentissage.

Ghanaian Language

Learning Planner							
Subject	Ghanaian Language	Week	1	Duration	60 mins.	Form	1
Strand	Oral Conversation	Sub-Strand	Conversation/Communication in context				
Content Standard	Demonstrate the ability to understand discourse and identify key ideas						
Learning Outcome(s)	Collaborate and communicate effectively with others						
Learning Indicator(s)	Identify key ideas from appropriate discourse. E.g., cultural values (respect, kindness, tolerance and others), education, child trafficking, environment, industrialisation in Ghana, mining, GESI etc.						
Essential Question(s)	i. How would I help learners to differentiate between vowel sounds and consonant sounds in the language? ii. What are the parameters for describing a vowel and a consonant? iii. How can each of the parameters for describing						
Pedagogical Strategies	Group work/Collaborative learning; Diamond nine						
Teaching & Learning Resources	Printed texts, Cardboards, Markers, Projectors, Mobile phones, Videos and Computer.						
Key Notes on Differentiation							
i. Task1 - What is vowel? - What is a consonant? - What parametres are used to describe vowels? - What parametres are used to describe consonants? - Produce the vowel sounds in the language. - Produce the consonant sounds (at least ten). - Describe the consonants and vowels that you have produced.							
ii. Pedagogical Exemplars - Collaborative learning - Modelling (Vowels): - Teacher models production of vowel. - Learners repeat the vowels produced by the teacher. - Teacher discusses the parameters used in describing the vowels (e.g., tongue height, lip posture and part of the tongue). - Modelling (Consonants): - Teacher models the production of consonant sounds. - Learners repeat the production of consonant sounds.							

3. Teacher discusses the parameters used in describing consonants (voicing, place of articulation and manner of articulation).

o Whole Class:

1. Teacher provides vowels (e.g., /e/, /ε/, /i/, /a/, /ɔ/, /o/, /u/ etc.).

2. Learners produce at least three of the vowels.

3. Learners form at least three words using the vowels and make presentation for class discussion.

iii. Key Assessment

- Level 2 Assessment: Skills building

Provide two examples of words in your language that have each of the vowels below at word initial, word medial and word final:

/a/, /e/, /ε/, /ɔ/, /i/, /u/, etc.

- Level 2 Assessment:

Identify the vowels in the words below and state their positions.

Dɔkon, nsu, osua, puow, siw, hwe, etc

Note: Teachers should give words in the language of study

Keywords

Tolerance, industrialisation, environment, education, lip posture, tongue height and part of the tongue

Lesson 1

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

Teacher Activity

Learner Activity

Starter Activity (5 minutes)

Tell the story of 'Ananse' and the Gum man.

Introductory Activity (15 minutes)

Establish, through a variety of differentiated strategies the meaning of key ideas.

(e.g. Pairs, brainstorming and whole class)

Activity 1 (15 minutes)

Give learners a picture, title of a story, and key words in a story.

Activity 2 (10 minutes)

Do a model reading of a story.

Introductory Activity (15 minutes)

In groups, look out for the meaning of key ideas from different sources and make a presentation for discussion.

Activity 1 (15 minutes)

In pairs, discuss the picture, title of the story, key words in the story and predict the storyline. The groups make presentations for discussion.

Activity 2 (10 minutes)

Listen to the story being read. Read the story and identify the key ideas in the story.

Assessment DoK aligned to the Curriculum and Subject Teacher Manual

- Level 2 Assessment: Skills building

Provide two examples of words in your language that have each of the vowels below at word initial, word medial and word final:

<i>/a/, /e/, /ɛ/, /ɔ/, /i/, /u/, etc.</i> <i>Level 2 Assessment:</i> <i>Identify the vowels in the words below and state their positions.</i> <i>puow, siw, hwe, etc.</i> <i>NB: Teachers should give words in the language of study</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> <i>Listen to the story being read. Read the story and identify the key ideas in the story.</i>
Reflection & Remarks <i>These are the thoughts and comments of the teacher after completing a lesson or class. They include teachers' personal observations, the things learnt, and any questions or concerns about the material covered. Reflecting on your learning experience is helpful in reinforcing your understanding of the material and identifying areas where you may need further clarification or practice. Providing feedback and remarks to your learners helps improve the quality of the lesson and the learning experience in the next lesson.</i>

Spanish

Learning Planner							
Subject	Spanish	Week	1	Duration	60 mins.	Form	1
Strand	Saludos y presentaciones	Sub-Strand	Saludar/despedirse				
Content Standard	1.X.1.I.C.S.1 Saludar y responder a los saludos						
Learning Outcome(s)	Después de esta sesión, el aprendiz será capaz de saludar y despedirse de compañeros/desconocidos.						
Learning Indicator(s)	Escucha y observa amigos que se saludan. Saluda y despídete de los amigos/ las amigas/los compañeros/las compañeras. (Expresión oral -informal/tú)						
Essential Question(s)	What prior knowledge do learners have that will help them understand Spanish greetings? How important are greetings in cultures? What are the gestures that accompany greetings in cultures? etc.						
Pedagogical Strategies	Collaborative learning (small group and large group discussions, think-pair-share) talk for learning(oral presentation), and experiential learning (role-playing)						
Teaching & Learning Resources	Level 1 Recall Level 2 Skills of conceptual understanding						
Key Notes on Differentiation							
i. Task/Tarea: Escribe una lista de al menos 4 saludos básicos en español y dos respuestas de saludos. ii. Pedagogical Exemplars Experiential learning Procura un audio de personas que se saludan por la mañana, la tarde y la noche. Luego, reproduce el audio en la clase. Los aprendices lo escuchan y repiten los saludos. El profesor o la profesora explica a todos los aprendices las diferentes maneras de saludar en español destacando factores importantes como la persona y el tiempo del día. Collaborative learning: En grupos (mixed-ability groups) de 2 o 3, los aprendices se saludan usando el vocabulario que han aprendido. iii. Assessments: Key Assessment (DoK levels): Comprensión auditiva o Level 1: Reproduce un audio sobre los saludos en clase y los aprendices deben escuchar y repetirlo. o Level 2: Reproduce un audio sobre los saludos en clase y los aprendices deben escuchar y contestar a las preguntas de comprensión, etc.							

Keywords	Hola, saludos, adiós and amigo.		
Lesson 1			
Main Lesson drawing on Concepts, Skills and Competencies to reinforce as in the Subject Teacher Manual			
Teacher Activity		Learner Activity	
Starter Activity (10 minutes) Hi! Hello class! How are you? What Spanish word do you know? Mention some Spanish-speaking countries that you know.			
Introductory Activity (20 minutes) El profesor/la profesora procura un audio de personas que se saludan por la mañana, la tarde y la noche. El profesor/la profesora reproduce un audio para la comprensión auditiva. Luego, guía a los aprendices durante el role-playing Activity 1 (20 minutes) Learning through observation El profesor/la profesora proyecta un vídeo donde algunas personas se saludan y se despiden por la mañana, la tarde y la noche. El profesor/la profesora pone los aprendices en grupos (mixed groups) de 2 o 3 para que hagan una actividad de role-playing		Introductory Activity (20 minutes) Los aprendices escuchan el audio y repiten los saludos. Los aprendices contestan a las preguntas de comprensión.. Activity 1 (20 minutes) Los/las aprendices ven un video donde algunas personas se saludan y se despiden por la mañana, la tarde y la noche. Los aprendices se saludan usando el vocabulario que han aprendido.	
Assessment DoK aligned to the Curriculum and Subject Teacher Manual			
Assessment level 1: Role-playing (Expresión oral): Saluda y despídete de los amigos/las amigas. Assessment level 2: Comprensión auditiva Escucha y contesta las preguntas de comprensión.			
Lesson Closure In completing this part, refer to the Essential Questions to check that learning has taken place.			
Activity (10 minutes) Como actividad de despedida, los aprendices pueden despedirse usando palabras o expresiones que han adquirido sobre los saludos en español.			

Reflection & Remarks
<i>Were the learners able to greet one another using the key vocabulary?</i> <i>Were the learning needs of learners with varied learning styles addressed?</i> <i>Were the resources used appropriately for the learners?</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

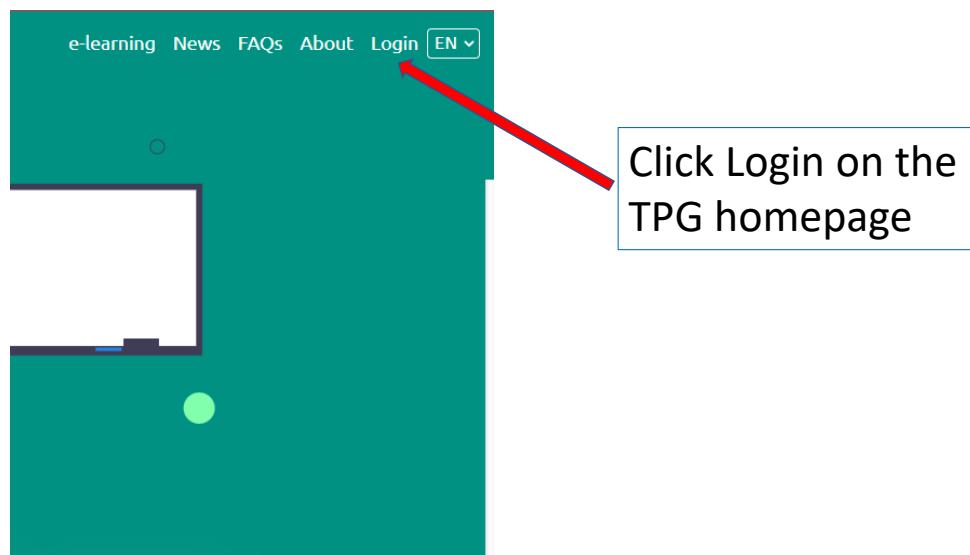
22. Areas for development

23. Next steps for teacher

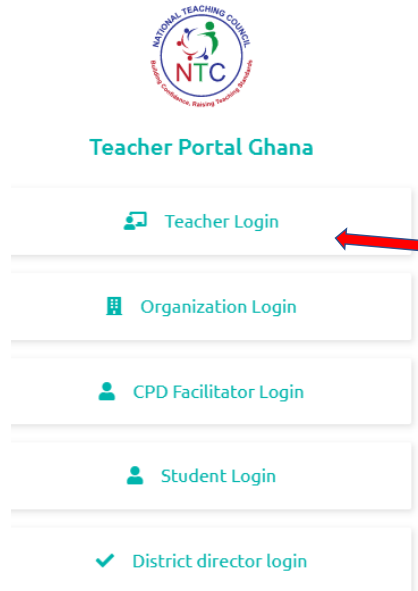
24. Additional Notes (on teacher's actions, the flow of activities, etc.)

HOW TO AWARD CPD POINTS TO DESERVING TEACHERS

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



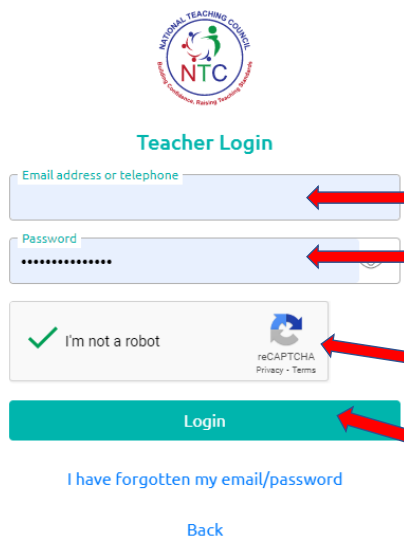
2. On the Login page, click Teacher Login



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 to the 'Teacher Login' button.

Click Teacher Login

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 to the 'Email address or telephone' field. Another red arrow points from a text box to the 'Password' field. A third red arrow points from a text box to the 'I'm not a robot' checkbox. A fourth red arrow points from a text box to the 'Login' button. Below the 'Login' button is a link 'I have forgotten my email/password' and a 'Back' link.

Enter your email address

Enter your password

Check I'm not a robot

Click Login

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

NTC Teacher Portal Ghana

Home

Training programs

Training records

NTC training programs

Portfolio

Profile

Terminal INSETs

Managed station

Professional standing

Hello Sam,

Current license

Name
Sam

Number
PT/0000

From
21st October 2022

To
21st October 2025

No upcoming training programs
[Training programs](#)

Rank progression

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

NTC Teacher Portal Ghana

Home

Training programs

Training records

NTC training programs

Portfolio

Profile

Terminal INSETs

Managed station

Professional standing

Teachers

Key
Search by name or email

Name	INSETs
	Processed 0 of 4 INSETs

Showing 1 - 1 of 1 items

List of teachers in the school

Click on Managed station

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

Teachers /

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

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

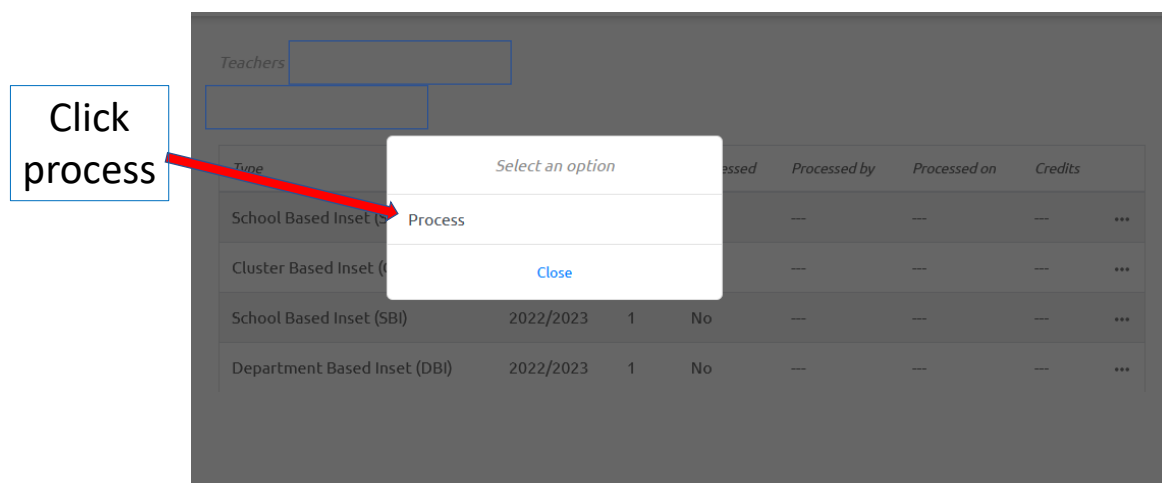
Teachers /

Click here to process

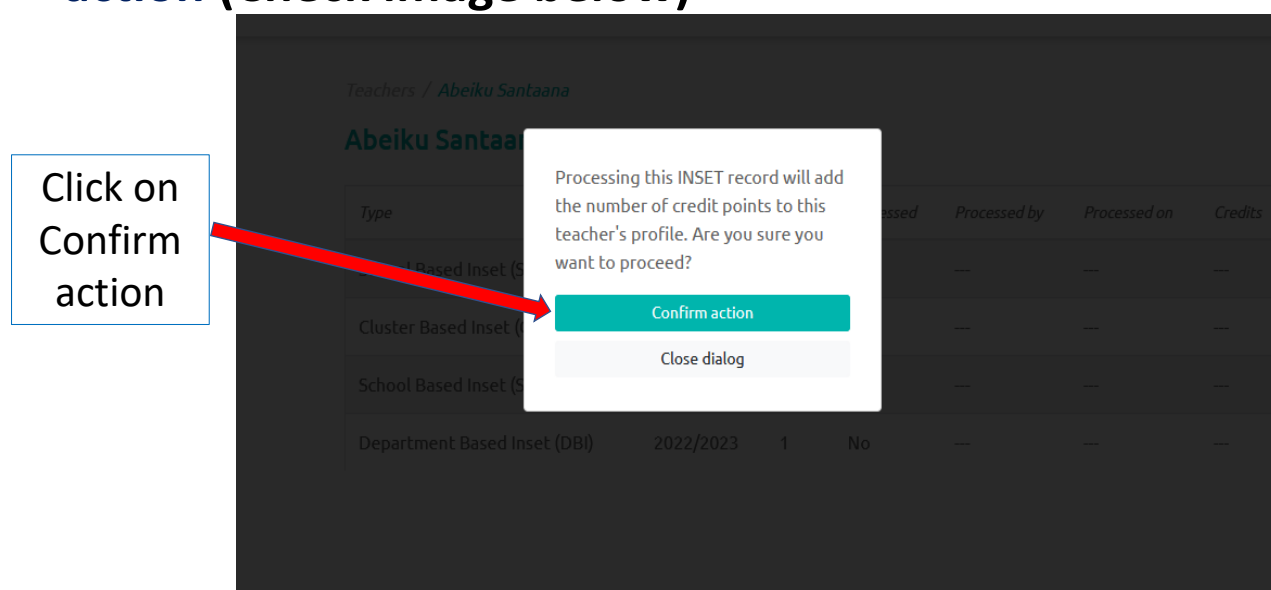
Type	Year	Term	Processed	Processed by	Processed on	Credits	
School Based Inset (SBI)	2022/2023	1	No	---	---	---	...
Cluster Based Inset (CBI)	2022/2023	1	No	---	---	---	...
School Based Inset (SBI)	2022/2023	1	No	---	---	---	...
Department Based Inset (DBI)	2022/2023	1	No	---	---	---	...

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

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



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



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

Teachers /

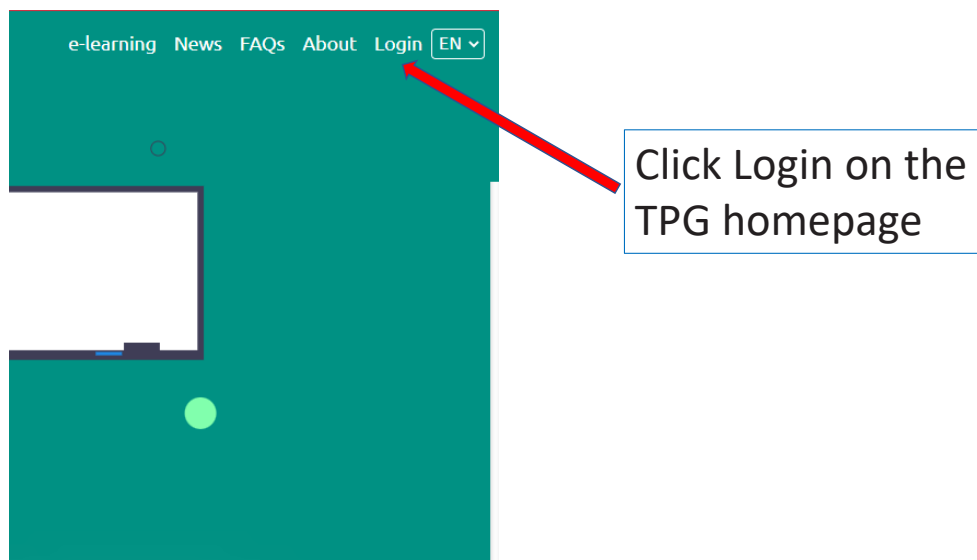
Points processed

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

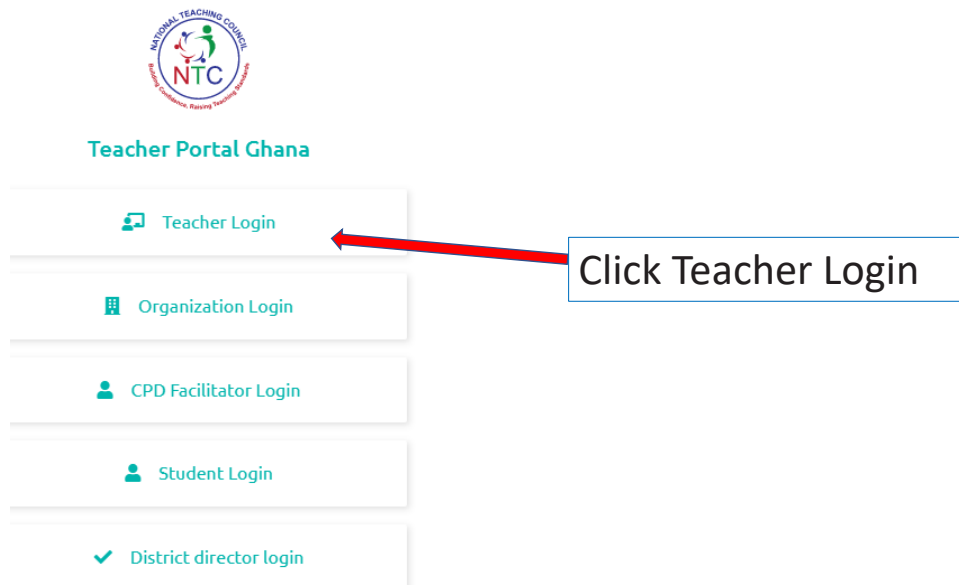
THANK YOU

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

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

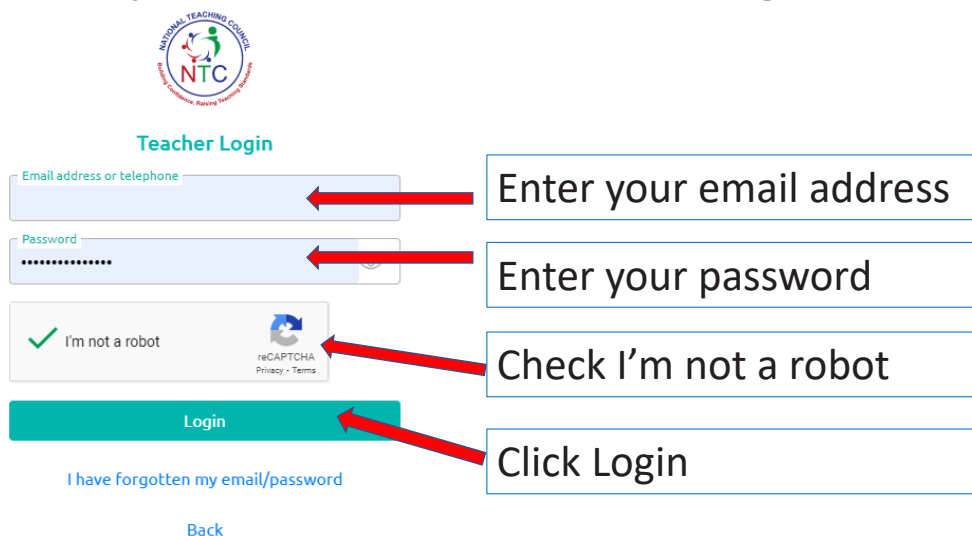


2. On the Login page, click Teacher Login



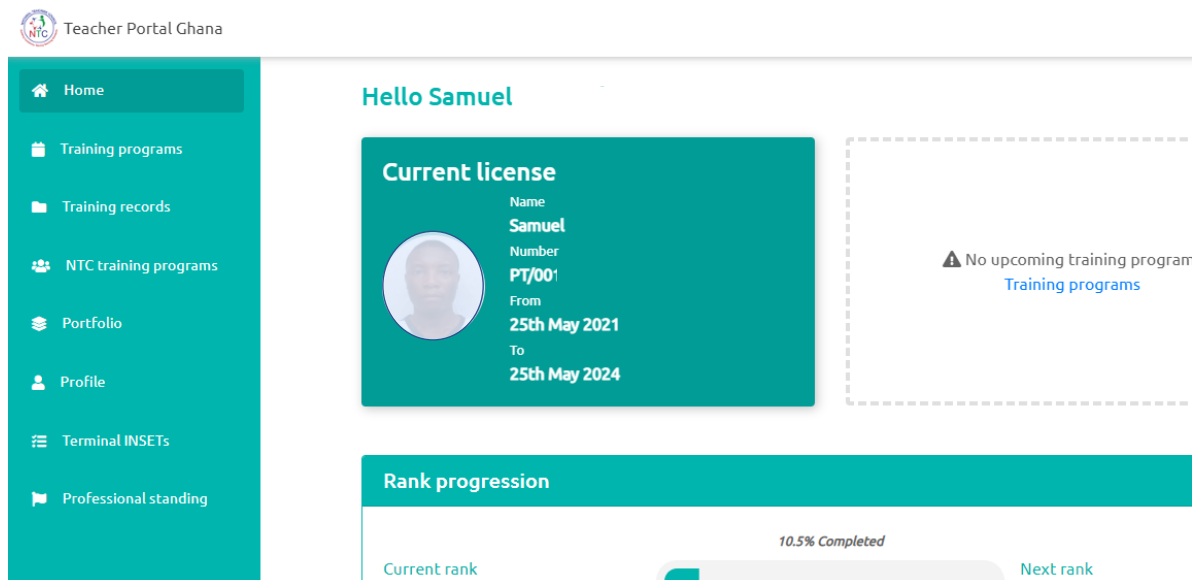
The image shows the 'Teacher Portal Ghana' login page. At the top is the NTC logo with the text 'NATIONAL TEACHING COUNCIL' and 'NTC' in the center. Below the logo is the title 'Teacher Portal Ghana'. There are five login options listed in a vertical stack: 'Teacher Login' (with a person icon), 'Organization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

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



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

Teacher Portal Ghana

Training records
Records for training programs registered and/or attended

Total points: 1.8988

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

Click to view training records

List of training programs

THANK YOU